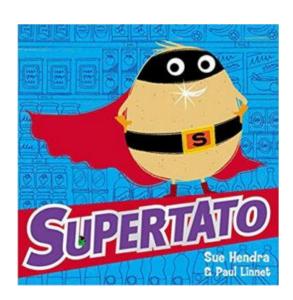




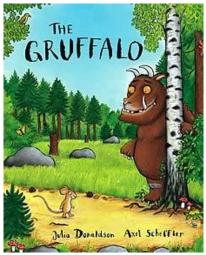
# Reading at



The Horsell Village School



EYFS Autumn 2023



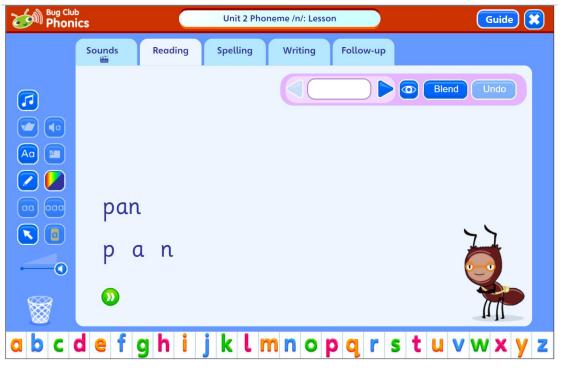
### Our Aims for Reading

...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...



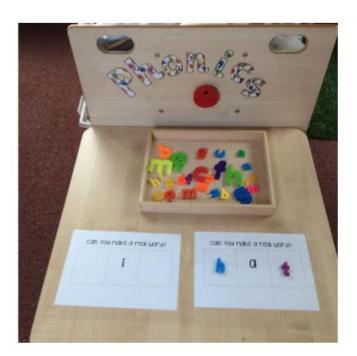


# Active Learn - Phonics bug

### **Teaching Sequence**

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

### **Continuous Provision**







### 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	Тар	Turn tap
р	Pan	Flip a pancake
i	Igloo	Shiver
n	Nest	Cup hands
m	Mat	Wipe feet
d	Dog	Paws under chin
g	Goat	Stroke beard
0	Octopus	Wiggle arms
C	cat	Whiskers
k	Key	Turn key in lock
ck	Sack	Sack over shoulder
е	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
	Leg	Wiggle leg
II	Doll	Hands on hip pose
SS	Dress	Hold hands out to hold dress

### Phase 3

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	
v Van Drive W Wig Stroke hair x fox Move hands slowly in front of you (fox walking)  y Yell Pretend to yell	
w Wig Stroke hair x fox Move hands slowly in front of you (fox walking) y Yell Pretend to yell	
x fox Move hands slowly in front of you (fox walking) y Yell Pretend to yell	
y Yell Pretend to yell	
·	
7in Do un zin	
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	
Spoon 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 I I counting people in a queue
aw	Straw	Drink through a straw
au	Astronaut	Pretend to be an astronaut
	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)
а-е	Grapes	Picking grapes and eating them
e-e	Compete	Pretend to run on the spot
i-e	Bike	Pretend to ride a bike
о-е	Nose	Point to nose
u-e	Cube	Roll a dice
u-e	Flute	Play the flute

