

Stay and Read

WEDNESDAY 31ST
JANUARY
2024

THERE ARE MANY LITTLE WAYS TO
ENLARGE YOUR CHILD'S WORLD.
LOVE OF BOOKS
IS THE BEST OF ALL.

- JACQUELINE KENNEDY

READING SHOULD NOT BE
PRESENTED TO CHILDREN AS A
CHORE, OR A DUTY.
IT SHOULD BE OFFERED
AS A GIFT.

- KATE DICAMILLO

DO YOU FIND THIS SMILE TO READ?

Because of the phenomenal power of the human mind, most people do. According to research at Cambridge University, it doesn't matter what order the letters are in. The only important thing is that the first and last letter be in the right place. The rest can be a total mess and you can still read it without a problem. This is because the human mind does not read every letter by itself, but the word as a whole. That's about cool.

Reading at Christ Church C of E Primary

The reading
framework

July 2023

English sits at the heart of our curriculum – it is through language, story and text that children learn to form concepts, connect ideas and express themselves. Through literacy, in all its forms, children learn to both make sense of the world and shape their place within it.

Children will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

As a school, we strive to ensure that pupils read fluently and with good understanding, and that they develop the habit of reading widely and often, for both pleasure and information. By recognising EYFS as the building blocks for life, we place a strong emphasis on the teaching of phonics, reading and writing in the early years.

Reading from the start: EYFS

Our Vision

- ▶ When our children leave our school, we expect them to be avid readers and writers, who read fluently and widely, and are able to express preferences and opinions about the texts that they read. We want them to read and write for pleasure, adapting their writing style to suit the audience.

SYSTEMATIC PHONICS INSTRUCTION

Schools should implement a systematic phonics programme.

There is not enough space here to capture the full importance of phonics, but it is important to point out that fidelity to a systematic programme, with the implementation monitored by the school's leadership team, is one of the most effective ways of teaching all children how to read and write. Decodable books allow children to practise and memorise their learning from phonics lessons, so that they build their accuracy, fluency and confidence with their phonics knowledge.



Reading from the start: EYFS



Our Vision

- ▶ At Christ Church we value the importance of providing children with a language rich environment with strong focus on oracy, beginning in EYFS. The development of oracy from an early age is essential to ensuring success across the curriculum and key stages.



THE IMPORTANCE OF TALK

High-quality talk and a language-rich environment are central to the approach to developing literacy. The quality of adults' interactions with children affects their vocabulary acquisition and cognitive development. Developing pupils' spoken language is integral to all subjects in the National Curriculum and EYFS so that they can articulate their understanding, develop their knowledge, and build the vocabulary they need to support their learning.

THRIVING ON REPETITION

By re-reading stories to children, teachers can deepen the children's familiarity with a story and increase their emotional engagement. Re-reading allows children to hear new vocabulary over again, which helps them commit the meaning of new words into their long-term memory. Additionally, children have new opportunities to connect with characters and their feelings, and to relive the excitement and emotion of stories.



DEDICATED TIME FOR STORIES, POEMS AND RHYMES

There should be a dedicated story time each day as well as a dedicated poetry or singing time in Reception and Year 1. This should be a priority. Extra small-group storytimes can be used as additional inputs for children with speech, language and communication needs. Schools should encourage parents to read aloud to their children and to provide opportunities for children to read at home.

Reading for Pleasure

READING IS A CATALYST

Reading for pleasure is associated with higher levels of literacy achievement. There is also a relationship between cognition and motivation, proficiency and motivation in reading. Those who are good at reading do more of it: they learn more and expand their vocabulary and knowledge. This enables them to understand more of what they read. For those who read less, or who find reading difficult, the opposite is true. Reading more makes children more academically able.



Reading Ambassadors



Vocabulary



VOCABULARY ACQUISITION THROUGH TALK

High-quality adult interactions and purposeful experiences can build children's vocabulary size. The report provides an example for how a visit to a fire station might unleash the teaching of semantic fields linked with some of the key information. For example, by talking of fire, pupils would learn and connect words such as blaze, flames, heat, smoke, plumes and extinguish. This supports later reading by helping children comprehend texts when they see such words.

Content domain	2023	2022	2019	2018	2017	2016
2a (vocabulary)	18%	10%	12%	20%	20%	20%
2b (retrieval)	32%	38%	42%	26%	28%	30%
2c (summarise)	2%	4%	2%	6%	4%	2%
2d (inference)	46%	44%	36%	44%	44%	36%
2e (predict)	0%	2%	0%	0%	0%	6%
2f (narrative content)	2%	2%	0%	0%	2%	2%
2g (enhancing meaning)	0%	0%	6%	0%	2%	4%
2h (comparisons)	0%	0%	2%	4%	0%	0%

Our Reading Spine at CCPS



CHOOSING BOOKS TO READ ALOUD

Teachers should choose books which engage children emotionally. Young children care about what their teachers think about the stories they read. The report gives a guide of how to choose books to ensure children are presented with a wide range of stories from a wide range of contexts. There should be a 'core' set of stories for each year group which reflects a wide range of backgrounds and contexts, which can be supplemented by teachers' choices.

Book corners and the library



BOOK CORNERS

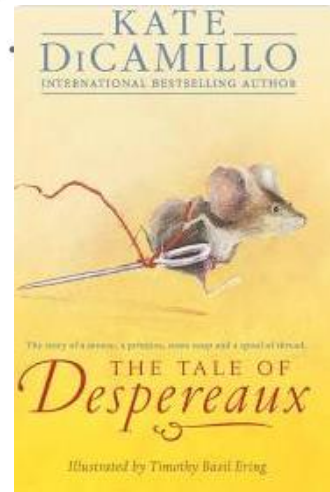
The quality of the books in a book corner is what makes a difference - as beautiful as the decorations may be. Book corners should enable children to browse the best books, revisit ones they have been read to in class, and to borrow books to read or retell at home. Every child should be able to spend time in the book corner, where they should also be able to share books with each other. The focus should always be on making a big difference to children's reading habits.

A flavour of what we do here at Christ Church

Phonics- daily sessions in EYFS and Year 1
Shared reading
Guided reading
Paired reading
E-novels. The impact of Oxford Reading Buddies
Independent reading
Focused reading activities
Reading across the curriculum- subject specific
Class novels and stories

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The hearing of reading is NOT the teaching of reading



How can I support my child with reading at home?

Reading to your child/sharing books

Hear your child read (Daily - Reading Diaries)

Give support and encouragement

Being a role model - get caught reading!

Asking effective questions

Reinforcing taught phonemes/sight words

Enjoying a wide range of materials:
Picture books (all ages!)
Newspapers
Magazines
E-books (E-books)
Audio books

Using Libraries

Encourage wide reading - range of genres



Your child is never too old to read to you or for you to read to them!

Make reading a pleasure! Make it fun!

Encourage your child to enjoy books everyday!