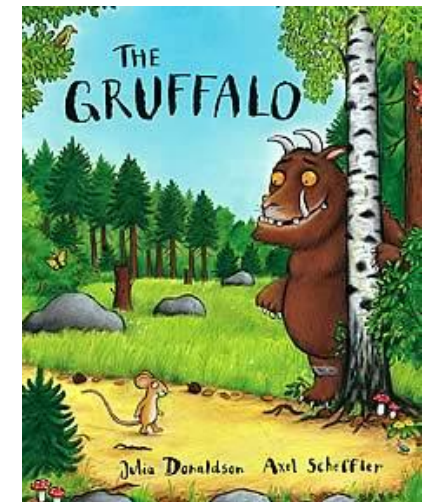
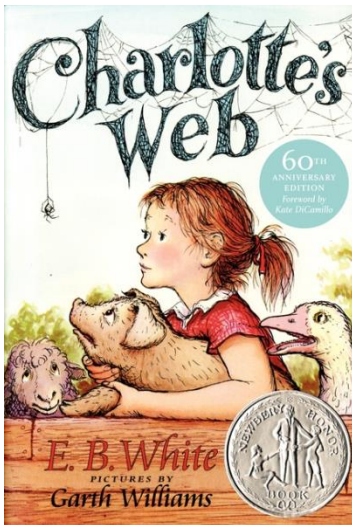


Reading  
at

The Horsell Village School

Autumn 2023



Kindness to yourself

Kindness to others

Kindness to the world

# Our Aims for Reading

...to develop the children's love of books and desire to read.

At **The Horsell Village School** we aim to teach, enable and encourage children to become fluent, independent and analytical readers who are enthralled by books.

# The scheme we use...



# Active Learn - Phonics bug

## Teaching Sequence

- **Revisit and review**
- **Introduce**
- **Teach**
- **Practise**
- **Apply**
- **Assess learning**

# Phases

- Phase 1 – pre- reception
- Phase 2 - single letters and a few digraphs **ck**, **ff** and **ss**
- Phase 3 – some single letters **j**, **v**, **w**, **x**, **y** and **z** moving onto digraphs
- Phase 4 – adjacent consonants cvcc
- Phase 5 digraphs and trigraphs e.g. ere and ear
- Phase 6 – prefixes and suffixes

# Phase 2

Sound	Picture	Action
s	Sun	Hand in the air, opening fist (Makaton)
a	Apple	Eat an apple
t	Tap	Turn tap
p	Pan	Flip a pancake
i	Igloo	Shiver
n	Nest	Cup hands
m	Mat	Wipe feet
d	Dog	Paws under chin
g	Goat	Stroke beard
o	Octopus	Wiggle arms
c	cat	Whiskers
k	Key	Turn key in lock
ck	Sack	Sack over shoulder
e	Elephant	Trunk
u	Umbrella	Put umbrella up
r	Rat	Finger at mouth, pretending to gnaw
h	Hat	Put hat on
b	Bag	Put rucksack on
f	Fan	Fan yourself
ff	Muffin	Peel wrapper off muffin
l	Leg	Wiggle leg
ll	Doll	Hands on hip pose
ss	Dress	Hold hands out to hold dress

# Phase 3

Sound	Picture	Action
j	Jar	Open jar
v	Van	Drive
w	Wig	Stroke hair
x	fox	Move hands slowly in front of you (fox walking)
y	Yell	Pretend to yell
z	Zip	Do up zip
zz	Buzz	Bee wings
qu	Queen	Put on crown
ch	Chips	Dip chips and eat
sh	Shell	Open like a clam
th	Moth	Cross hands over to flutter
ng	King	Hold sceptre and orb
ai	Snail	Make snail with hands – flat hand and fist on top
ee	Sheep	Little fingers swirl above ears
igh	Night	Hands to pretend to sleep
oa	Boat	Row boat
oo	Spoon	Spoon food to mouth
oo	Book	Open and close book
ar	Star	Twinkl fingers
or	Fork	Fingers act as prongs
ur	Church	Point hands together above head
ow	Owl	Big eyes – hands like binoculars
oi	Coin	Pay with coins – flat hand and pick up coins
ear	Ear	Point to ear
air	Chair	Both hands one on top of other (Makaton for sit)
ure	Manure	Wave hands by nose (smelly)
er	Ladder	Pretend to climb with hands

