



# Reading at Home

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Miss Gibson  
Miss Finch

**SHERINGDALE**

Learn Create Grow Together

- Systematic synthetic phonics - Individual letter sounds to form a word
- Decoding - Making sense of letters and words using sounds.
- Phoneme - The smallest unit of sound. What you hear. E.g. /ai/
- Grapheme - How you represent the sound. E.g. ay, a-e, ai, eigh, ey, ei
- Grapheme-phoneme correspondence - Hearing a phoneme and knowing which grapheme to use.
- Segmenting - Identifying individual sounds in words.
- Blending - Blending sounds together to form a word.

- Digraph - Two letters that make one sound. E.g. sh
- Trigraph - Three letters that make one sound. E.g. igh
- Split digraph - Two letters that make one sound that is split by a consonant. E.g. cake
- CVC words - Words with the structure consonant, vowel, consonant. E.g. cat
- CCVC words - Words with the structure consonant, consonant, vowel, consonant. E.g. step

Groups:

1. s, a, t, i, p, n

2. c k, e, h, r, m, d

3. g, o, u, l, f, b

4. ai, j, oa, ie, ee, or

5. z, w, ng, v, oo, oo

6. y, x, ch, sh, th, th

7. qu, ou, oi, ue, er, ar



# Five Key Skills

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1. Learning letter sounds
2. Letter formation
3. Segmenting
4. Blending
5. Spelling tricky words



# Supporting phonic knowledge

- Sound buttons

ship

book

night

ring

wait

fair

cake

- Flash cards

games

escape

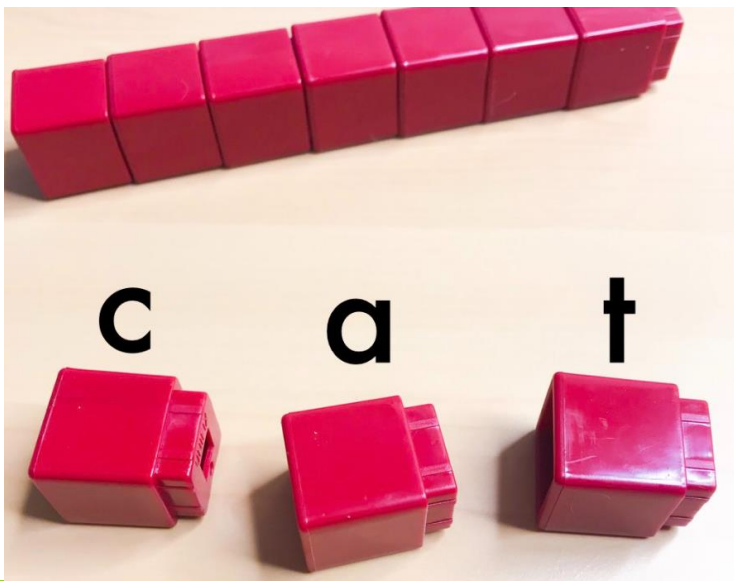
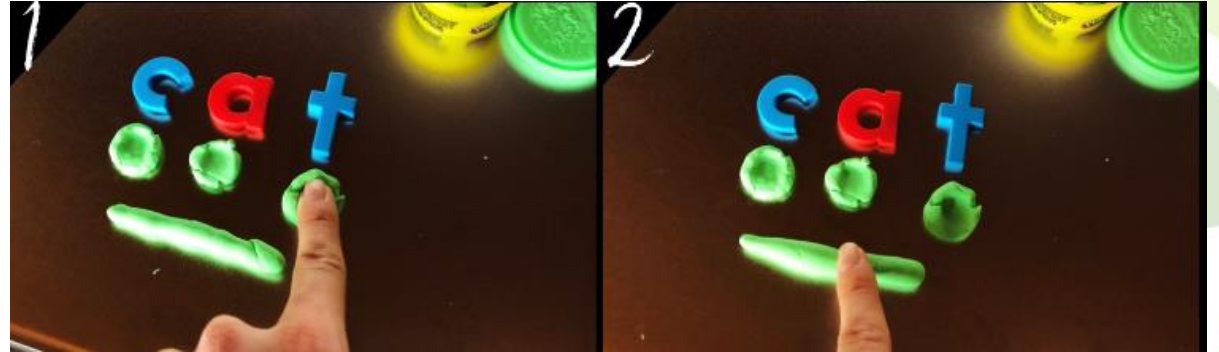
- Real and alien words

flane 

prake 

# Supporting phonic knowledge

- Segmenting and blending support



# Actions and songs

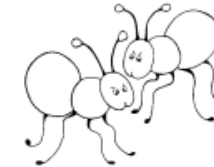
## Group 1



**s** Weave hand in an s shape, like a snake, and say *ssssss*.



**a** Wiggle fingers above elbow as if ants crawling on you, saying *a, a, a*.



**t** Turn head from side to side as if watching tennis and say *t, t, t, t*.



**i** Pretend to be a mouse by wiggling fingers at end of nose and squeak *i, i, i, i*.



**p** Pretend to puff out candles and say *p, p, p*.



**n** Hold arms out at side, as if a plane, and say *nnnnnnnnnn*.



# Reading

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What are you doing as you read?

