



Pinewood is a true Reading School

The roots to grow and the wings to fly

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

Our vision for reading is that our children leave Pinewood:

- with a true love of reading and of quality texts
- reading fluently with good comprehension skills, being able to access the KS2 curriculum
- Understanding what it means to be a good reader, a belief that they are good readers and a knowledge of how they can get even better
- Frequently choosing to read for pleasure
- With a good knowledge of books and authors
- Having experienced our top Pinewood favourite children's books

What does Reading at Pinewood look like?

- focus weeks/whole school text focus weeks-range of genres
- Individual reading practice
- Group reading practice
- Whole class reading practice with IWB/ big book
- Reading volunteers
- Story Time – sharing a quality text
- Bus Reading – Reading for pleasure
- Class reading swaps – encourages love of stories
- Author focus work
- World Book Day

High expectations for each form that reading takes

Reading at Home and the Wider Community

- Parents/carers are made fully aware of the importance of reading from their first visit and continually throughout their time here
- Reading Track incentives
- Reading Assemblies (100) Reading Camp Bus Party (150) Book (200)
- Thanking and Reminding parents frequently
- Supporting parents with Top Tips booklets, training events and inviting them to share stories, objectives in reading diaries (Monsters) appropriate for level
- Comprehension questions for parents-appropriate for level
- Reading Newsletters
- Library visits Year 1 and 2
- Local authors into school at least annually; Drama groups and story tellers
- We involve parents with their views on reading rewards and promotions-Reading surveys

Pinewood Reading non-negotiables

- Clear reading progression scheme – Little Wandle books with additional book bands
- Reading Heart Strategies (dual coding)
- Quality phonics daily with reading practice at least 2 times a week
- All staff trained to a high standard
- Everyone in school to promote reading
- Reading across the curriculum
- Seizing every spare moment to read!
- All staff aware that all areas of English are interlinked
- Texts are carefully chosen
- Children have a say
- Word Aware and vocabulary development

Staff Continuing Professional Development

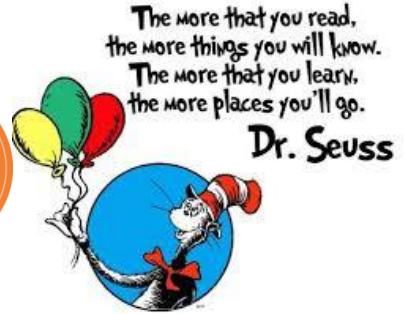
- Prioritising reading and phonics CPD above all things
- Reading termly training (staff meetings)
- Phonics training termly
- Top tips information for phonics, reading practice sheets according to phase and book band colour, shared reading cpd, story time objectives to support staff, Frequent observations of reading sessions to further support practice
- Little wandle cpd sessions and videos
- Running Record training

Rewards/celebrations and special promotions

- Friday golden star –often linked to reading
- Pinewood person values awards sometimes linked to reading e.g. reading resilience
- Reading track rewards and tickets for home reading
- 100 home reads special assembly for parents/carers with bookworm broach present, certificate and i-player movie
- home reads – Reading camp bus party
- 200 home reads – book prize special annual assembly
- OTTER time (Our Time to Enjoy Reading suitcases)
- Additional reading challenges when needed

Reading Interventions at Pinewood

- Reading practice sessions for targeted children 3 times a week / 2 times a week / daily
- Breakfast club readers
- Comprehension groups Y2
- Differentiated whole class shared reading
- Little wandle Phonics groups, keep up and catch up
- Differentiated phonics and spelling in Y2
- Frequent discussions about children
- Additional reads Miss Otter-focus groups



Little Wandle Reading

- Follow expectations and advice of the reading scheme supported with other book banded coded texts in classrooms to support resourcing at an appropriate level
- All children will have a LW book matched to their reading each week up until Turquoise
- Standard assessment system to move up bands- LW based until turquoise then supported with Benchmarks
- Reading moderation across school (Mrs Cooper is a trained moderator)
- When a child moves up a colour band –visit Head Teacher for monster colour coded sticker and chocolate treat

Ms Otter's Reading Promise

- Make reading irresistible in school and always prioritise reading for our children
- Miss Otter Bus time- targeted group and open up bus at play times
- Additional reads Miss Otter-focus groups
- If a child is desperate to read to me – come and knock on my door!
- Spend a story time as much as possible in a class to promote reading
- Buy quality books for school – always searching out for new fabulous stories
- Will make sure you leave Pinewood having read some brilliant stories
- Traditional Tale assemblies



At Pinewood we want to foster a **life long love of reading** and promote reading in so many ways. Our **library bus** is a lovely place to share our wonderful stories during lessons, during play times and sometimes after school.