# Phase 5

Sound	Picture	Action
wh	Whisk	Whisk in a bowl
ph	Dolphin	Hands in diving position
ay	Tray	Carry a tray with two hands
ey	Monkey	Act like a monkey
ea	Seal	Clap like a seal
ie	Tie	Adjust tie
oe	Toe	Point to toes
ew	Screw	Twist fingers to screw
ew	Stew	Stir a pot
ue	Blue	Stroke veins at wrist upwards
ue	Queue	Two fingers     counting people in a queue
aw	Straw	Drink through a straw
au	Astronaut	Pretend to be an astronaut
ir	Girl	Stroke down on side of face with finger (Makaton)
ou	House	Trace outline of house with finger
oy	Boy	Slide finger across under chin (Makaton)
a-e	Grapes	Picking grapes and eating them
e-e	Compete	Pretend to run on the spot
i-e	Bike	Pretend to ride a bike
o-e	Nose	Point to nose
u-e	Cube	Roll a dice
u-e	Flute	Play the flute



# Phase 5 alternatives

Sound	Picture	Action
Phase 5 alternatives		
eight	Eight	Hold up 8 fingers – 4 on each hand
ey	Grey	Point to something grey
ei	Reins	Pretend to hold reins on horse
ie	Shield	Hold up shield
y	Puppy	Paws under chin looking excited
y	Fly	Flap wings like a bird
i	Child	Point to self
ow	Rainbow	Wave hand over head like a rainbow
o	Post	Post letters
u	Bush	Pretend to draw a bush in the air
oul	Should/would/could	Thinking pose
al	Wall	Blocks on top of each other
ear	Pearl	Open clam and point to pearl inside
ere	Sphere	Make ball shape
eer	Deer	Make antlers shape above head
are	Square	Outline a square shape with hands
ear	Bear	Hug teddy bear
ch	Anchor	Lower anchor
c (e)	Concrete	Shovel concrete into mixer
c (i)	Pencil	Write with pencil
c (y)	Cymbal	Clap hands together
sc	Scissor	Scissor action with hands
st (l)	Castle	Motion a drawbridge – two hands to raise and drop
se	Pause	freeze
g (e)	Angel	Trace a halo above head
g (i)	Giraffe	Run fingers upwards on neck
g (y)	Gym	Lifting weights
dge	Sledge	Pretend to sledge down hill
le	Candle	Hold finger in front of mouth
mb	Comb	Comb hair
kn	Knot	Tie a knot
gn	Gnome	Freeze like a gnome
wr	Wren	Gliding bird
tch	Match	Strike a match
ch	Chef	Hold plate on raised arm
ci	Precious	Point to ring finger
ssi	Percussion	Shake maracas
ti	Station	Train stopping
si	Explosion	Bang action with two hands
ea	Feather	Hand like floating feather to the ground
(w) a	Swan	Swim elegantly
o	Skeleton	Skeleton dance
s	Treasure chest	Open chest

# Blending for reading

c a t

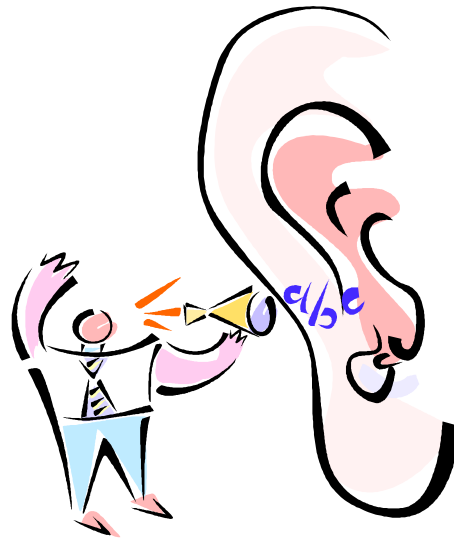
sh u t

m a k e

Pause



Prompt



Praise



# Reading Books



- Reception children will take home a Bug Club Phonics Book – this book matches the sounds they are learning in Phonics lessons and they should be able to read it independently, however we expect parents to still support and guide.
- Year 1 will take home a Bug Club Phonics Book and a banded book.
- Year 2 will take home a banded book, but some children may still take home a Bug Club Phonics Book if they are not yet a competent reader.

