

Our intent for Reading at St. Mark's

- EVERY child becomes a confident and fluent reader and that every child can speak accurately, confidently and with passion about books they have read.
- Develop children's vocabulary – rich experiences to grow children's language development.



Importance of Early Reading

*...it's so important that children learn to read fluently as quickly as possible.
Inevitably, fluent readers will learn more, because they can read and
gain knowledge for themselves.
(Ofsted, 2019)*

What we do at St. Mark's...

- Develop a 'language-rich' environment (not necessarily overloading with words but images to deepen children's understanding and experiences)
- Lots of opportunities for talking with children and children talking to each other



What do the children need to do by the end of Reception?

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

What is a digraph?

Set 1 single-letter Sounds

d a s m t o n p g i
k u b c f e
l h r j x y w z v



Set 1 Special Friends

ch qu sh th ng nk
ff ll ss ck

These are known as digraphs.

The children know these as 'special friends'.

Why?

- Modern world – lots of distractions.
- Texting – think about what is happening to the English language? Why is spelling so poor?
- We have to overcome barriers and give children as many opportunities as possible to develop their **VOCABULARY!**

How many words do you think a young person needs to be familiar with, in order to thrive in school and beyond?

- a) 20,000
- b) 35,000
- c) 50,000
- d) 70,000



Read With a Child

It's the Most Important 20 Minutes of Your Day

Child "A"
reads **20 minutes**
each day
3,600 minutes
in a school year.

Child "B"
reads **5 minutes**
each day
900 minutes
in a school year.

Child "C"
reads **1 minute**
each day
180 minutes
in a school year.

1,800,000 words



282,000 words

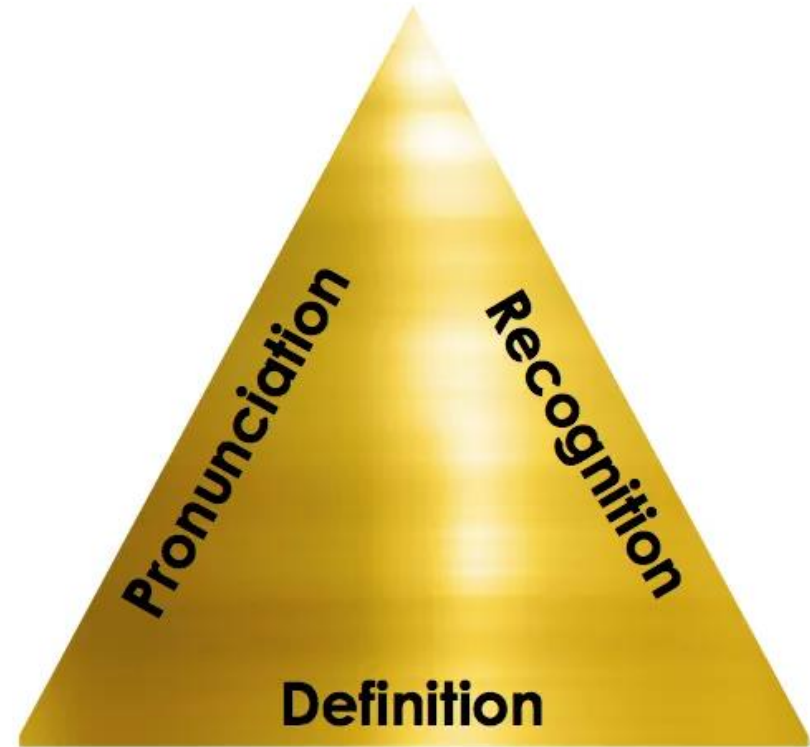


8,000 words



Children can't simply hear a word
once to remember it!

Have fun! Say
it in different
voices!