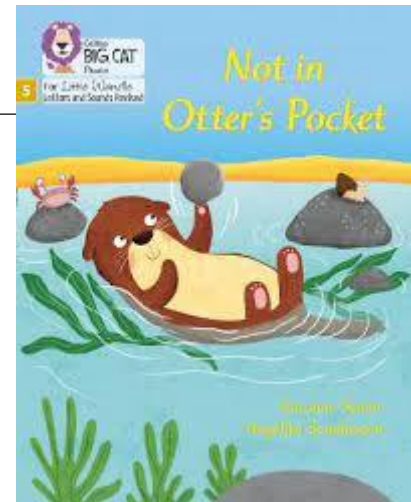


PLEASE NOTE THE READING BOOK LEVEL IS ALWAYS THE PHONICS PHASE YOU ARE TEACHING - FOLLOW PHONICS PLANNING FOR PHONICS AND THIS TO SEE WHAT BOOKS YOUR CHILDREN SHOULD BE READING AND WHEN		
Term and reading book level -	Follow phonics order and read these books	Key words
F2 Autumn 1	Sharing books, talking about like books where appropriate, handling books correctly, library books, GPCs to read and word build practising segmenting and blending	
F2 Autumn 1 (P2S1)	<p>Once these have been taught and remembered:</p> <p>s a t p i n</p> <p>Read <u>in order</u> these phase 2 set 1 books</p> <ol style="list-style-type: none"> 1. Pat it 2. Sit Sip Nap 3. Sit Se 4. Tip Sip Nap 5. Pat a Pan 6. Sit Tip Pat 	
F2 Autumn 1/2 (P2S2)	<p>Once these have been taught and remembered:</p> <p>s a t p i n m d</p> <p>Read <u>in order</u> these phase 2 set 2 books</p> <ol style="list-style-type: none"> 1. Sit In 2. Tap it Tad 3. A Dip 4. Pip 	
F2 Autumn 2 (P2S3)	<p>Once these have been taught and remembered:</p> <p>g o c k c k</p> <p>Read <u>in order</u> these phase 2 set 3 books</p> <ol style="list-style-type: none"> 1. Nip it Dig it 1. Tick Tock and Mick 2. Pop it On 3. Pip and Pop 	the is and
F2 Spring 1 (P2S4)	<p>Once these have been taught and remembered:</p> <p>e u r h b f f l l s s</p> <p>Read <u>in order</u> these phase 2 set 4 books</p> <ol style="list-style-type: none"> 1. Pots cans Cups 2. Rag Duck 3. Duck Socks 4. Bad Luck Dad 5. Nell and Tess 6. Up and Off 	I put pull full as has his her go no

Early reading skills

<p>F2 Spring 1 (P2S5)</p>	<p>Once these have been taught and remembered:</p> <p>j v w x y z zz qu ch sh th ng nk</p> <p>Read in ANY order these RED A phase 2 set 5 books</p> <ol style="list-style-type: none"> 1. Hush 2. Fix it Fix 3. Jazz and Jet 4. Ding Dong 5. Dash to Dig 6. Cuts 7. Zip and Zag 8. Buzz Wag Zip 9. Will it Nosh? 10. Big Mad Run 	<p>to into she push he of we me be</p>
<p>F2 Spring 2 (P3S1)</p>	<p>Once these have been taught and remembered:</p> <p>ai ee igh oa oo (long) oo (short) ar or ur ow oie ar air er ure</p> <p>Read in ANY order RED B phase 3 set 1 books.</p> <ol style="list-style-type: none"> 1. Plink Bost Plink Car 2. Finn Feels Better 3. A job for the Dog 4. I Look for Mark 5. Jack and Zain 6. Get Set Fly Fun 7. It is a Fox 8. Rock Ponds 9. Down In Up 10. Odd Fish 	<p>was you they my by all are sure pure</p>
<p>F2 Summer 1 (P3S2)</p>	<p>Read these books alongside summer 1 phonics</p> <p>Read in ANY order RED C phase 3 set 2 books:</p> <ol style="list-style-type: none"> 1. Annie and the Rabbit 2. Lee and the Box 3. Nipper and Oull 4. The Hopper 5. The Power Cat 6. In the Dark Wood 7. Down the River 8. Feed on the Farm 9. Owls on the Night 10. It is Hidden 	
<p>F2 Summer 2 (P4S1)</p>	<p>Read these books in Summer 2 F2 Yellow Band (Phase 4 set 1) in ANY Order</p> <ol style="list-style-type: none"> 1. The Foolish Timid Rabbit 2. Tickets 3. Scrap Rat 4. Snug in the Tent 5. Crack and Crock 6. Have Lunch 7. Thumper 8. How The Ear Can Wag 9. Stand Still 10. Good things Wag Farms 11. Track a T Rex 12. Strong Tracks 13. From the Top 	<p>said so have lik Some come love do were here little says there when what one out today</p>

Pink Band 6 - Reading practice Group or 1:1 Records	
Week beginning:	Reading Book:
Name/s:	
Can recognise these Phase 2 Set 1 -3 GPCs automatically - please highlight	
Phase 2 Set 1: s a t p i n	Phase 2 Set 2: m d
Phase 2 Set 3: g o c k ck	
Can blend these decodable words accurately – please highlight and tick if the child reads the word automatically and fluently (i.e. without sounding out)	
am an as at in is it and back can dad got man on get sat had has him man mum not up	
Useful Tip! Child to sound out and blend sat man had red before considering whether to move to Pink B book band	
Can recognise these key Red A words automatically:	
is the and	
Read 1 comments and areas to work on (including decoding, prosody, comprehension):	
Read 2 comments and areas to work on (including decoding, prosody, comprehension):	
Read 3 comments and areas to work on (including decoding, prosody, comprehension):	