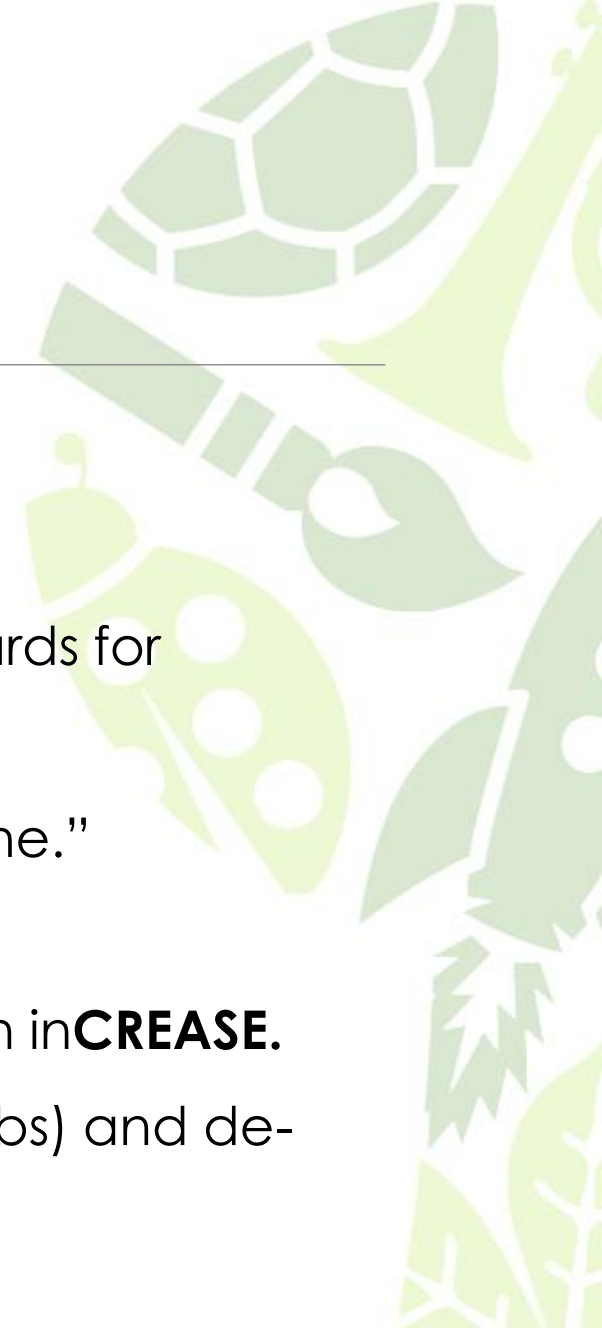
What are you taking note of?



# Reading

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- Pauses at full stops, commas or other punctuation
- No unnatural silences
- Marking the end of your sentence with a change of pitch E.g. upwards for questions.
- Different pitch/expression for quotes or speech. E.g. “Let’s try that one.”
- Change of volume. E.g. “Come back!”
- Correct emphasis on syllables within words. E.g. **IN**crease rather than in**CREASE**.
- Correct emphasis of content words (nouns, adjectives, verbs, adverbs) and de-emphasis of words such as a, the, who, would, etc.



# The Music of Reading Aloud

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There should be :

- A melody - your pitch should go up and down.
- Musical phrasing and colour- you put just the right amount of emphasis in the right places.
- Rhythmic timing- you could almost clap your hands to the words as you read aloud.

**The brain patterns shown when reading aloud are the same sectors associated with music**

# Fluency

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The bridge between phonics and reading comprehension.

To read fluently, you must take note of:

- Grammar
- Pace
- Pitch/tone
- Expression
- Emphasis
- Word phrasing/grouping/clusters
- Musicality



# Why is fluency important?

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Readers have a **limited amount of cognitive energy**. If they have to use too much of that energy in decoding words, they will have that **much less to devote to comprehension**.