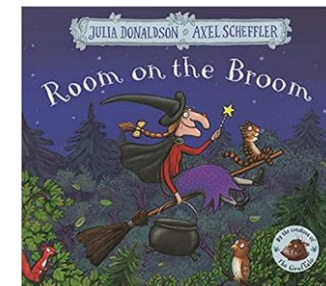
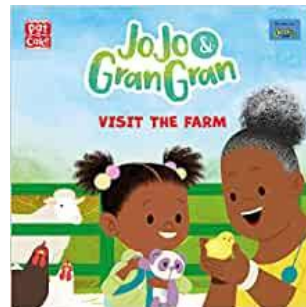
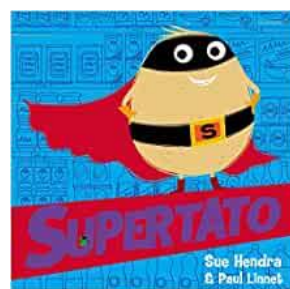
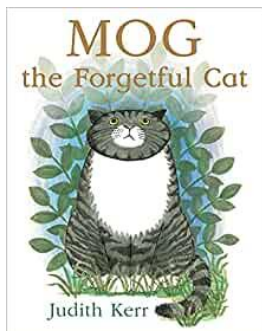
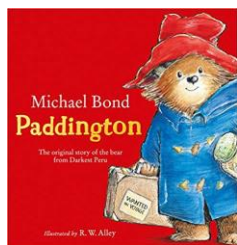


Use it in a humorous sentence!



Strategies for home – how you can help your child

- Set time aside to sit down and read a book – don't rush it.
- Relate book to children's own experiences; do they notice similarities/differences.
- Talk about the characters in the story and what they might be thinking or feeling. How do they know that's how they are feeling? Ask your child, 'what makes you think that?'
- Ask questions to encourage your child to make sense of what they have read. How/Why?
- Practise retelling the story. Say you have forgotten – what happened at the end?



Whatever ability, there are ways you can develop your child's reading skills to help them to gain Knowledge for themselves...



- Use puppets
- Cut out images and stick on lollipop sticks
- magazines



Engagement and Enjoyment

What is a literacy rich environment?

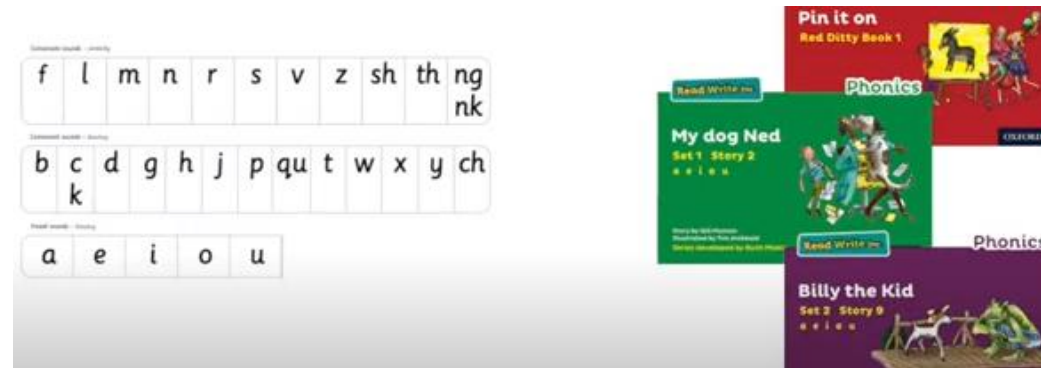
How many different types of print are on offer at home?

A word cloud of various types of print materials found in a literacy-rich home. The words are arranged in a circular pattern and include:

- cards
- chapter books
- emails
- magazines
- letters
- programmes
- food packets
- poetry
- comics
- atlases
- catalogues
- non-fiction
- picture books
- newspapers
- menus
- recipe books
- shopping lists



- Learn 44 sounds and corresponding letters
- Learn to read words using sound blending
- Learn to love reading
- Be confident readers



PACE – no time is wasted, children are active and involved in creative lessons.
 PRAISE – teachers praise the children constantly. Children learn more when they are praised.
 PURPOSE – each activity has clear purpose.
 PARTICIPATION – all children take part in all parts of the lesson through partner work and choral responses.
 PASSION – all staff are passionate and enthusiastic.



Reading in Reception

- QR codes for the day to day sound.
 - Daily sound practice
 - Phonics books
 - Reading books
 - Green Words
-
- Library books – changed once a week – children pick these themselves
 - Reading book matched to their own phonics ability changed once a week

Any questions?

