



St Matthew's Church of England Primary School

Reading in Early Years and Key Stage One

September 2022



©gracelace.com

How can you help?

Taking an active interest in your child's learning is one of the best ways to help them with school and life. Children are learning all the time – not just at school.



Remember, a little bit of reading goes a long way.

Teaching word reading and spelling

The national curriculum is designed to make sure that all children are able to read and write fluently by the time they leave year 6, so that they can make progress at secondary school. A vital element of this is the early and successful teaching of phonics.

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words children would have heard by the time they were 5 years old:

Never read to, 4,662 words;

1–2 times per week, 63,570 words;

3–5 times per week, 169,520 words;

daily, 296,660 words;

and five books a day, **1,483,300 words.**

Recent research also shows that 90% of the new vocabulary that children acquire is from reading books!



How do we teach reading?

- **phonics** - sounding out the word using their phonics knowledge
- with some sight vocabulary
- **but mainly phonics phonics phonics!**

The more reading the better.

When reading with your child, choose a quiet time to read when they are not too tired.

10 - 15 minutes each day is usually enough for a younger child. Older children may enjoy reading independently for a longer period of time.

Be positive - praise the children for self-correcting or having a go.

Try to encourage your child to read with expression.

Talk about the book - rather than just concentrate on reading correctly. This will develop their comprehension skills.

Questions to ask before your child starts reading their book.

What is the title of the book?

What do you think the book is about?

What do you think will happen?

What made you choose this book?

Have you read this book before? Why have you chosen it again?

How can you help while they're reading?

If children are struggling with a word you can...

- Encourage them to use their phonics (sounds) to sound out a word.
- Look at the pictures; can any clues be found there?
- Read around the word; which word would make sense there?
- Repeating the same book is essential for reading progress.

Questions to ask when your child has finished their book...

Did you enjoy this book? Why?

What was your favourite part of the book? Why?

Was there anything you disliked about the story?

Who was telling the story?

Was this the most important character in the story?

Do you like the illustrations? Do you have a favourite?












































How else can you help them to develop a life-long love of books and learning?

Go to the library – free books!

Read in real life – newspapers, road signs, timetables at the bus stop, menus...

Read to your children, or tell your children stories that you know. If you don't speak English at home, share a book or story in your home language.

A little tour of phonics...

s 	t 	p 	n 	m 	a 	e 	i 	o 
g 	d 	ck 	r 	h 	u 	ai 	ee 	igh 
b 	f 	l 	j 	v 	oa 	oo 	oo 	ar 
w 	x 	y 	z 	qu 	or 	ur 	ow 	oi 
ch 	sh 	th 	th the	ng 	ear 	air 	ure pure	er 

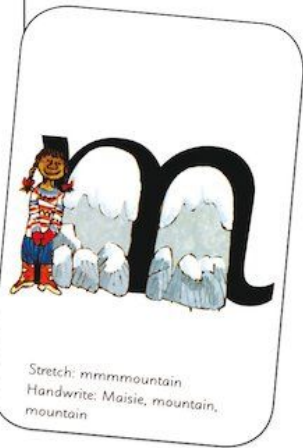


Phonics Glossary

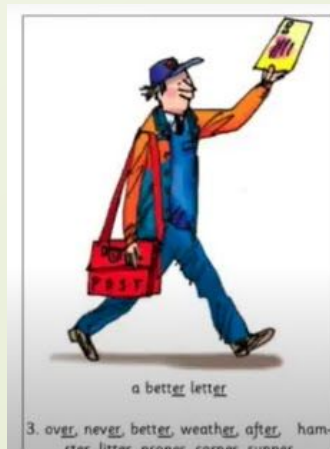
- ? **Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.
- ? **Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.
- ? **GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
- ? **Digraph** - A grapheme containing two letters that makes just one sound (phoneme).
- ? **Trigraph** - A grapheme containing three letters that makes just one sound (phoneme).
- ? **Oral Blending** - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.
- ? **Blending** - This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.
- ? **Oral Segmenting** - This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.
- ? **Segmenting** - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

The Sounds

m



ow



er

Key aspects of phonics: Fred Talk

Say “hello” to Fred.