Some readers are able to decode words accurately, but they do it slowly and with such great effort that they **struggle to access meaning**.

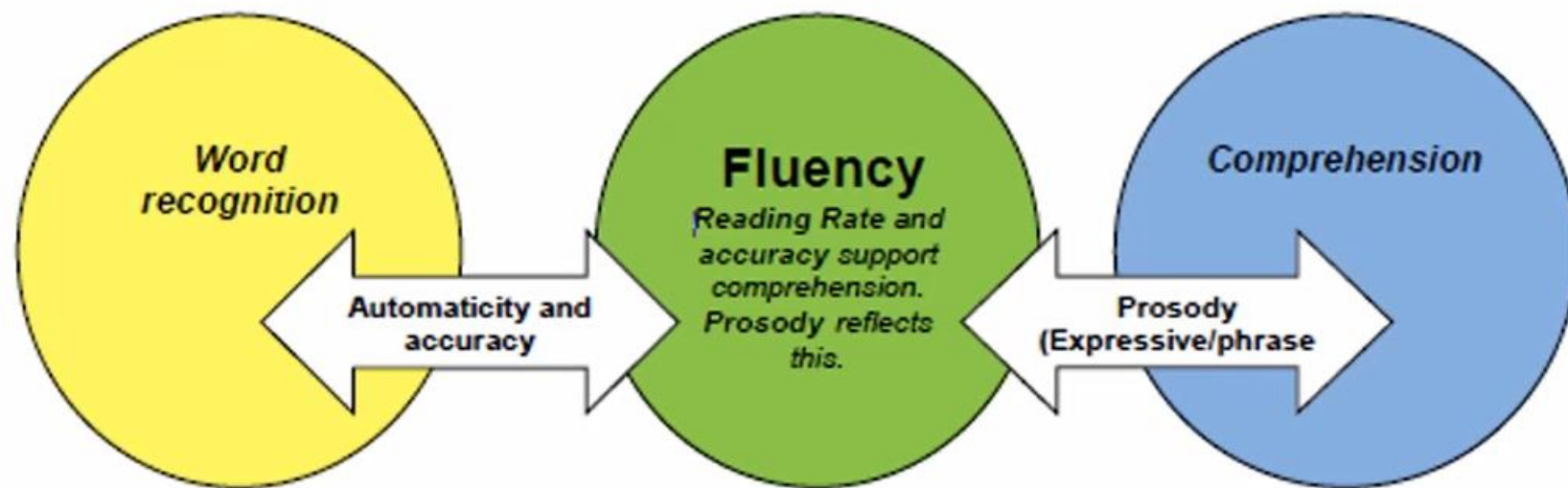
**Automaticity** is the goal.



# What is fluency?

- **Automaticity** ( rapid word reading without conscious decoding)
- **Accuracy** (often measured as correct words per minute)
- **Prosody** ( expressive, phrased reading)

