

Reading

We believe that reading is one of the most important things that a child can learn to do. Not only does it help them to access their learning but it also opens the door to a world full of fun and adventures. In our reading sessions, we like to encourage our children to discuss what they have read, argue their theories about what will happen next and share their opinions. We teach a range of comprehension skills as set out in the National Curriculum.

Read on to find out more about how we encourage a love of reading.

Reading for Pleasure

Our children love having the chance to just sit down and enjoy a good book and we appreciate how important this is to their development. Not only in terms of their reading and comprehension but also their understanding of new vocabulary and new situations. We are extremely lucky to have two amazing libraries, which the children access on a weekly basis. These libraries are jam packed with hundreds of exciting books, which we review regularly. We also have different events, which happen throughout the week to encourage reading.

Reading Buddies

Throughout each half term we have many opportunities where our older and younger children get to read together. This is fantastic chance for the children to share their favourite books and to enjoy reading. It is lovely to see them sitting together, sharing stories and developing their reading.

Story Time

Story times are one of our favourite times of the day. It is chance for our children to sit down and listen to their teacher read their class novel. To ensure that the children hear a range of different texts and stories we have them mapped out across the school so that children can experience heritage texts, classic texts and those from other cultures. Towards the end of each academic year children get to vote on which text they would like to read in Summer 2 based on what they have read throughout the year.

ERIC!

We asked our children what they would like to see more of in reading and by popular demand we have brought back our ERIC time. ERIC is a chance for the children to sit and enjoy a book of their choice straight after lunch. It gives them time to relax during registration before settling back into their afternoon lesson.

Lilac	<p>When I am reading a Lilac book, I am learning to...</p> <ul style="list-style-type: none">• Hold a book correctly• Scan a book from left to right• Talk about my book and tell you what is happening in the pictures• I might even make up my own story and relate it back to my own experiences <p>You can help me by....</p> <ul style="list-style-type: none">• Helping me hold my book the right way• Make sure I turn the pages in the correct order• Listen to my stories and join in or ask questions• You could even tell me your own story about the pictures then ask me to have a go
Pink	<p>When I am reading a Pink book I am learning to...</p> <ul style="list-style-type: none">• Find the title on the front cover• Read from left to right• Point to each word and sound it out carefully• Know the difference between a letter and a word• Recognise and read my key words

	<ul style="list-style-type: none"> • Join in with a story • Link what I have read to my own experiences You can help me by.... • Encouraging me to sound out each word carefully <ul style="list-style-type: none"> • There might be some sounds I haven't come across yet because I am still learning my Phase 2 sounds. If there is one I don't know you can help me by telling me what sound it makes so I can try to read the word.
Red	<p>When I am reading a Red book I am learning to...</p> <ul style="list-style-type: none"> • Locate and recall the title • Use my phonic knowledge to decode even more words • Read some CVC words on sight such as pig, cat, hat • Read some tricky common exception words such as the, and, I • Check what I have read makes sense • Read a book more than once to improve my confidence • Retell my favourite stories • Begin to answer some simple questions <p>You can help me by....</p> <ul style="list-style-type: none"> • Encouraging me to sound out each word carefully • There might be some sounds I haven't come across yet because I am still learning my Phase 3 sounds. If there is one I don't know you can help me by telling me what sound it makes so I can try to read the word. <ul style="list-style-type: none"> • Asking me questions such as... • What has happened in the story? • What was the character doing? • How do you think the character feels?
Yellow	<p>When I am reading a Yellow book I am learning to...</p> <ul style="list-style-type: none"> • Use my Phase 2 and Phase 3 phonic knowledge to sound out words • Read word that have –s and –es on the end • Read tricky common exception words • Recall what has happened in the book and turn to the page which shows this • Compare one story or book to another • Answer simple questions about the story <p>You can help me by....</p> <ul style="list-style-type: none"> • Encouraging me to sound out each word carefully if I'm unsure • Asking me questions such as... • What has happened in the story? • Why did the character do....? • What was the character doing? • How do you think the character feels? • Where did they? • Can you retell the story in your own words?
Blue	<p>When I am reading a Blue book I am learning to...</p> <ul style="list-style-type: none"> • Blend sounds together to read longer words (with some help) • Use what I know about sounds to work out some trickier words • Read words with – s, - ing and – ed endings • Read words with more than one syllable such as carpet • Discuss the meaning of words • Self-correct when I am reading • Use punctuation and pause at full stops • Discuss links between the title and the events in the story • Describe what is happening in the story on the basis of what is being said and done (e.g. I know a character is angry because she slams the door)