Fred can *only* talk in sounds...

He says “c_a_t.” Not **cat**.

We call this *Fred Talk*.



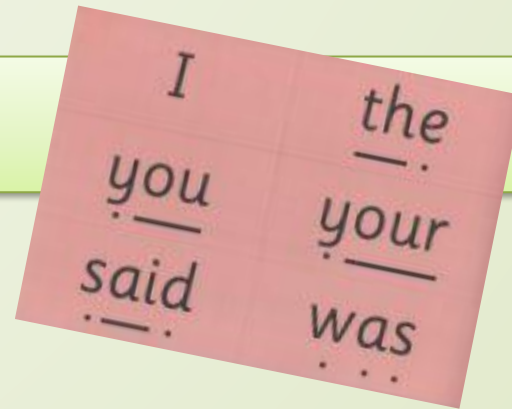
Learning to blend and segment with the sounds we know...

Green words – contain all the sounds we know

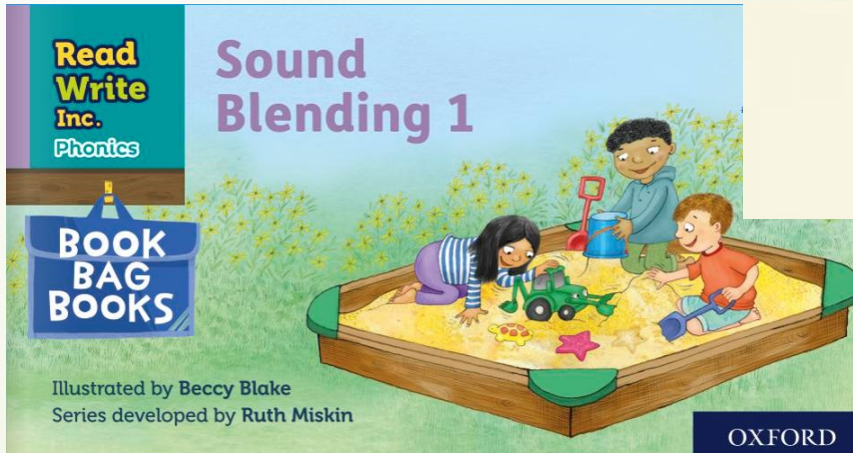
- *Special friends
- *Fred talk
- *Read the word



Red words

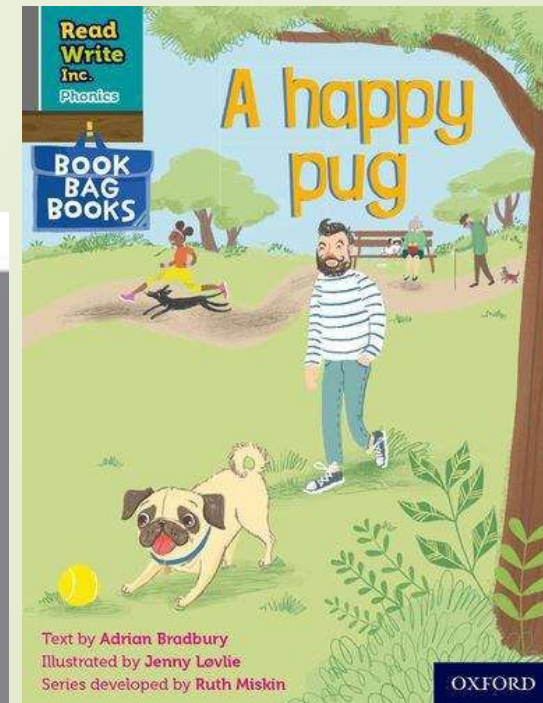


Taking books home...



sit

17





Speed Sounds



Ask your child to say the sounds (not the letter names) clearly and quickly, in and out of order. Make sure he or she does not add 'uh' to the end of the sounds, e.g. 'f' not 'fuh'.