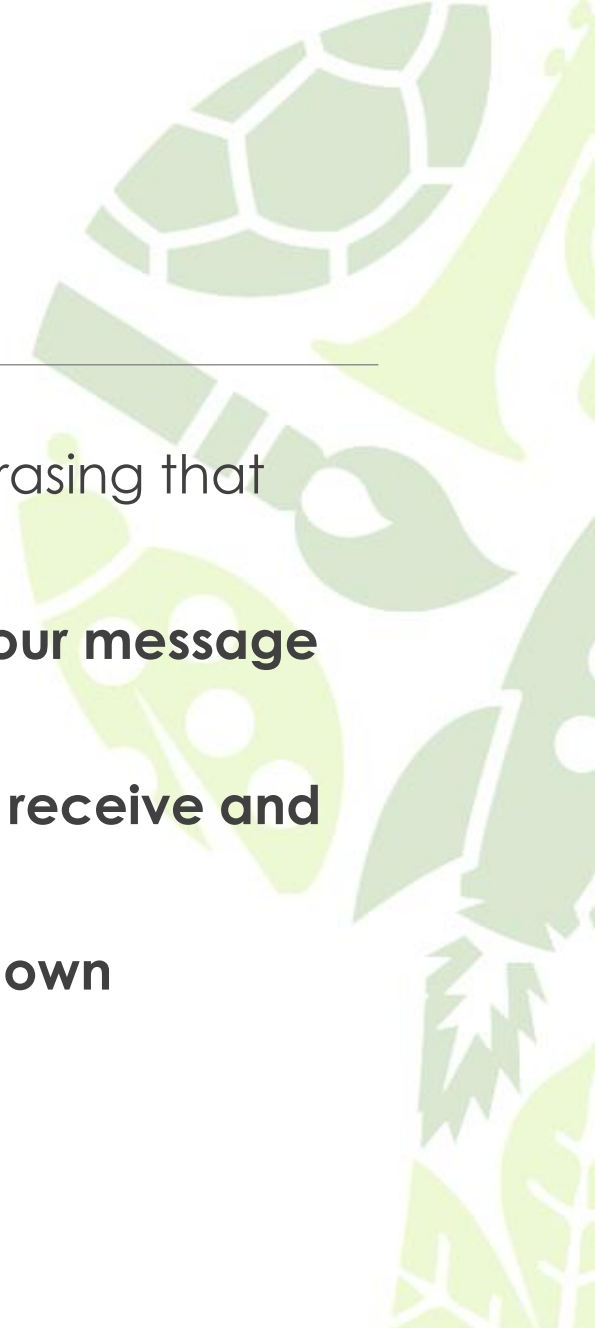
Automaticity and accuracy



# Prosody

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- The ability of fluent readers to read orally with expression and phrasing that reflects the meaning of the text.
- We use prosody and speak expressively to **better communicate our message to others.**
- Pitch variations, emphases and meaningful pauses **help listeners receive and comprehend your message.**
- The auditory feedback from your own voice also helps with **your own comprehension.**



# Repeated reading

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Reading one text multiple times until they can read it fluently.

Creating instructional scenarios in which students rehearse and perform texts has been found to improve not only fluency, but also word recognition, and even comprehension.

*“What students learn  
from the repeated  
reading of one  
passage...transfers to  
the new passage.”*



# Text marking

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Making visible those normally invisible phrase boundaries.

// = pause (full stops)

/ = shorter pause (commas, semi colons etc.)

↑ = increase pitch

↓ = decrease pitch

\_\_\_\_\_ = emphasis



In the beginning of time, people and animals lived together on Earth and there was no difference between them. Bear, human, raven, fox, even snow and ice, all had spirit, all had soul. The air was pure and clear as crystal.

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# Reading Strategies

To decode...

<p><u>Chunky Monkey</u></p>  <p>Look for chunks</p> <p>e.g. en-joy-able</p>	<p><u>Phonics</u></p>  <p>Use your phonics to segment and blend.</p> <p>make a cake</p>
<p><u>Sharp Eye</u></p>  <p>Use the pictures as clues.</p>	<p><u>Hop, Skip and Jump</u></p>  <p>Cover the words, read to the end and come back to it.</p>
<p><u>First letter</u></p>  <p>Look at the first letter for a clue.</p> <p>cup of t</p>	<p><u>Flippy Dolphin</u></p>  <p>Flip the vowel sound.</p>
<p><u>Try on the Fly</u></p>  <p>Think of a word that might make sense.</p>	

# Reading Strategies

To understand...

<p><u>Sharp Eye</u></p>  <p>Use the pictures as clues.</p>	<p><u>Hop, Skip and Jump</u></p>  <p>Cover the words, read to the end and work out the meaning.</p>
<p><u>Chunky Monkey</u></p>  <p>Look for chunks that might give you clues.</p> <p>e.g. en-joy-able</p>	 <p>Use a dictionary</p>
<p><b>CL</b></p> <p>If it has a CL, we don't need to know what it means because it's a name.</p>	

# Reading Strategies

To decode

It's important that we know what to do when we come to a word that we can't read at a glance.

We need strategies to help us decode.

# Chunky Monkey

Look for chunks in the word.



This can include:

- Words within a word
- Prefixes and suffixes
- Syllables

E.g. en-joy-able  
thund-er-ing

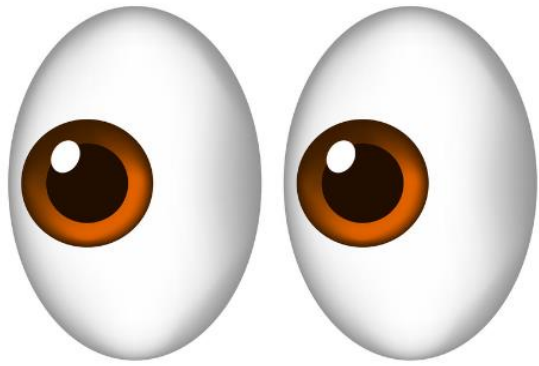
# Phonics



Use your phonics.