Little Wandle
LETTERS AND
SOUNDS

★ ★ ★
REVISED

A complete SSP validated by
the Department for Education

BLUE (No new phonemes or words from yellow)
Reading practice Group or 1:1 Records

Week beginning:	Reading Book:							
Name/s:								
Can blend these decodable words accurately with Phase 6 set 2 adjacent consonants and short vowels – please highlight and tick if the child reads the word automatically and fluently (i.e. without sounding out)								
went	fact	bring	munch	stamp	sprint	forest	started	
smashed	melted	strongest	blossom	crowds	storm	brighter	greennest	
Can recognise these key words automatically:								
said	so	have	like	some	come	love	do	were
here	little	says	there	when	what	one	out	today
Read 1 comments and areas to work on (including decoding, prosody, comprehension):								
Read 2 comments and areas to work on (including decoding, prosody, comprehension):								
Read 3 comments and areas to work on (including decoding, prosody, comprehension):								

Shared reading

Say the first sound.

Think about what would make sense in that sentence.

Point to the word.

Sound out the first part.

of the word and have a go.

Skip the word.

Read the rest of the sentence and think about what would make sense?

We have reading strategy hearts to help us read too and they support us reading phonetically as well as using complex reading strategy skills as we move throughout KS1.

Our teachers plan for the TAs to deliver quality shared reading sessions whilst reading with groups of children . . . They prioritise quality reading planning at every opportunity!

Our teachers know we need to be praised as well as prompted when we read

Read, Praise and Prompt – 5-6 mins Reading intervention	
Before the child starts to read	<ul style="list-style-type: none"> Ask them to tell you what they need to do if they get stuck . . . e.g. sound out, read from beginning of the line or sentence, look to the picture, encourage them to think if it sounds/looks right – use the reading strategy prompts. Remind them how we want our reading to sound Fast and smooth like talking Look out for full stops to pause at Increasing volume all Changing voice for “”
Give a brief book introduction if this is a new book. This takes the out of the book and allows the child to have a successful first read. Book intro: Tell them the title, then simply go through the book and use the pictures to give an idea of how the story goes. Point out character names and any other difficult words.	
Reading	<ul style="list-style-type: none"> They don't need to read the whole book, just enough to get into the story, then quickly talk through the rest. Let them hold the book and point to the words if they need to. Never point for them. If a child gets stuck on a word don't tell them straight away but ask, “What can we do to work it out?” They need to be active readers not passive! They could <ul style="list-style-type: none"> Look at the picture Re-read from beginning to remind them of the context Sound out part of the word, or the whole of the word if it is short-sounding out long words isn't helpful – o-a-t eagle Sound the first letter and have a go (context) Make notes of the good things they do whilst reading The Praise (e.g. from the list above, needs to be specific) and make a note of the prompts, the things they want to talk to them about. Try not to interrupt the reading unless they are really stuck on a word. The reading should sound like talking, fast paced with intonation. Don't accept slow stilted reading, even early reading – it stops the child gaining meaning and enjoyment from the text. Model fluent and expressive reading and allow them to re-read the same book to gain fluency.
At the end of the Read	<ul style="list-style-type: none"> Ask questions about what they have read (can also do this during the read if appropriate). Sometimes include a simple retelling of the story. Give 1 or 2 praises – e.g. “I loved the way you noticed you said the wrong word there and corrected yourself.” “I loved the way you changed your voice when the wolf was talking.” “I loved the way you re-read the sentence and it helped you work out the word.” When you praise what they have done you are drawing attention to it and they know what to keep doing Give 1 or 2 prompts for something that you want them to do which they didn't do or to support them with a word. Feedback is powerful and will enable a child to progress every time they read <ul style="list-style-type: none"> e.g. “When you read this line, you said ‘read’ it as they read it. Then ask “Does that make sense?” Or does that look right?” see if they can spot what is wrong.
<p>“You read it like this . . .” model how they read and then ask if that is how it should sound. Can they re-read it in a more phrased manner or with expression?</p> <p>“You struggled with this word e.g. makes/made/comes etc. Briefly discuss the problem – maybe use magnetic letters or a whiteboard to help.</p> <p>“You said ‘then’ but how do you know it can't be ‘then’?” prompt for visual attention</p> <p>“Try that sentence again and see what word would make sense.” – prompt for reasoning</p> <p>Our job is to develop the child's ability to think for themselves, to monitor self-correct and read with pace to gain enjoyment and meaning from the text. They need to do the work and move forward each time we hear them read!</p>	

Spelling pattern work gets even more complicated in year 2 a but we have a whole school system for the Tigers and Lions

Year 2 – Statutory National Curriculum Spellings					
Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
j sound as dg (badge, edge, bridge) j sound in age, change, huge, village j sound in giant, magic, giraffe s sound as c before e: race, ice, cell, city, fancy k and g silent: knock, knee, gnaf gnaw wr – written, wrote le – table, bottle, little el – camel, tunnel squirrel not many nouns end in -al, -inal, capital, mental	V cry dry reply Drop y change to an i and add es flies, babies, replies, carries Drop y change it to an i before -ed -er -est -y Drop the e before adding -ing -er -est -y Double last consonant of root verb for father, fattest On sound in all ball call, walk talk always O as u other mother brother Monday	Plural adding s a as a after w and q want warm water squash or after w in word work worm world worth or after w in war warm towards	Suffixes that start with a consonant usually just ad onto the root verb: Enjoyment, sadness, careful, playful, hopeless, badly In contractions the apostrophe shows where a letter/letters would be: can't didn't, hasn't couldn't it's I'll	The possessive apostrophe: Megan's, girl's Common exception words (see word list)	Television treasure usual -tion station fiction motion national section Homophones: there/their/they're, here/hear, bare/bear, won/one, sun/son, to/too/two