# Reading Books

Reading books will be changed on **Tuesdays** and **Fridays**.

This is to ensure the children have time to re-read the books they are taking home in order to have time to **develop fluency**.

We expect children to read a book more than once and to be ready at an increased pace without overly relying on their phonic knowledge.

Children's banded book will only be changed once a parent / carer comments or initials the reading diary.

# Reading Fluency



## **How do high frequency words help with reading?**

Because they're so common, high-frequency words provide the building blocks for children's reading success. Learning to recognise these words quickly and automatically is an important step in becoming a fluent reader.

## **How do high frequency words help with reading?**

Common exception words are words where the usual spelling rule doesn't apply. As children come across unfamiliar spelling and sound patterns in tricky words, their phonics knowledge won't always help them to sound out and read the word; such as the common exception words "sugar", "improve", "climb" and "because".

# Reading Progression



- Bands 1 to 10+
- Children move up to the next band when the teacher feels they are competent, confident, expressive and fluent readers within their current band and are reading for meaning (comprehension). This is assessed termly.
- When focusing on comprehension, we explore the text by looking at the characters, the plot, the setting, what is inferred, what can we deduce and what is our overall understanding of the text.

# Reading targets

Your child has their reading targets on the back of their reading diary so that you know what they are working on.

Teachers read with children at least once a week and keep assessment records.

You may notice from reading with your child daily, what they are working on day-to-day e.g. Yesterday they got stuck on the word 'seat' and needed help to sound it out and today they could sound it out independently. 😊



# Reading is complex...

## **Word Recognition**

- Phonological awareness
- Segmenting and blending
- Sight recognition
- Prefixes and suffixes
- Context to help with homographs

## **Language Comprehension**

- Background knowledge
- Vocabulary knowledge
- Retrieval
- Sequencing
- Making predictions
- Understanding of language structures

# Beginning reading

- Word Recognition using phonic knowledge
- Word Recognition – Common Exception Words (CEWs) and High Frequency Words (HFWs)
- Language Comprehension skills - using literal, deduction and inference.

# Comprehension Skills

- “As the afternoon light started to fade, the cow stopped eating grass, stood instead with its head over the gate and gazed expectantly down the lane”

## What kind of questions?

- What 3 things did the cow do?
- What time of day was it?
- Where was the cow?
- How do you think the cow might have been feeling?

Literal, deductive – using 2 or more points, inferential – reading between the lines.

## Guided Reading at The Horsell Village School

To develop word – reading skills.

Opportunities to use phonic knowledge to tackle unfamiliar words.

To develop reading for meaning

Pull together all the strategies to understand and infer meaning.

To develop reading for information

Knowing how to use organisational structures of different genres.

# How can you help?



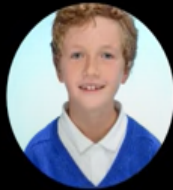
- Finding the right time for you
- Practising regularly
- Sit side by side, talk about the cover, the pictures. What happens next?
- Give lots of praise.
- Take it at your child's pace.
- Take it in turns – you read, I read.
- If you sense any sign of anxiety read the book to the child and discuss the story.
- Visiting the local library and using your own home library

Remember please still read stories to your child to continue a love of literature.

**TED<sup>x</sup>**

# Youth@TBSWarsaw

x = independently organized TED event



**Luke Bakic-Pawlak**

The Power of Reading

Transcriber: Victor Borges

Reviewer: David DeRuwe

<https://www.youtube.com/watch?v=rW2r5uStgG0>

**There is no  
friend as loyal  
as a book.**

—ERNEST HEMINGWAY



Reading  
is  
Dreaming  
WITH  
your eyes  
open

READING IS ESSENTIAL FOR  
THOSE WHO SEEK TO RISE  
ABOVE THE ORDINARY.

—Jim Rohn



**“If you don't like  
to read, you  
haven't found the  
right book.”**

— J.K. Rowling

*“Reading is to the  
mind what exercise is  
to the body.”*

— Joseph Addison

**“A book  
is a gift  
you can  
open  
again  
and  
again.”**

— Garrison Keillor