Segment and blend together.

make a cake



# Sharp Eye



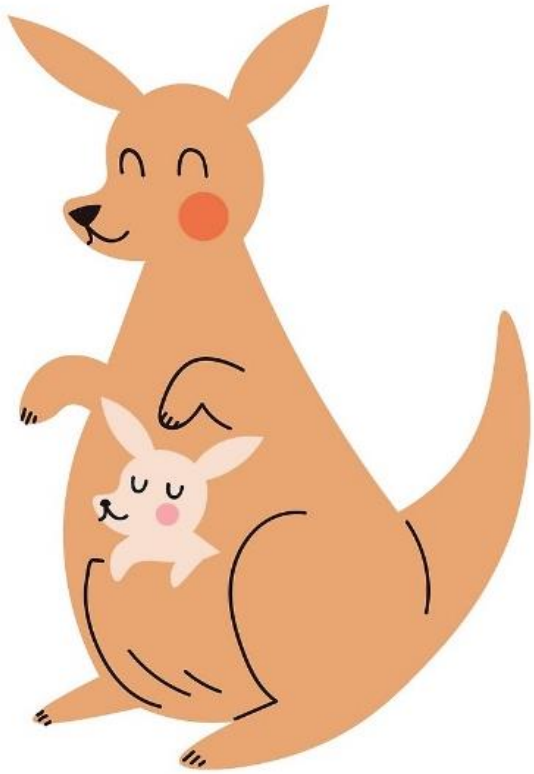
"I sell shells," she said.

Pam had a shop.

Use the  
pictures as  
clues.

# Hop, Skip and Jump

Skip the word, read to the end of the sentence and come back to it.



Can you figure out what the word is now?


E.g.

The a  flew over the skyscrapers.

# First Letter

ea

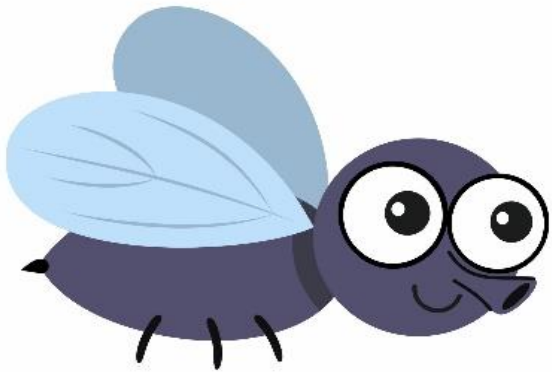


cup of t 

Look at the first letter for a clue.

Can you figure out the word?

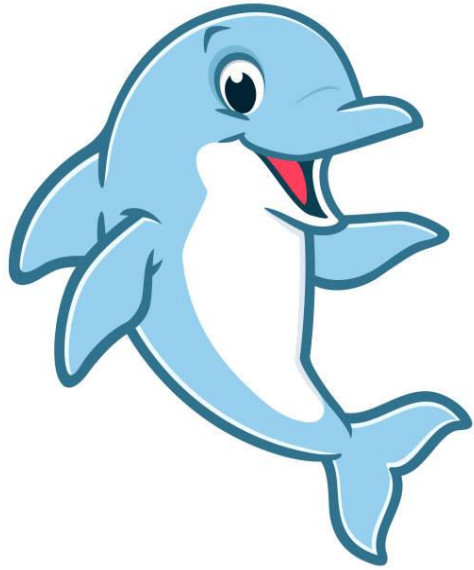
# Try on the Fly



Try a word that could make sense.

If it doesn't make sense, it probably isn't the right word.

# Flippy Dolphin



Flip the vowel sound:

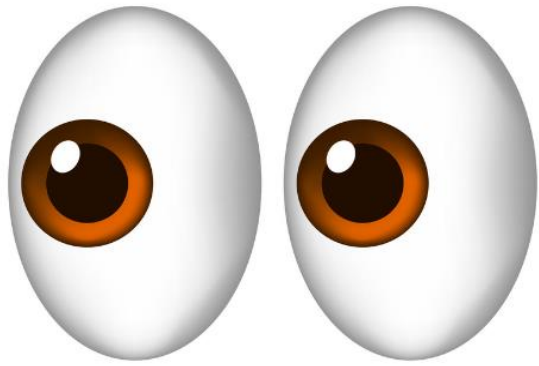
- From short to long
- Or long to short.

E.g. I put **jam** on my toast.

# Reading Strategies

To understand

It is also important that we have strategies to help us understand the meaning of a word so we can fully make sense of what we have read.



# Sharp Eye



"I sell shells," she said.

Pam had a shop.

Use the  
pictures as  
clues.

# Chunky Monkey

Look for chunks in the word.

Do you know what part of the word means?