Decoding (Mon/Tues)	Prosody (Weds/Thurs)	Comprehension (Fri)
<ul style="list-style-type: none"> Read the GPCs – ee, oa, oo, oo, ar, or, ow, ear, air, er (slide 1) Use flashcards to read key words (starting with Pink, then Red) Remind children that sometimes two letters together can make one sound. n/ow, l/oo/k/s, t/ur/n, g/oa/t, Ai/m/ee. Challenge children to read the two words in which three letters stand for one sound: r/igh/t, a/pp/ear/s Read phoneme focus words with the phonemes: ee, oa, oo, oo, ar, or, ow, ear, air, er (slide 4) 	<ul style="list-style-type: none"> Model reading each page with expression. After you have read each page, ask the children to have a go at reading it with expression themselves. On page 5 model how you invent a voice for Aimee for the speech bubbles. 	<ul style="list-style-type: none"> Reread text with expression (should be doing this independently now) Turn to pages 14 and 15 – can they retell the story? Highlight the following words in the text and discuss meaning: tugboat For every question ask the children how they know the answer: <p>What is mum doing at the start of the book? What happens when Aimee has a go on the tablet? What does Aimee decide to do?</p> <p>Apply: Reading other sentences containing focus phonemes.</p>

Year 1 Big Book Planning – Pink/Red band

Text: Aimee and the Tablet

We use running records when we need to . . .



Drama, our approaches to reading and writing are interlinked! Good speakers and good readers become good writers!



Talk4Writing

Running Record					
Name: _____		Date: _____			
Recorder: _____		Class: _____			
Page	Book title	Book level	E	SC	SC

We have set brilliant books to share in story time in each class – once we have shared them they go in our brilliant books box in the classrooms so that we can read them and share them together whenever we want. Here are some examples

We also have books in our brilliant book boxes from previous year groups as it is good to revisit these and not all of us are at the same level in our reading.

Story times are lots of fun but our teachers are always thinking how these sessions can support all things literacy!

Story time Objectives					
Foundation	Workout storyline by gathering information from illustrations and repeated language patterns <i>Flicking through the text. Could tell a story in text in own words and then model actually reading the text and comparing to illustration version. Modelling all the early reading strategies.</i>	Locate and recall title, author and illustrator <i>How many words in this title, this word has got letters in it. Children need to understand concept of letters, words and sentence during F2. Repeat words, phrases or sentences to check, confirm or modify reading.</i> To offer ideas on story endings.	Link what I read or hear to my own experiences <i>Lots of discussion including teacher modelling. Re-read books to build up fluency and confidence in word reading. Big book for a 3-5 days is fine.</i> To discuss how a story makes you feel.	Learn to appreciate rhymes and poems and recite some by heart. <i>Nursery rhymes in particular should be as high a focus in F1/F2 as stories. Nursery rhyme bag with clues. Need to be planned in for story/big book focus and content discussed.</i>	Participate in discussion about what is read to them, taking turns and listening to what others say. Be increasingly familiar with the work of significant authors and begin to name some books by certain authors.
(Plus Foundation above)	Learn to appreciate rhymes and poems and recite some by heart. Discuss content in a manner that indicates precise understanding. <i>This goes on continually through all year groups. Draw on what I already know or on background information and vocab provided by teacher.</i> To recognise full stops. Blue tac each one.	Manage a greater variety of text genre and become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. To describe a setting, character, main event in a story. To offer ideas on story endings.	Manage effectively a growing variety of texts, including non-fiction. Be increasingly familiar with the work of significant authors and begin to name some books by certain authors. Discuss the significance of title and events. To discuss how a story makes you feel.	Begin to use appropriate terminology when discussing different types of text. Discuss word meanings, linking new meanings to those already known. Could have class vocab book.	Be increasingly familiar with a wider range of stories, fairy stories and traditional tales. To discuss and interpret character and plot more fully. To use the blur of a book.

Pinewood's Brilliant Books – Reading List Year 2 Tigers

Traditional Tales/Tales From other cultures	Other Good Stories	Longer books	Poems
The True Story of the 3 Little Pigs Goldilocks and the 3 Bears Lauren Child	The Hunter Gorilla	Giraffee and the Pelly and Me or Esio Trot Fantastic Mister Fox or The enormous Crocodile	Little Red riding Hood Roald Dahl Please Mrs Butler
The Wolf's Story Toby Forward	Meerkat Mail	George's Marvellous Medicine/The Twits	The Owl and Pussy Cat Edward Lear
Jack and the Beanstalk-Richard. . .	Amazing Grace	The Hodgeheg – Dick King Smith	The Hairy Toe
Beware of the story book of wolves (Lauren Child)	Traction Man	The Owl who was afraid of the Dark	The Day I Fell Down the Toilet Steve Turner
3 Little Wolves and the Big Bad Pig 2	The Flower	Charlotte's Web	
Me and You Anthony Browne	That Pesky Rat		
Mr Wolf and the 3 Bears Jan Fearnley	Can you catch a mermaid?		
The Princess and the Pea Lauren Child	Sophie and the Seawolf		
Hansel and Gretel Jane Ray	The Lost Happy Ending Jane Ray		
Anancy and Dry Bone	The Incredible Book Eating Boy		
The Polar Bear Son-An Inuit Tale	The Tin Forest		
	Dinosaurs and all that rubbish		
	Charlie Cooks favourite book		
	The Dancing Tiger		