Consonants

Each box contains one sound. Focus sounds for this story are circled.

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll		nn		ss	ve	zz			nk
	le		kn				s			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg			pp		tt	wh			tch
	ck											



Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

darts match pinch shelf keen chunk arm scar
guard dog* grey* paw*

Ask children to say the syllables and then read the whole word.

postman sandwiches carton cartoon postcard

Ask children to read the root first and then the whole word with the suffix.

bark → barks rip → ripped knock → knocked
charge → charged wash → washed*

* Challenge Words

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

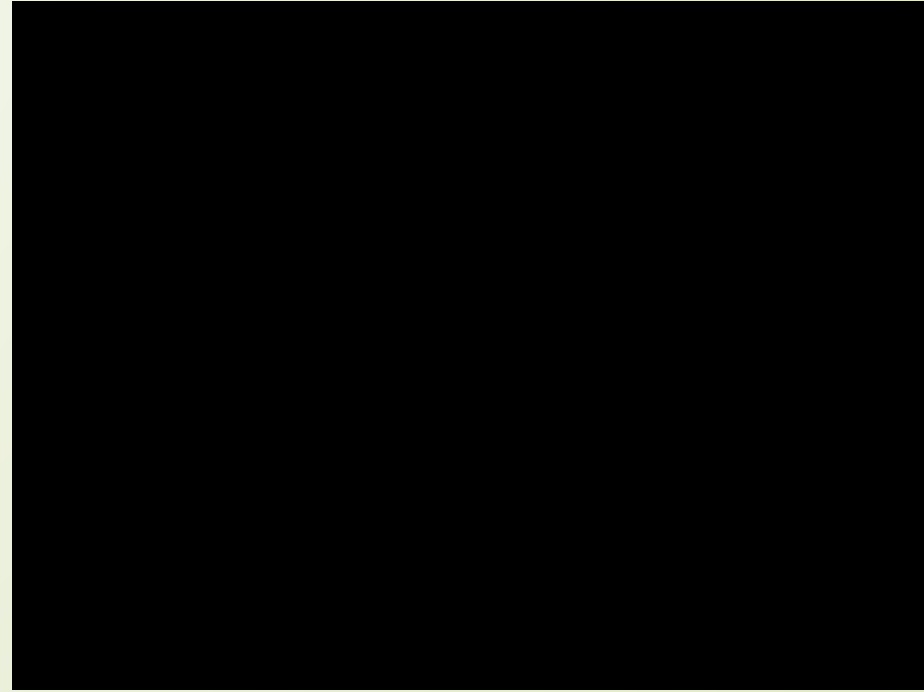
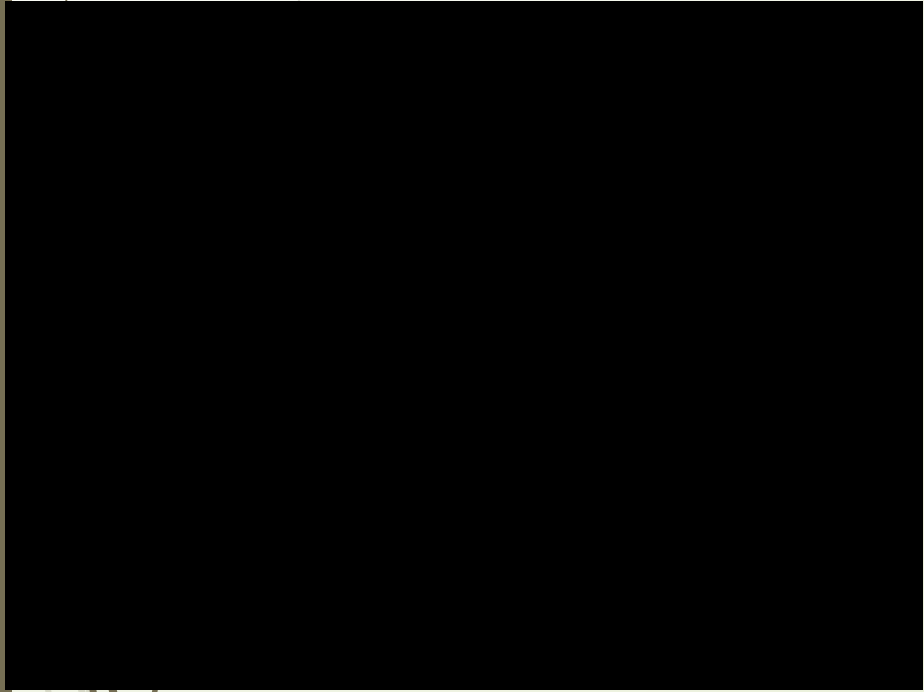
does	were	all	one
said	of	to	they
were	some	any	was
want	are	where	you
your	watch	there	their