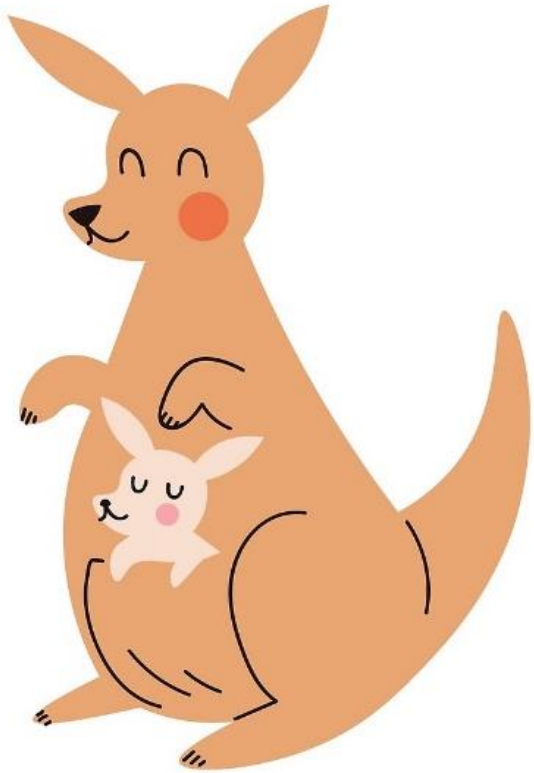


E.g.

en-joy-able  
↑  
happiness

# Hop, Skip and Jump

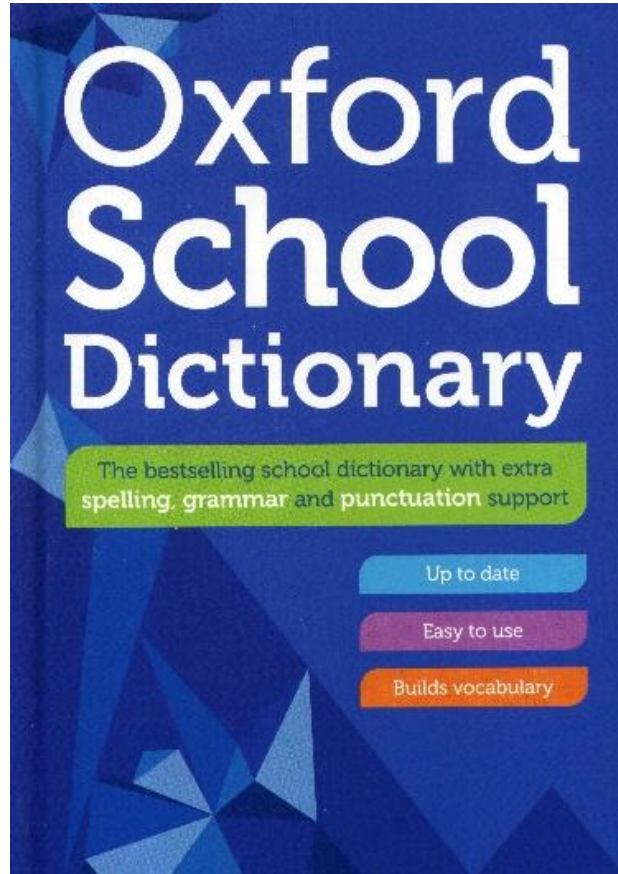
Skip the word, read to the end of the sentence and come back to it.



Can you figure out what the word means now?

E.g.

The f  put out the fire.



Use a dictionary to find the meaning.



If it has a capital letter, we don't need to know what it means because it is a name.

E.g. Mozambique is a country in Africa.

# KS2 book bands

Pink
Red
Yellow
Blue
Green
Orange
Turquoise
Purple
Gold
White
Lime
Brown
Grey
Dark blue
Dark red
Black



# Book Bands:

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Take into account:

- **Vocabulary:** children will meet vocabulary appropriate for their level. Challenge without overwhelming readers.
- **Sentence complexity:** the number of words is a factor but also sentence complexity, length and punctuation.
- **Dialogue:** levels of or the extent of dialogue can mean that young readers easily lose track of meaning.



# Book Bands:

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Take into account:

- **Learning design:** Reading material which contains unplanned learning design (perhaps with an unclear linear structure or too many separate points being made on a page) can overload readers' cognitive capacity and interrupt fluency and meaning.
- **Inference:** appropriate consideration is paid to the inference required to understand the meaning of a word, sentence, paragraph, page or whole book.
- **Stamina and word-count:** steadily increases through the levels.