Pinewood's Brilliant Books – Reading List Year 1 Tigers

Traditional Tales/Tales From other cultures	Other Good Stories	Poems
Little Red-Bethan Woollyin	Oliver Jeffers-Up and Down/Lost and Found	Cats Eleanor Farjeon
Hansel and Gretel Bethan Woollyin	Happy families series Ahlbergs and Cops and Robbers 5	On the Ning Nang Nong Spike Milligan
Mr Wolf's Pancakes	The Selfish Crocodile	The Day I Fell Down the Toilet Steve Turner
Beware of the Bears	Tiddler	Freckly Feet and Itchy Knees Michael Rosen
The Last Wolf (Mini Grey)	Christopher Nibble	Me & Mister Polite Grace Nichols
Once upon a time John Prater	Giddy Goat	Betty Botter
Jack on the Beanstalk Richard Walker version	Click Clack Moo Cows that type	Spaghetti Spaghetti Jack Prelutsky (Puffin)
	Whiff	
	Bog Baby	
	Room on a Broom	
	Burglar Bill	
	Beegu	
	Pumpkin Soup	
	Six Dinner Sid	
	The Tiger Who Came to Tea	
	The Elephant and the Bad baby	
	Avocado Baby	
	Elmer	
	Where the Wild Things Are	

Pinewood's Brilliant Books – Reading List EYFS Tigers

Traditional Tales/Tales From other cultures	Other Good Stories	Nursery Rhymes
The little Red Hen	The Smartest Giant	Miss Polly . . .
Jack and The Beanstalk	Little Beaver and the Echo	Twinkle Twinkle
3 Little Pigs pop up	The Very Hungry Caterpillar	Jincy Wincey Spider
Billy Goat Gruff Pop Up	Little Rabbit Foo Foo	Humpty Dumpty
Little Red Riding Hood (pop up)	Gruffalo	Wind the Bobbin Up
Goldilocks and the 3 Bears	Farmer Duck	Little Miss Muffett
The Three Little Pigs	Mr Gumpy's Outing	The little old woman who swallowed a fly
The Gingerbread Man	Owl Babies	Polly Put the Kettle on
	Rosie's Walk	12345
	Where's My Teddy?	Hickory Dickory Dock
	Lullabyhullabaloo	Little Jack Horner
	Lost and Found	Jack and Jill
	Peace at Last	Old MacDonald
	The Blue Balloon	Wheels on the Bus
	Aliens Love Underpants	Ba Ba Black Sheep
	Some Dogs Do-Jez Alborough	Hey Diddle Diddle
	The Smelly Book-Babette Cole	Little Bo Sheep
	Shark in the Park	2 Little Dickie Birds
	The Great Pet Sale	Grand Old Duke of York
	Down by the Cool of the Pool	
	Tidy	Poems
	Whatever Next	Wriggle and Roar J. Donaldson and Nick Sharratt
	Aargh Spider!	Caribbean Counting Rhymes
	Supertato	She Sells Sea Shells
	Handa Surprise	Hen's Song (Puffin Book of 1st Poetry)
	Sssshhh Sally Grindley	
	The Mole who knew it was none of his business	
	Brown Bear Brown Bear	
	Oi . . . Frog/Oi Dog/Oi Cat	
	Suddenly Colin McNaughton	
	We're Going on a Bear Hunt Michael Rosen	
	Don't Forget the Bacon Pat Hutchins	
	Suddenly	
	This is the Bear	
	Any Mog the Forgetful Cat Book	
	The Train Ride	
	Polar Bear Polar Bear	

We support parents/carers with helping their children read in many ways

Y2+	Lime	Phase 6
Y2 Sum 2	White	Phase 6
Y2 Spr 2	Gold	Phase 6
Y2 Aut 2	Purple	Phase 6
Y2 Aut 1	Turquoise	Phase 5
Y1 Sum 1&2	Orange	Phase 5
Y1 Spr 2	Green C	Phase 5
Y1 Spr 1	Green B	
Y1 Aut 2	Green A	
Y1 Aut 1	Blue	Phase 4
F2 Sum 2	Yellow	Phase 4
F2 Sum 1	Red C	Phase 3
F2 Spr 2	Red B	
F2 Spr 1	Red A	
F2 Spr 1	Pink B	Phase 2
F2 Aut 1	Pink A	
Nursery/F2 Aut 1	Lilac	

Book marks help support parents to read with their child dependent on level. We have them from them from pink to lime band.

YELLOW
Phase 4 Set 1

I know these Phase 3 graphemes in words: ai (snail) ee (see) igh (night) oa (goat) oo (zoo) oo (look) ur (car) or (fork) ur (nurse) ow (cow) oi (spoil) ear (hear) air (chair) er (better) and I can read words with adjacent consonants and short vowels

I know these yellow key words: said so have like some come love do were here little says there when what one out today

I begin to know how to follow print with my eyes, finger pointing at points of difficulty.

