



KEY STAGE ONE READING MEETING

Benefits of Reading for Pleasure:

Students who read for pleasure make significantly more progress in spelling and maths than children who read very little (*Sullivan and Brown 2013*);

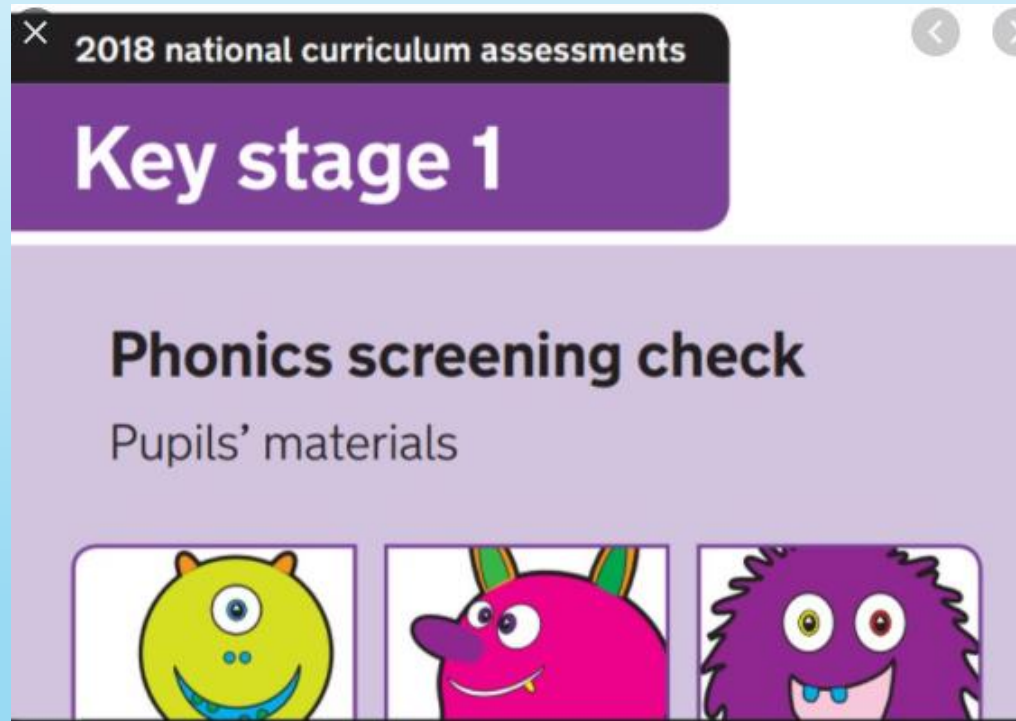
Children who read for pleasure have an increased breadth and depth of vocabulary (*Angelos & McGriff, 2002*);

- Estimate of a 30 million word gap between those who engage in English (conversation, book talk) compared to those who do not (*Heart and Risley, 1990*);

Improved general knowledge (*Cunningham & Stanovich, 1998*) and a greater understanding of other cultures (*Meek, 1991*);

Better mental well-being compared to those who do not read for pleasure. (*Clark, C. and Teravainen-Goff, A. (2018). **Mental wellbeing, reading and writing.***

PHONICS SCREENING, BACK ON FOR AUTUMN 2021 AND JUNE 2022



A LOOK ACROSS YEAR TWO...

Terms 1
and 2

Terms 3
and 4

Terms 5
and 6



1 Children around the words ... Tick one.

do not like playing games.

only play one game.

play many games.

must have very expensive games.

	Pink		Red			Yellow			Blue			Green			Orange		Turquoise		Purple		Gold		White	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
						End d Rec				T2				T4				End d Y1		T2		T4		End d Y2

BOOK BANDS PINK 1 – RED 5



- Repetitive by nature
- Simple story structure
- Mix of decodable and tricky words

BOOK BANDS YELLOW 6 – BLUE 11



- Includes phase 5 alternative graphemes.
- Wider range of tricky words.
- Increased fluency and pace.
- Less reliance on phonics for simple words and more sight reading.