### Phase 5 alternatives

Place 6 shermatives	Sound	Picture	Action
cigh Eight Hold up 8 fingers – 4 on each hand ey Grey Point to something grey Pretend to hold reins on horse Hold up shield Hold up shield Py Puppy Paws under chin looking excited Pippy Pippy Paws under chin looking excited Pippy Pipp			
eil Reins Pretend to hold reins on horse li Reins Pretend to hold reins on horse li Shield Hold up shield y Puppy Paws under chin looking excited li Child Point to self ov Rainbow Wave hand over head like a rainbow Post Post Post Post Pertend to hold reins a rainbow li Bush Pretend to draw a bush in the air li Bush Pretend to draw a bush in the air li Wall Blocks on top of each other ear Pearl Open clam and point to pearl inside are Sphere Make ball shape eor 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 (ii) Pencil Write with pencil c (iii) 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 Lifting weights knot Tea knot li Run (ii) Grande wire Make and iii) Hold finger in front of mouth Comb Comb Hold finger in front of mouth Comb Comb Preteze like a gnome wire Mench Strike a match c ii) Station Train stopping ssi Percussion Shake marcas li Station Train stopping ssi Percussion Skeleton Skeleton ance	eigh	Eight	
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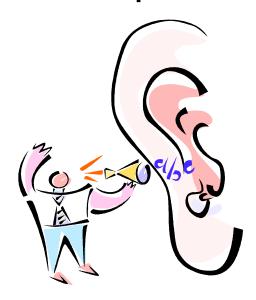
# Blending for reading



### 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



When the children are in Reception they will take home a Bug Club Phonics book.

When children have mastered the phase 2 and 3 sounds, we will begin benchmarking them. Once the children are at a competent level to read at band 3 (our school banded system) we will send home 2 books with your child so that they have the opportunity to broaden their reading. Children will then work through the book bands, moving 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.

# Reading targets

Before the half term, your child will have reading targets stuck onto 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...

# Being able to decode words does not mean you have all the tools needed to read fluently!

The bandage was wound around the wound.

The farm was used to produce produce.

The dump was so full that it had to refuse more refuse.

We must polish the Polish furniture.

He could lead if he would get the lead out.

The soldier decided to desert his dessert in the desert.

Since there is no time like the present, he thought it was time to present the present.

A bass was painted on the head of the bass drum.

When shot at, the dove dove into the bushes.

I did not object to the object.

The insurance was invalid for the invalid.

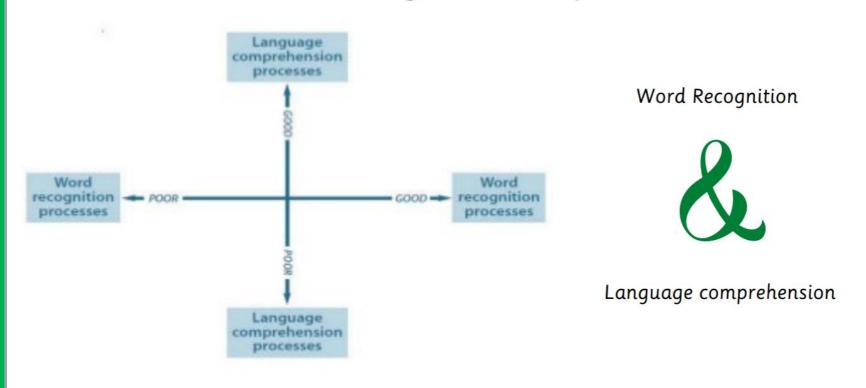
There was a row among the oarsmen about how to row

They were too close to the door to close it.

The buck does certain things when does are present.

# Beginning reading

### Reading is complex



### 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.





x = independently organized TED event

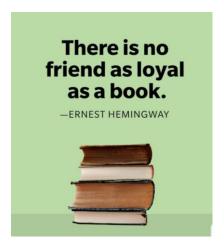


**Luke Bakic-Pawlak** 

The Power of Reading

Transcriber: Victor Borges Reviewer: David DeRuwe

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

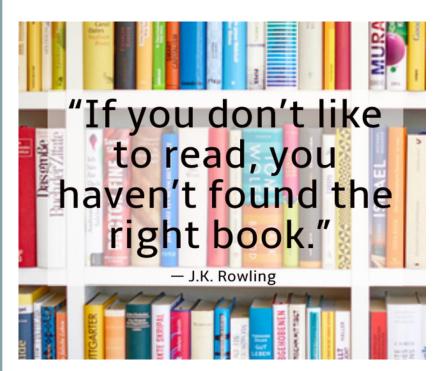




READING IS ESSENTIAL FOR THOSE WHO SEEK TO RISE ABOVE THE ORDINARY.

-Jim Rohn





"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