Repetitive reading is important for:

- Word recognition and vocabulary
- Pattern and rhythm of the text
- Fluency
- Comprehension
- Confidence



Talking about books...



Early Years Foundation Stage Framework

Literacy

? It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



Early Learning Goals

Communication and Language ELG:

Listening, Attention and Understanding

Children at the expected level of development will:

- ? Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- ? Make comments about what they have heard and ask questions to clarify their understanding;
- ? Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.



Early Learning Goals

ELG: Speaking

Children at the expected level of development will:

- ? Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- ? Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- ? Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Early Learning Goals

ELG: Comprehension

Children at the expected level of development will:

- ? Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- ? Anticipate – where appropriate – key events in stories;
- ? Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play



Early Learning Goals

ELG:Word Reading

Children at the expected level of development will:

- ? Say a sound for each letter in the alphabet and at least 10 digraphs;
- ? Read words consistent with their phonic knowledge by sound-blending;
- ? Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Early Learning Goals

ELG:Writing

Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

End of Year Expectations for Year 1 Pupils

Reading - Word Reading

- ? Pupils should be taught to:
- ? apply phonic knowledge and skills as the route to decode words
- ? respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ? read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ? read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ? read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- ? read other words of more than one syllable that contain taught GPCs
- ? read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ? read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ? re-read these books to build up their fluency and confidence in word reading.

End of Year Expectations for Year 1 Pupils

Reading – Comprehension

Pupils should be taught to:

- ? develop pleasure in reading, motivation to read, vocabulary and understanding by:
- ? listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ? being encouraged to link what they read or hear read to their own experiences
- ? becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ? recognising and joining in with predictable phrases
- ? learning to appreciate rhymes and poems, and to recite some by heart
- ? discussing word meanings, linking new meanings to those already known
- ? understand both the books they can already read accurately and fluently and those they listen to by:
- ? drawing on what they already know or on background information and vocabulary provided by the teacher
- ? checking that the text makes sense to them as they read and correcting inaccurate reading
- ? discussing the significance of the title and events
- ? making inferences on the basis of what is being said and done
- ? predicting what might happen on the basis of what has been read so far
- ? participate in discussion about what is read to them, taking turns and listening to what others say
- ? explain clearly their understanding of what is read to them

End of Year Expectations for Year 2 Pupils

Reading – Word Reading

Pupils should be able to:

- ? continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- ? read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- ? read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes
- ? read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ? read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- ? read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- ? re-read these books to build up their fluency and confidence in word reading.