I sometimes know how to self-correct my mistakes

I retell the story in more detail.

Notes for Adults

- ✓ You said '.....' does that sound right? Can you fix it?
- ✓ Encourage me to show different ways of reading new words - what word would fit? Can you sound it out? Can you chunk it - play-ing?
- ✓ Ask me what might happen next?
- ✓ Let me read the book again to make it sound smooth

✗ Don't always make me point with my finger to the words if I don't need to - - - it can make my reading sound robotic

GREEN A
Phase 5 Set 1

I know these graphemes in words: ay (play) ou (cloud) oy (toy) ea (each) ir (bird) ie (pie) ue (blue) u (unicorn)

I know how to read at a good speed using punctuation and expression

I know how to chunk words when reading longer words e.g. grand-ma

I know how to use contents page, glossary and locate information in a non-fiction text.

I know how to talk about the characters and main events in more depth.

Notes for Adults

- ✓ Ask me 'Does it make sense, sound right and look right?'
- ✓ Ask me questions about what the characters felt or why things happened
- ✓ Make sure I understand the ideas in a non-fiction book
- ✓ Show me how reading at a good pace makes it interesting

✗ Don't tell me that I should know a word unless I have learnt it or solved it before

Reading At Home

We have sent a reading book and a reading diary home with your child.

- The books that your children read are colour coded and begin with early pink. The colour progression with year group expectations is in the back of the diary if you wish to see the different book band colour levels.
- Each time your child moves up a book band colour level they will take a special trip to Miss Otter where they will receive a chocolate prize and their new colour monster sticker.
- There is a 'monster reading target' at the front of the diary which includes useful tips for you at home. The monster target matches the book level that your child is on.
- There is a 5 minute reading prompt sheet attached too. This is how we read with the children in school and how we encourage you to do so at home.
- Each time an adult reads with your child in school we will leave a comment in their diary. The diary is also for you to leave comments in too.
- Once you have read with your child a few times at home and you feel they are ready to change their book please place it in the yellow basket (on top of the achievement folders) along with their diary and we will read it with them and change their book.

We know that reading at home can seem quite intimidating but please do not worry, come and ask us anything.

Please continue to share story books with your children too, these are so important!

OTTER Time (Our Time To Enjoy Reading)

Before the read

- Ask them to remind you of things to do if they get stuck
- Look at the picture for a clue
- Sound it out (this may be the whole word or only the first few letters)
- Read from the beginning of the sentence
- Does it look/sound right?
- Stop the word and read on and then go back to it
- Remind them of how we want reading to sound
- Smooth and fluent, just like talking
- Pauses at full stops and brief pauses at commas
- Increasing volume (a)
- Changing your voice for characters

- Give a brief introduction to the book- 'This takes the 'bugs' out of the book and allows your child to have a successful first read and builds their confidence. This should only take a couple of minutes but is a very valuable exercise
- Tell them the title and author (often titles are hard)
- Go through the book and talk about the story and key phrases
- Use the pictures to talk through the story and discuss any clues they give you
- Point out character names and any other difficult words and their meanings

Reading

- Your child doesn't need to read the whole book, just enough to get the idea of the story, then talk through the rest with them.
- Let them hold the book, turn pages and point to the words (if they need to) themselves. If your child gets stuck on a word don't tell them straight away but ask "What can we do to work it out?" (see "things do to if they get stuck" above)
- The reading should sound smooth like talking. If reading is slow and stilted it is tricky for your child to gain meaning, and therefore enjoyment, from the text. Model reading the sentence to them so they hear how it should sound.
- Allow your child to re-read the same book to gain fluency and confidence.

At the end of the read

- Give 1 or 2 praises- When you pra- I loved the way you noticed you I like the way you looked at the I was good when you re-read I liked it because your reading
- Ask questions about what it week it would be helpful if beginning, middle and end get the better children are the right order.
- Give 1 or 2 prompts-fer When you read this ser what is wrong and cor you said "then" but I read it like this, with more expres Thank you for Mr Miss Otter

Questions to see if your child has understood what he/she has read and to help them look through the text to find answers	Read into the information given. Explain what the reader shows but doesn't tell	Structure and Organisation	Understand and explain how writers use words	Recognise and explain the writer's point of view	Discuss similarities and differences between what has been read and own experiences
Which word told you that...? Why did...? What does ... mean? Describe...? Which paragraph tells you...? Who did they meet...? Can you find the page that ... ? Draw a timeline of events in the story. What happened at the beginning/middle/end? Where does the story take place? When did they story take place? What did he look like? Where did she live? Who are the key characters? What happened in the story? What are the main ideas What kinds of people were in the story? Where did you find the information about... ? Can you retell the story in your own words? What have you found out by reading this book?	What words tell us...? Why did...? How can you tell...? How did... react? What does ... think or feel? What were they thinking? How do you feel about...? Why? What questions would you ask this character? What do you think will happen next? Why? Who would you like to meet? Why?	Why has the information been presented in this book In this way? Why is it in bold/italic/highlighted? How does the layout help? Why is it easier to read? Why is the headline important? How do subheadings make it easier to read?	Explain why... is used. Why has the title... been chosen? What other title could we use for this book? What does ... tell you about...? What words tell you how ... was feeling? Choose a word to describe this character What does ... tell you? Why does the author use that word? What other words can you use?	This story is happy and sad. Explain why. What did you like about the story? Why? How did the story make you feel? Why do you think that ... ? What is the main idea of the story...? How does... make you read on? Can you think of another story with a similar theme? Why did the author choose this setting? What was the most exciting part? Why? What does the text make you care about?	Was there any part of the story that reminds you of something in your own life or in another book that you have read? Have you ever been in the same situation as the book character? Do you know another story with similar characters in it? How are they similar?