	<ul style="list-style-type: none"> • Retell the beginning middle and end of a story and tell you when the main parts happen You can help me by.... • Encouraging me to sound out each word carefully if I'm unsure • If I am reading a longer word encourage me to split it up into smaller parts if I am struggling • Remind me to pause at full stops • Asking me questions such as... • What do you think this story will be about? • Why did the character do....? • What was the character doing? • How do you think the character feels? • Where did they? • Can you retell the story in your own words? • What does this word mean?
Green	<p>When I am reading a Green book I am learning to...</p> <ul style="list-style-type: none"> • Read fluently using the sounds that I know and am confident with • Apply my knowledge of Phase 5 sounds although I am still learning these • Use full stops, question marks and exclamations when I am reading • Use different strategies to help me read unknown words • Track the print with my eyes noticing when I have missed a line or a word • Discuss the significance of the title and events • Predict on the basis of what has been read so far • Draw on what I already know or on background information • Explain clearly what I have read • Locate information in nonfiction books You can help me by.... • Encouraging me to sound out each word carefully if I'm unsure • Remind me that I can use the picture clues or re read the sentence if I am not sure on a word • If there is a Phase 5 sound I have not yet come across, show me how to say it and encourage me to sound out <ul style="list-style-type: none"> • If I am reading a longer word encourage me to split it up into smaller parts if I am struggling • Remind me to pause at full stops and to think about how I need to change my voice if I am asking a question • Asking me questions such as... • What do you think this story will be about? • Why did the character do....? • What was the character doing? • How do you think the character feels? • Where did they? • Can you retell the story in your own words? • What does this word mean?
Orange	<p>When I am reading an Orange book I am learning to...</p> <ul style="list-style-type: none"> • Sound out simple, unknown words on my own, without being prompted • Use familiar syllables/chunks within words to help me read • Read longer sentences and respond to the punctuation • Predict what will happen next in a book that I can read independently • Look at the layout of non-fiction books and understand how this helps • Check information in a text to help comment on the content of a section of text • Use appropriate terms when discussing different text types e.g. instructions • Explain my understanding of a text You can help me by....

	<ul style="list-style-type: none"> • If there is a Phase 5 sound I have not yet come across, show me how to say it and encourage me to sound out • Remind me to pause at full stops and to think about how I need to change my voice if I am asking a question • Asking me questions such as... • What do you think this story will be about? o Why did the character do....? • What was the character doing? o How do you think the character feels? • Where did they? • Can you retell the story in your own words? • What does this word mean?
Turquoise	<p>When I am reading a Turquoise book I am learning to...</p> <ul style="list-style-type: none"> • Read a text without having to rely on the pictures • Sound out more difficult unknown words without being prompted • Read longer sentences and respond correctly to the punctuation • Predict what will happen next and explain how accurate I was • Use punctuation and layout to read with a greater range of expression and control. • Sustain my reading including reading longer paragraphs • Tackle more unfamiliar and complex words using my knowledge of vocabulary, sounding out and syllables You can help me by.... • If there is a Phase 5 sound I have not yet come across, show me how to say it and encourage me to sound out • Asking me questions such as... o What do you think this story will be about? • Why did the character do....? • How do you think the character feels? • Where did they? • Can you retell the story in your own words? • What does this word mean? • What do you think will happen next? Were you correct or not? Why?
Purple	<p>When I am reading a Purple book I am learning to...</p> <ul style="list-style-type: none"> • Take note of punctuation and use it to keep track of longer sentences with some help • Sound out unknown words automatically without lots of hesitation • Work out tricky words on my own using different strategies • Discuss the contents of a book and explain how items of information are connected • Discuss and make clear the meanings of words that I have read • I can read familiar texts with fluency and expression • Discuss themes, characters and setting using words from the text • Locate information in the text with some help • Discuss my favourite words and sentences • Recognise simple recurring language in stories and poetry • Use different types of texts You can help me by.... • Asking me questions such as... o What do you think this story will be about? o Why did the character do....? o What was the character doing? o How do you think the character feels? o Which is your favourite word on this page? o Can you find a word which tells you that....? o Can you retell the story in your own words? o What does this word mean? o What do you think will happen next? Where you correct or not? Why?
Gold and White	<p>When I am reading a Gold or White book I am learning to...</p> <ul style="list-style-type: none"> • Read quietly or silently at a more rapid pace with automatic decoding helping my reading to become fluent • Read aloud with intonation and expression without the need for sounding out and blending when they have been frequently encountered • Read words containing a wider range of suffixes such as –ment, -ful and –ly • Discuss how characters behave towards each other and give my opinion • I can read ahead and use this to help self-correct • Use my knowledge of sounds and words to read tricky words and explain their meaning • Compare books noting similarities and differences • Independently predict the content of a story using my wide knowledge of stories

	<ul style="list-style-type: none"> • Locate information in a text to answer a specific question <p>You can help me by....</p> <ul style="list-style-type: none"> • Encourage me to use intonation and expression when reading • Asking me questions such as... • Does this story remind you of any others? Why? • Which characters do you like/dislike? Why? • Why did the character do....? • What was the character doing? • How do you think the character feels? • Where did they? • Can you retell the story in your own words? • What does this word mean? • What do you think will happen next? Where you correct or not? Why?
Lime	<p>When I am reading a Lime book I am learning to... • Use my knowledge of prefixes such as un- and dis- to help me understand the meaning of new words • Give reasoned opinion and compare similar texts</p> <p>Tell what the writer is trying to say even when it is inferred using the text as evidence</p> <ul style="list-style-type: none"> • Summarise the content of a text You can help me by.... • Encourage me to use intonation and expression when reading • Asking me questions such as... • Does this story remind you of any others? Why? • Which characters do you like/dislike? Why? • Why did the character do....? • How do you think the character feels? • Where did they? • Can you retell the story in your own words? • What does this word mean? • What do you think will happen next? Were you correct or not? Why?
KS2 Texts	<p>As I move through KS2 I am learning to...</p> <ul style="list-style-type: none"> • Justify my own opinions using the text • Summarise a paragraph or text using evidence from the text • Discuss words that capture the reader's imagination and explain why they do this • Select reading material for a particular purpose • Be aware of language and the choice of words the author has used and why this may be • Be aware of the language, structure and presentation of a text and how this contributes to its meaning • Recognise themes within and across books