End of Year Expectations for Year 2 Pupils

Reading - Comprehension

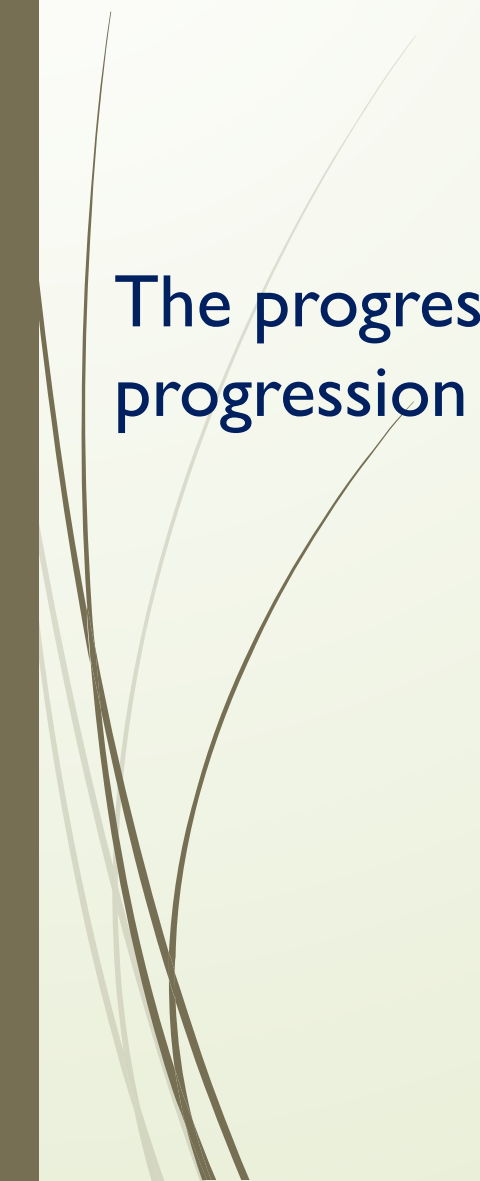
- ? Pupils should be able to develop pleasure in reading, motivation to read, vocabulary and understanding by:
- ? listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- ? being introduced to non-fiction books that are structured in different ways
- ? recognising simple recurring literary language in stories and poetry
- ? discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
- ? continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Pupils will be able to understand both the books that they can already read accurately and fluently and those that they listen to by:

- ? drawing on what they already know or on background information and vocabulary provided by the teacher
- ? checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done
- ? answering and asking questions
- ? predicting what might happen on the basis of what has been read so far
- ? participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



The progression with reading directly affects the progression with writing...



Nursery



Reception



Tell Me a Story



"Flowers"

FLS

Water "Water"

h s r "House"

"Once there was a lot of trains. The train wanted to be the leader everyday. Then one day he crashed. After that the builders came and try to build it but they could not build it. Next it was so rusty that one builder's hand broke. The the train was trying to fix it own self but it could not. The train broke more. Everybody needed to go. so many people came. He broke even more and more."

Reception



Tell Me a Story



I can see a house
I can see a flower
I can see a river
Blue pink
I can see a green
grass

Year One



St Matthew's
Westminster



Tell Me a Story

If I went inside there I
will be scared. and it makes
me have peace. I think there's
bears in there. and the stars
are twinkling. I think
the people are sleeping
because it is nighttime.
I can see a lake and
some flowers the sky
looks blue and light blue
the grass are ^{is} green.

Year Two



St Matthew's
Westminster



Tell Me a Story

On a magical hill, lived a
stone house which was surrounded
by tropical flowers, and
inside live a colourful
unicorn and a gnome. ✓

There house was made of
magical stones and
poisonous dust because
there was nothing else to use. ✓

If the unicorn ate the flowers
it will go out of magic. ✓

one day the unicorn breathed
in and fainted. ✓

Great use of punctuation 😊

Year Three



St Matthew's
Westminster



Tell Me a Story

Once upon a time, in a faraway land, it was a peaceful Christmas ^{even} and there was a lonely, ~~my~~ magical house sitting on its own waiting for its owner. Soon a man named Joe came to the magical house with his wife. The ~~wife's~~ wife's name was Charlotte. Joe and Charlotte lived happily together until they got a child the child was not very nice, he always moaned and never went to sleep, so then Charlotte decided she ~~doesn't~~ like him wants to give him away. The child came back to the magical house but his parents wouldn't let him in, the boy kept on trying to get in but he couldn't. One day his parents saw him looking at the bright, golden flowers as tears began to come out of his eye, his parents felt sorry for him. Suddenly, his parents let