# Questioning and Comprehension

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## Key Stage One: Year 1 and 2

- Define- language and vocabulary
- Retrieve- simple information
- Predict- what could happen next based on what they have read so far
- Summarise- what they have read
- Sequence- events
- Infer- based on what is being said and done



# Questioning and Comprehension

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## Key Stage Two: Years 3-6

- Define- language and vocabulary
- Retrieve- simple information
- Predict- what might happen next based on what is stated or implied
- Summarise- main ideas drawn from more than one paragraph and identify key details
- Infer- characters' thoughts, feelings and motives from their actions and justifying with evidence
- Relate and compare



**Sequence**

**1c: Identify and explain the sequence of events in texts**

- Number the sentences below to show the order they happened in the \_\_\_\_\_
- Which of these events happened first?
- What happened after \_\_\_\_\_?
- What happened before \_\_\_\_\_?
- Which of these events happened last?
- Use three sentences to describe the beginning, middle and end of this text?
- Sum up the story in \_\_\_\_\_ words
- Sort these sentences/paragraphs/chapter headings from the story

Sequence



**Infer**

**1d: Make inferences from the text**

- Why do you think \_\_\_\_\_?
- How do you know that \_\_\_\_\_?
- When do you think \_\_\_\_\_?
- How can you tell that \_\_\_\_\_?
- True or False
- Why did \_\_\_\_\_?
- How do you feel about \_\_\_\_\_?
- Can you explain why \_\_\_\_\_?
- How does \_\_\_\_\_ feel?

Infer



# Inference

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- Reading between the lines.
- Looking for evidence to come to a conclusion, justify thoughts and opinions.
- To use two or more pieces of information from the text in order to arrive at a prediction/understanding.
- Connecting information and filling gaps to gain a bigger picture.



# Examples of inference:

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He ran off, leaving his bike unchained.

- We can infer that he was in a rush.
- We infer that, as the bike was left unchained, something could potentially happen to it.



# Examples of inference:

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He ran off, leaving his bike unchained.

- We use inference skills to understand that 'he' is John.
- Known as text connecting.



# Examples of inference:

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Katie dropped the vase, she ran for the dustpan and brush to sweep up the pieces.

- We can infer that the vase broke.



# Developing Inference

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- Thinking aloud:
  - Modelling your own thought process while reading aloud.
  - Model trial and error as we do when we read for ourselves.

**Ok, i'll just need to read from the beginning to check what's going on here...**

**So far, I think I have learned that...**

**I don't understand what this bit means...**

**Ah, now I see why the author said... That makes sense now.**

**This bit made me think of something I have read/ something that happened to me...**

**I wonder why...**



# Retrieval

Nina called to her dog, "Benji, here boy!" He bounded up to her and gave her a slobbery lick.

"Hey!" she said smiling, "you know what time it is don't you boy." She gave him a scratch and walked towards the door. Benji stopped by the coat rack and whined.

"Oh, good boy," said Nina, as she reached for the lead, "I'd be lost without you Benji!"



What is the name of the dog?

What did the dog do when he reached the coat rack?

# Inference

Nina called to her dog, "Benji, here boy!" He bounded up to her and gave her a slobbery lick.

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What are they going to do? What tells you this?

How do you think the dog feels? How do you know?

# Prediction

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"Oh, good boy," said Nina, as she reached for the lead, "I'd be lost without you Benji!"



What might happen next? Why do you think this?

# Reading for Pleasure

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- Making reading exciting.
- Setting the reading atmosphere.
- Being reading role models.
- Library visits.
- Trips to bring the book to life e.g. War Horse showing at New Wimbledon Theatre.



# MY BOOKSHELF



# MY BOOKSHELF

Miss Williams 2017-2018



# Recommended book lists

<https://www.booksfortopics.com>



## 50 Recommended Reads for... Year 5 (ages 9-10)

Which ones have you read?