Reading Workshops

How can you develop their interest in books and reading?

Visit the library

Read and discuss words and new vocabulary we see all around us

Read a variety of texts like magazines, comics, non fiction.

Re-read favourite stories

Read a bedtime story

Dear Parent/Carer - Thank you for supporting your child at home with reading! It is really helping and your support is valued greatly.

Signed _____

Date: _____

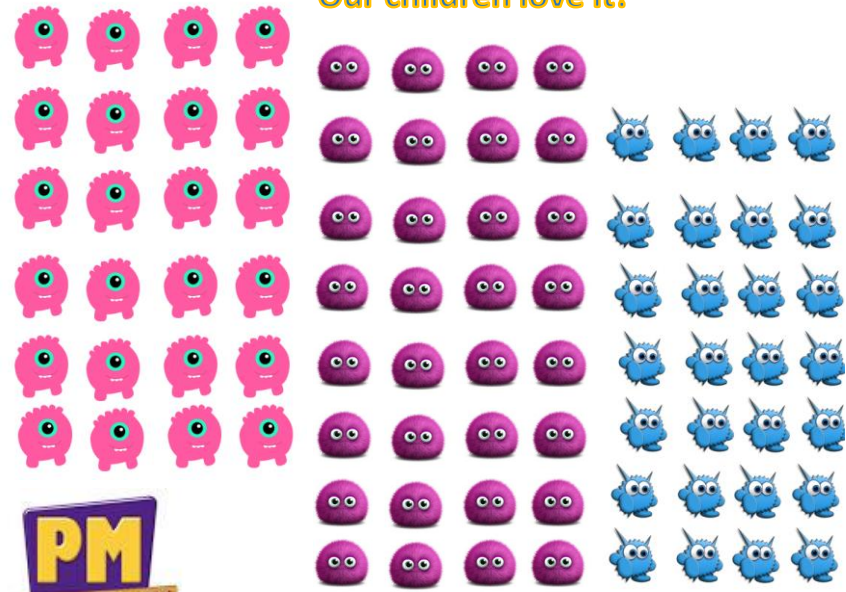
Dear Parent/Carer We need your help! We have noticed that _____ could do with moving round the Reading Track a little quicker. Please could you try and read with him/her at least 3 times a week at home - it would really help his/her progress in reading. Come and see us if we can help you in any way. Thank you for your support.

Signed _____

Date _____

Children are encouraged and rewarded for progress and reading at home- all children want to achieve in reading – this links to our monster book marks system.

Our children love it!



YELLOW
Phase 4 Set 1

I know these Phase 3 graphemes in words: **ai** (said) **ay** (say) **ai** (night) **oa** (goat) **oo** (look) **oi** (car) or (for) **ou** (house) **ow** (cow) **ow** (spoke) **ow** (hear) **ou** (chair) or (better) and I can read words with adjacent consonants and short vowels

I know these yellow key words: **said** **so** **how** **like** **some** **come** **love** **do** **were** **here** **little** **says** **there** **when** **what** **one** **out** **they**

I begin to know how to follow print with my eyes, finger pointing at points of difficulty

I sometimes know how to self-correct my mistakes

I retell the story in more detail.

Notes for Adults

- ✓ You said '...' does that sound right? Can you fix it?
- ✓ Encourage me to show different ways of reading new words - what word would [x]? Can you sound it out? Can you chunk it - play/oo?
- ✓ Ask me what might happen next?
- ✓ Let me read the book again to make it sound smooth
- ✗ Don't always make me point with my finger to the words if I don't need to - - it can make my reading sound robotic

Well done

You have read

50 times!

Well done

You have read

75 times!

Well done

You have read

100 times!



Congratulations! You have read around the track. Let us give you a big ROAR!!! Well done you!

100



Certificates and treats from reading round the track!

WOW! You have read 150 times!

Congratulations! You have been doing amazing reading at home! You will now be invited to a very special Reading Camp during the Summer Term. More information will follow. Keep up the hard work!

WOW! You have read 200 times!

Congratulations! You have been doing amazing reading at home! You will now be invited to a reading assembly where you will receive a book. We will send a slip with a date on closer to the time.

Keep up the hard work!

You are a Pinewood star

Treat yourself to a brand new book

200

Our Time To Enjoy Reading OTTER time



Book Monster stickers and a chocolate from the pot!

150

You are invited to our Jungle Animal Reading Camp!



Another way to attempt to encourage parents to read at home with their children

If reading at home slows down . . . We relaunch our processes with uuuummmppphhh

And come up with new ideas to promote reading

We know how important reading practice at home is so . . . We never give up!

It's a non-negotiable!