Year Four



St Matthew's
Westminster



Tell Me a Story

In a land over the rainbow, was ~~a~~ the most beautiful ^{fern} ~~door~~, she was Hazelnut brown all over with spots of creamy white. The deer ruled over all the field of a house, that belonged to a mountain ^{stag} ~~deer~~ and his little deer children, one was called creams-on, the other called cocoa. They loved to play around with their Mother in the field, they ~~to~~ also loved to race to the stream (that was just over the valley.) In the evening the Mother would come into the rocky house with her little deers - one on her back and one, walking beside her. In the house was a cramped little kitchen with a strange table and counter, there were pots and pans all hung up neatly on some little hooks which were attached ~~to~~ to the wall, along with spoons, spatulas and there were also some little drawers in which were knives and forks. Up stairs were the most amazing beds! They were like cat baskets but bigger, and there were two of them on top of each other, just like bunk beds! They were made out of wool, cotton, grass and hay. The deer came trundling up the stairs and into the two bunk beds, beside the bottom bed were some little bowls of water, used ~~a~~ as a drink for them. In the Morning they went out with their father to collect wood for a fire to cook Breakfast. They came back with

Year Five



St Matthew's
Westminster



Tell Me a Story

The Beginning of the End

Chaos, disjunction, war. All the things we despise. All things that happened to the Land of Imagination. It started off as peace, love and harmony but good things always go to quickly and this is the story of how it happened...

Once upon a time there was a kindly, old woman who lived in a cosy cottage on top of a hill, where the stars meet. The old lady (Jessica) would often ride down to the village on a dark grey stallion - merc or on a beautiful black mare, Ebony. The villagers would run to the hilltop path when they heard a horse whinny. Every Halloween, Christmas, Easter, Valentine's day, New Year and Founding Day - the day the village was founded - Jess would invite the whole village to her cottage for a hot drink and to stargaze. The villagers thought they knew her as well as they knew themselves but Jessica had a secret, one creek of every month she would disappear. No one knew where she went but she would pack her bags, jump on a horse and ~~and~~ ask one of the villagers to ride on the other horse out of town then she would send the villager back when they got to a cliffside then the villagers thought she would take the cliff path but she didn't she went through the cliff after chanting "Initio, nox, Initio, nox, Initio, Nox!" and she would simply trot through on her horse to a place beyond imagination...

Year Six



Tell Me a Story

Tick, tock, tick, tock. Hazel was counting down the minutes to 15:30. Tick, tock. When the school bell finally went, the class rushed out with so much enthusiasm that Hazel could see nothing but a blur of children. When she finally managed to get through the traffic of kids in the hallway, her best friend Amber was standing there tapping her foot. The two girls shared an excited look when each other were in view. As they did every day, they walked home together while chatting about their sleepover.

Amber made plans in her head for what they were going to when they walked towards their front door. As soon as they got inside, Amber led Hazel to her bedroom and shut the door. "That dreadful Laura Thomas and her followers were even more horrible than usual today. They wouldn't stop bullying Sara!" Mystified Hazel asked "Who's Sara?" "I just some new girl in my class." Satisfied with the answer, Hazel told Amber not to worry, and the best thing to do is ignore Laura.



and
more..

Hazel knew that ~~they~~^{Amber} would sit there for the rest of their evening unless someone did something, so she ~~entertained~~ entertained her friend by taking out her laptop and putting on a game. For the rest of the night, the two girls watched horror movies and ate popcorn.