<input type="checkbox"/>  <b>A Really Short Journey Through the Body</b> Bill Bryson & Emma Young	<input type="checkbox"/>  <b>Crookhaven: The School for Thieves</b> J.J. Arcanjo	<input type="checkbox"/>  <b>Impossible Creatures</b> Katherine Rundell	<input type="checkbox"/>  <b>The Breakfast Club Adventures: The Beast Beyond the Fence</b> Marcus Rashford, Alex Falase-Koya & Marta Kissi
<input type="checkbox"/>  <b>A Romani Story</b> Richard O'Neill	<input type="checkbox"/>  <b>Diary of a Wimpy Kid</b> Jeff Kinney	<input type="checkbox"/>  <b>Jaz Santos vs the World</b> Priscilla Mante	<input type="checkbox"/>  <b>The Council of Good Friends</b> Nikesh Shukla & Rochelle Falconer
<input type="checkbox"/>  <b>Ada's Violin</b> Susan Hood & Sally Wern Comport	<input type="checkbox"/>  <b>Dragon Mountain</b> Katie & Kevin Tsang	<input type="checkbox"/>  <b>Lunar</b> Chris Bradford & Charlotte Grange	<input type="checkbox"/>  <b>The Fossil Hunter</b> Kate Winter
<input type="checkbox"/>  <b>Against the Odds</b> Alastair Humphreys & Pola Mai	<input type="checkbox"/>  <b>El Deafo</b> Cece Bell	<input type="checkbox"/>  <b>My Heart is a Poem</b> Various authors & illustrators	<input type="checkbox"/>  <b>The House at the Edge of Magic</b> Amy Sparkes & Ben Mantle
<input type="checkbox"/>  <b>Always, Clementine</b> Carlie Sorosiak	<input type="checkbox"/>  <b>Ella on the Outside</b> Cath Howe	<input type="checkbox"/>  <b>Pages &amp; Co.: Tilly and the Bookwanderers</b> Anna James	<input type="checkbox"/>  <b>The House with Chicken Legs</b> Sophie Anderson, Melissa Castrillon & Elisa Paganelli
<input type="checkbox"/>  <b>Arctic Star</b> Tom Palmer	<input type="checkbox"/>  <b>FACTopia!</b> Kate Hale & Andy Smith	<input type="checkbox"/>  <b>Percy Jackson and the Lightning Thief</b> Rick Riordan	<input type="checkbox"/>  <b>The Last Bear</b> Hannah Gold & Levi Pinfold
<input type="checkbox"/>  <b>Aviation</b> Matt Ralphs & Dieter Braun	<input type="checkbox"/>  <b>Frankenstiltskin</b> Joseph Coelho & Freya Hartas	<input type="checkbox"/>  <b>Reggie Houser Has the Power</b> Helen Rutter	<input type="checkbox"/>  <b>The Rescue of Ravenwood</b> Natasha Farrant
<input type="checkbox"/>  <b>Aya and the Star Chaser</b> Radiya Hafiza & Kaley McKean	<input type="checkbox"/>  <b>Frankie's World</b> Aoife Dooley	<input type="checkbox"/>  <b>Roller Girl</b> Victoria Jamieson	<input type="checkbox"/>  <b>The Starlight Stables Gang</b> Esme Higgs, Jo Cotterill & Hannah George
<input type="checkbox"/>  <b>Beastlands: Race to Frostfall Mountain</b> Jess French	<input type="checkbox"/>  <b>Freddy and the New Kid</b> Neill Cameron	<input type="checkbox"/>  <b>Scrap</b> Guy Bass & Alessia Trunfio	<input type="checkbox"/>  <b>The Violet Veil Mysteries: A Case of Grave Danger</b> Sophie Cleverly & Hannah Peck
<input type="checkbox"/>  <b>Brightstorm</b> Vashti Hardy	<input type="checkbox"/>  <b>I am Lenny Brown</b> Dan Freedman & Kajsa Hallstroem	<input type="checkbox"/>  <b>Secrets of a Sun King</b> Emma Carroll	<input type="checkbox"/>  <b>The Wolves of Willoughby Chase</b> Joan Aiken
<input type="checkbox"/>  <b>Can You Get Rainbows in Space?</b> Dr Sheila Kanani	<input type="checkbox"/>  <b>I Ate Sunshine for Breakfast</b> Michael Holland & Philip Giordano	<input type="checkbox"/>  <b>Stones and Bones</b> Rob Wilsher & Sophie Williams	<input type="checkbox"/>  <b>Trixie Pickle, Art Avenger: Toxic Takedown</b> Olaf Falafel
		<input type="checkbox"/>  <b>The Aquanaut</b> Dan Sentat	<input type="checkbox"/>  <b>Varmints</b> Helen Ward
		<input type="checkbox"/>  <b>The Beast and the Bethany</b> Jack Meagitt-Phillips & Isabelle Follath	<input type="checkbox"/>  <b>Vita and the Gladiator</b> Ally Sherrick
		<input type="checkbox"/>  <b>The Boy Who Made Monsters</b> Jenny Pearson & Katie Kear	<input type="checkbox"/>  <b>Who Let the Words Out?</b> Joshua Seigal



SCAN ME

Or visit [www.booksfortopics.com/year-5](http://www.booksfortopics.com/year-5)

For more primary school booklists,  
visit [booksfortopics.com](http://booksfortopics.com)

Thank you!

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