BOOK BANDS GREEN 12 TO TURQUOISE 18



- Includes phase 5 alternative graphemes.
- Awareness of punctuation and speech.
- Story voice and expression.
- Less reliance on phonics for simple words and more sight reading.

BOOK BANDS TURQUOISE 18 TO WHITE 24

Children are more independent and take more ownership with reading, encouraged to change books independently.

Fluent reading and if they find an unfamiliar word they use phonic skills competently and words they know to work it out.

Bigger focus this year on comprehension: Able to retrieve simple information from a text.

Able to infer how characters are feeling.

Be able to discuss different words that have the same meaning e.g. quiet and silent.

MOVING UP



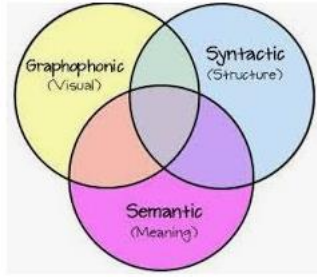
95%+ - Easy and can move

90-95% - Instructional, a good level.

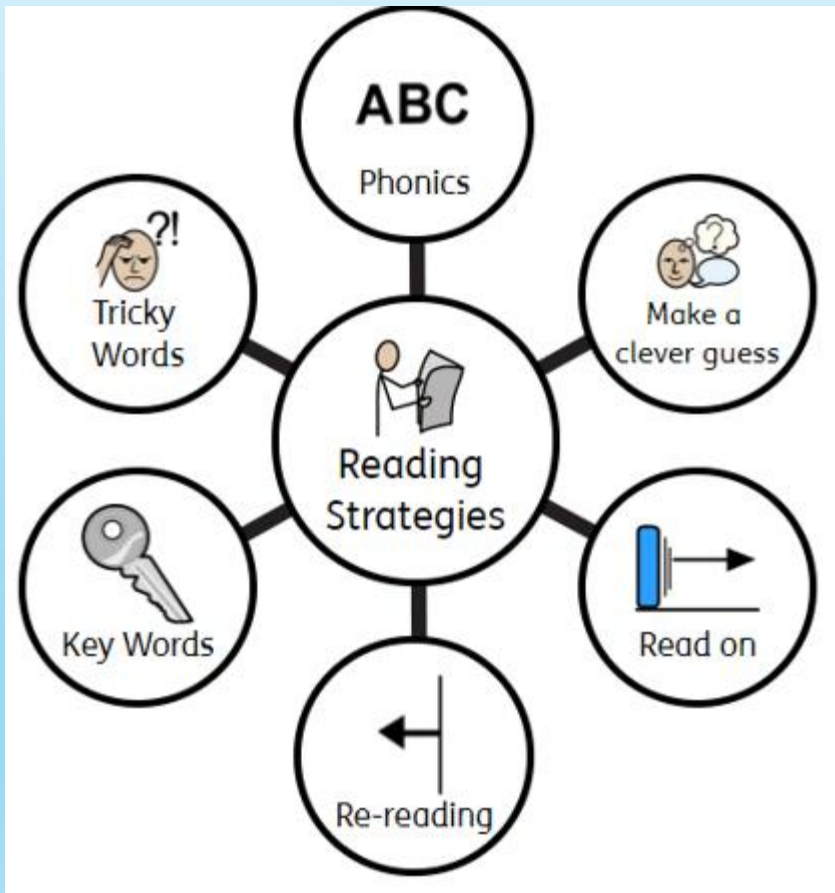
89% or below - too difficult



Understanding is important. If they can read 100% but can't respond to questions they aren't ready to move.



SUPPORTING YOUR CHILD WHILE READING



MSV Made Easy

Meaning: Does it make sense?
Error fits the context of the text.
Sara watched the ^{kid}child play.

Syntax: Does it sound right?
Error uses acceptable English.
Sara watched ^athe child play.

Visual: Does it look right?
Error looks like the word in the text.
Sara watched the child ^{pay}play.