Amber woke up to find herself staring at a bright light in the sky. She was standing in a once dark and quiet street, wondering how she got there. Hazel joined her outside a few moments later. "Don't sneak out like that!" she scolded. Amber murmured her apology. Then everything went black.

Struggling to get up, Hazel simply scanned her surroundings while lying on the grass. She saw Amber standing above her and she pulled Hazel to her feet. "I explored the area a bit, but I still have no idea how we got here." "There's an old crooked house here, and I saw we have a look." "Are you sure?" Hazel asked, who had a natural fear for most things. "I'm sure."

Amber pushed the door of the crooked house. It didn't move. She pushed it again. It still didn't move. Amber then pushed with all her might, and it creaked open. Hazel took a nervous step backwards, while Amber took a curious step forwards. Not wanting to be alone, Hazel (without thinking) ran forward as Amber walked inside. Then the door shut behind them.

a bit
more.

Hazel clutched Amber's hand so tight, that it probably could've fallen off. "It's okay!" Amber laughed. But Hazel didn't let go. Amber sighed and took a step forwards. "Don't!" Hazel cried. Amber ignored her and took another step. Hazel knew that once Amber made a decision, she would stick with it. The two girls made their way to a door, the first one they saw. "Ooh, it says something!" Amber exclaimed, and took the note down from the door. She read out loud "Go away, stay away." Hazel shook with fear. "Why does it say that? Maybe we should go Amber."

"No way!" Amber said. "I need to know what is behind this door." She shoved the door with her shoulder, thinking all the doors would be the same, but this one was surprisingly easy to open. At first they only saw darkness, but when Hazel leaned in closer she could orange flames that seemed to be licking her clothes. She screamed and hid behind Amber. "What? What is it?" Amber asked.

"Fire!" Hazel screamed.

"I don't see anything." Amber was really confused. Hazel ran to the door and tried to tug it open. Fire, Amber thought. Her worst fear. Amber stepped backwards. If she couldn't see it, and Hazel could, would Amber's worst fear come up? Would it only be an illusion?

~~Amber~~ She blinked, and the entire room went black. Amber was tempted to move but her feet were rooted to the spot. "Hazel! Can you see me?"

"Yes!" Amber then heard her trying to open the



The End!

door again. So Hazel could see, and ~~to~~ my worst fear is darkness, Amber thought. So it really is just an illusion! "Hazel!" Amber called. "The fire isn't real! I need you to stay calm. This house shows us our worst ~~voice~~ fears. I can't see anything, the room is dark. Take me to the door!" A few seconds later Amber felt Hazel's ~~arms~~^{hands} on her arm. She heard her trying to pull the door open. "You faced your fears." A raspy voice said. "You shall be let go." Then the whole room went black again.

Hazel woke to find herself in Amber's room. She was so tired, and just went to sleep.

At St Matthew's, we expect an adult to read with the children every day at home and to write a short statement in their **reading record**.

You might write about:

- How enthusiastic is your child about the choice of book?
- Can your child remember the story so far?
- Is your child reading using only the pictures for clues?
- Can your child read words out of context e.g. when you point to a word without reading the whole sentence?
- Does your child have the confidence to attempt new words?
- Can your child follow the text without using a finger or marker?
- Is there a pattern to the mistakes your child is making e.g. words ending in "ed" or starting in "sh"?
- Does your child recognise mistakes and self-correct?
- Is your child aware of punctuation?
- Is your child reading with expression?
- How long is your child able to read for?

Useful Websites:

<http://www.topmarks.co.uk/Parents/ten-tips-on-hearing-your-child-read> Top tips for parents reading with children

<http://jollylearning.co.uk/> Phonic website, parent section with downloadable advice and leaflets

<http://www.wordsforlife.org.uk/> Lots of information for parents about reading development

<http://www.crickweb.co.uk/> Games and activities around words, phonics, spelling and reading for EYFS, KS1 and KS2



©gracelaced.com