Let's 'get back on the reading track!' New Year 2022

As part of our school tracking we evaluate how much each child is reading at home each half term and although thankfully many children are reading lots at home, last term was our **lowest term ever** since 2009 of our children reading at home. We pride ourselves as being exemplary in our approach to teaching children how to read. We put huge amounts of effort into training our teaching staff appropriately, we spend vast amounts of money on reading resources, we prioritise reading above everything else, and use lots of incentives to motivate the children to read. We have special books per year group that go into the book corners that are specifically chosen, we link our school values to brilliant books, we give monster stickers and chocolates when children move up book band; we even converted a double-decker bus into a library as we know how important it is to develop a passion I children for reading! Please look at 'Reading at Pinewood' document on the website for more information.

We can teach your children the skills, but they will not leave us at the end of year 2 at the right level required to access the junior school curriculum without your help practising the skills we teach at home. We do not issue weekly homework as our policy is that we would like our families to prioritise reading. **Please, please can you help us and help your child by practising reading at home as much as possible starting today.**

This morning we had an assembly on reading, looking at why it is important and how we become good readers. We celebrated the fact that many children are racing through the track and as a result have made excellent progress in reading. We also showed them that the girls are reading far more than the boys and set a reading track challenge to encourage the boys to catch up! We wouldn't normally encourage such a boy girl challenge but for one week only it is worth a go. As you know I am a mum of 2 boys and am passionate about trying to motivate boys and to ensure teachers find a way to raise their attainment in schools. If they lag behind at primary school they will find it hard to catch up-the expectations for children at every age of school life are really high these days, the pace of education is speedy to say the least! Don't worry parents of girls! We are still encouraging them as much as possible of course, we just need to make sure the boys (not all but many) 'up' their reading. Anyway, you get my drift. It is so important.

We usually ask for at least 3 weekly reads (5-10 minutes long) but we really need to ask for 5 daily reads a week at present, especially if your child is far behind on the reading track. Your child should be 50+ on the reading track at this point of the year. Children have missed some education with Covid over the last 2 years and reading practise is more important than ever. Using older siblings to help is fine too. Talk to me or your class teacher if you need help with this. I am happy to talk through how to help your child learn to read if that would help and can offer individual child incentives for those of you who struggle with motivating your child. I'll do anything I can to help. We will let you know how our new drive is going over the next 2 weeks. Thanks for all your support as always. Ms Otter xx

New ways to further promote reading
September 2022 . . .



4. Train up more reading volunteers at school. We have a family member of one of our children who gives up some time each day to read with 3 children towards the end of the school day. If you have any time you could give us to help with this or have a willing granny or grandad then please contact Ms Otter.

8. Book club/library club lunch time once a week in 4 week blocks to support reluctant home readers.



A great big thank you to the Rotary Club for supporting the purchase of phonics books for our children at school

1. Ms Otter contact all parents on Seesaw whose children are already falling behind with their reading at home to ask for support and to see if we can help in any way. By week 3.

5. Contact all parents at the end of each half term if their child is falling behind on reading track and work with parents to increase reading at home.

9. New reading diaries (KS1 initially) to further promote importance of home reading. The proof arrived today – they are going to be very good even though expensive so please keep Very safe!

2. Invite all F2 parents/carers into an early reading and phonics assembly. All attendees will be offered a bus pass to come and share a story with their child on the bus at a convenient time.

6. Offer bus reading drop in day for parents/carers to drop into school to share a book with their child on the bus. It is such a wonderful resource to have on our school site.

3. All teachers to join reading track themselves after October half term so that all reluctant readers at home have to chase their teacher around the track.

7. Try and set up reading lunch time buddies from Killisick Junior School to read with targeted children. Ms Otter to contact Mrs Carpenter.

If you have any other ideas in how we can promote home reading then please let us know . . . We are always open to suggestions and good ideas!

head@pinewood.notts.sch.uk



Our Time To Enjoy Reading

Starting in January once a week a child who has made a real good effort to read with you at home in each class will be given the special

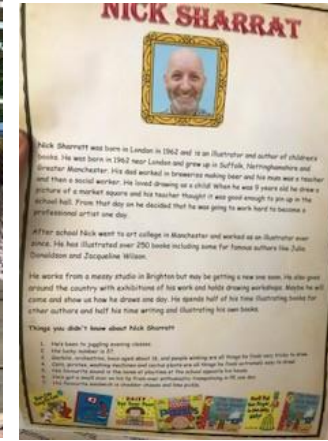
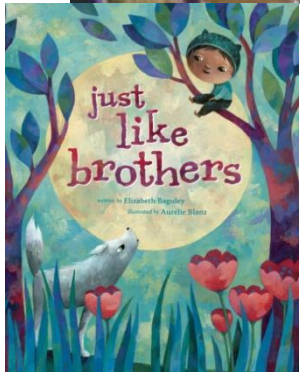
'Otter Time' suitcase to share with you at home. It



We have a 'Reading Track' in each class



We focus on authors and encourage the children to find out about authors. We also make sure an author comes into school at least every year and story tellers too!



Responsibility Resilience Independence Curiosity
Respect Kindness Honesty Self-belief



We have a collection of books which match our school values – these are promoted around school in story times – look in the school foyer for more information!

That's it for now! Keep on reading!!