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Reading Royalty

WHICH QUESTION..?

You can see lots of colours.



“You can see lots of clouds”

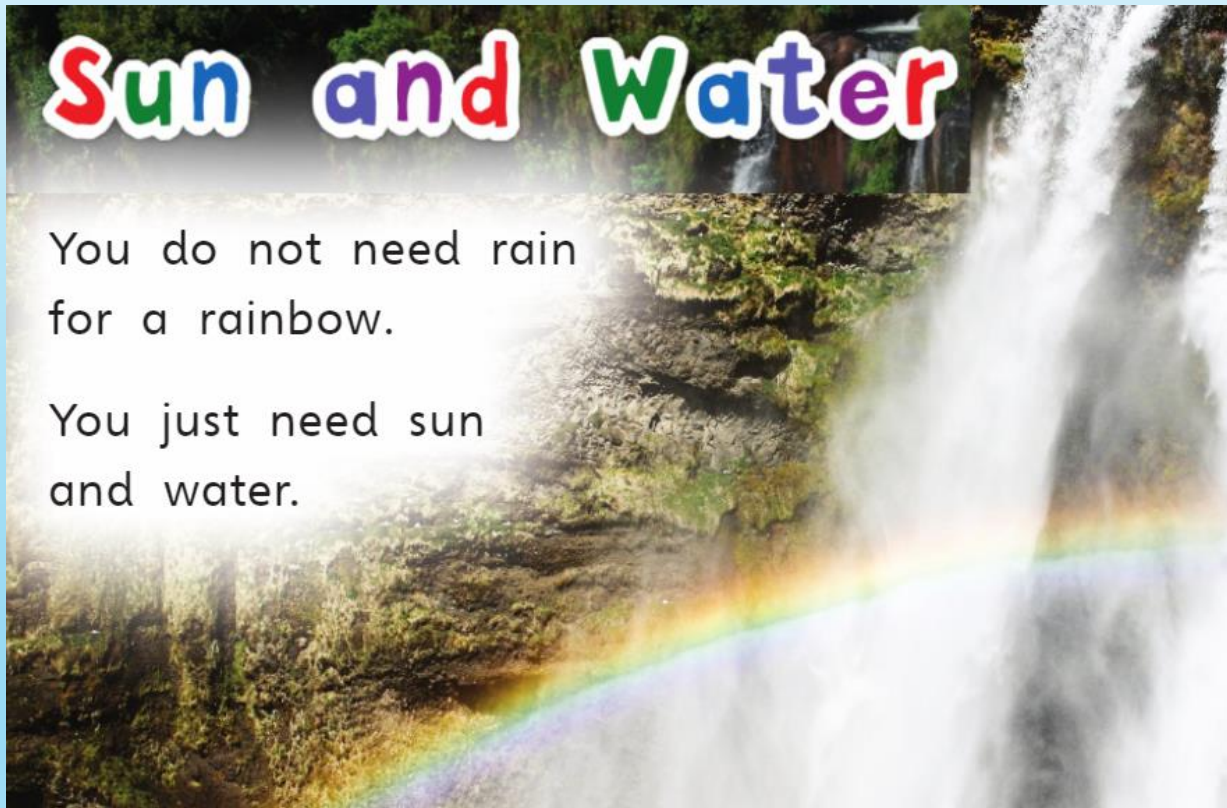
WHICH QUESTION..?

You might see a rainbow after a storm.



**“You might see a
rectangle after a
storm.”**

WHICH QUESTION..?



“You do not need rain for a rainbow.”

SHOWING UNDERSTANDING




REX RETRIEVER AND INFERENCE IGGY


How many
horns do
each of
the
dinosaurs
have on
their
head?

Horns
Look at this dinosaur.
This dinosaur has three horns
on its head.

Crash



This dinosaur has one horn on
its head.



What
might
dinosaurs
use their
horns for?

PARENTAL SUPPORT — WE NEED YOU!

- Reading volunteers — 1 adult per year group per day.
- Surprise reader — please speak to your child's class teacher.