



Urbis Academy Trust
Esse Optimus Qui Possum

Mayville Primary School

A Parent's Guide to Reading

Working together in the pursuit of excellence for all

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Intent

This booklet has been written to help you understand Reading at Mayville Primary School. In this booklet, the following areas will be covered:

- Learning intentions and curriculum coverage in Reading (from EYFS to KS2)
- How is Reading taught at Mayville Primary School?
- How is Reading integrated into the school day?
- Reading and Remote Learning
- Assessment in Reading
- How can you support your child with reading at home?

We know that parents are keen to help with their child's education but may find they do not understand what their child is doing as it is different from how they were taught or find they confuse their children with their methods. Use this guide to help you and your child gain confidence in Reading and remember to make Reading fun!

Learning intentions/Curriculum coverage in Reading (from EYFS to KS2)

Here is a breakdown of the national curriculum for Reading from EYFS to KS2:

EYFS (Reception)

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in other words.

We follow the Read Write Inc phonics programme, and your child's year group will have many Read Write Inc support materials available to support you at home, including play, games and songs. Our teachers have recorded many phonic videos to assist you, and you can also access more parent guidance on the RWI website:

<https://www.ruthmiskin.com/en/find-out-more/parents/>.

Year 1

Year 1 children continue to follow the Read Write Inc Programme to give them a solid reading foundation. The Read Write Inc. programme is based entirely on fluency and enables children to become fluent readers of text. At the end of Year 1, children undertake a phonics screening check to test their reading of 40 words: 20 real words and 20 alien (made up) words.

By the end of Year 1, children are also expected to:

- Learn the 40+ main speech sounds in English and the letters that represent them.
- Blend sounds together to form words.
- Read aloud when reading books that contain familiar letter-sound patterns.
- Listen to, and talk about a range of stories, poems and non-fiction texts.
- Learn about popular fairy tales and folk stories, and retell the stories.
- Join in with repeated phrases in familiar books.
- Make predictions about what might happen next in a book.
- Explain clearly what has happened in a book they've read or listened to.

Year 2

- Read words aloud confidently, without obvious blending or rehearsal.
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2.
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound.
- Read aloud words which contain more than one syllable.
- Recognise common suffixes, such as -ing and -less.
- Read words which don't follow phonetic patterns, such 'one' and 'who'.
- Become familiar with a wide range of fairy stories and traditional tales.
- Discuss favourite words and the meaning of new words.
- Check that what has been read makes sense, and self-correct reading where necessary.

- Make predictions about what might happen next in a story. (Children will be expected to read aloud books which are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's book.)

Year 3 and Year 4

- Extend skills of decoding to tackle more complex words, including with unusual spelling patterns.
- Read a wide range of fiction, non-fiction and literary books.
- Recognise some different forms of poetry.
- Use dictionaries to find the meanings of words.
- Become familiar with a range of traditional and fairy tales, including telling some orally.
- Identify words which have been chosen to interest the reader.
- Ask questions about what they have read.
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- Draw simple inferences about events in a story, such as how a character might be feeling.
- Make predictions about what might happen next in a story.
- Summarise ideas from several paragraphs of writing.
- Find and read information from non-fiction texts.
- Take part in discussions about reading and books. (Children begin to identify how authors choose words for effect, for example by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross'. They may begin to make such choices in their writing too.

Year 5 and Year 6

- Read a wide range of fiction, non-fiction, poetry, plays and reference books.
- Learn a range of poetry by heart.
- Perform plays and poems using tone, volume and intonation to convey meaning.

- Use knowledge of spelling patterns and related words to read aloud and understand new words.
- Make comparisons between different books, or parts of the same book.
- Read a range of modern fiction, classic fiction and books from other cultures and traditions.
- Identify and discuss themes and conventions across a wide range of writing.
- Discuss the understanding of texts, including exploring the meaning of words in context.
- Ask questions to improve understanding of texts.
- Summarise ideas drawn from more than one paragraph, identifying key details.
- Predict future events from details either written in a text or by 'reading between the lines.'
- Identify how language, structure and presentation contribute to meaning.
- Discuss how authors use language, including figurative language, to affect the reader.
- Make book recommendations, giving reasons for choices.
- Participate in discussions about books, building on and challenging ideas.
- Explain and discuss the understanding of reading.
- Participate in formal presentations and debates about reading.

How is Reading taught at Mayville Primary School?

Read Write Inc. programme

Children of Year 1 follow the Read Write Inc. programme in both Reading and Writing. The purpose of this is to give children a solid foundation into the decoding of words before moving onto Year 2. Year 1 children also have a phonics session (in their banded groups) every day for approximately 40 minutes.

Read into Writing

Children are taught Reading through the Read into Writing scheme, which focuses on a set class book per unit. This scheme/programme incorporates both Reading and Writing skills and tasks and adopts a holistic approach to Reading whereby all Reading skills (necessary for each year group) are taught and learnt. These Reading skills include: making predictions, developing children's retrieval and comprehension skills, sequencing events in a story/text, identifying vocabulary.

How is Reading integrated into the school day?

Reading is also incorporated into the school day in a variety of different ways:

Reading stars:

Children are rewarded for reading at Mayville through the Reading Stars award. This is given to children throughout the year for consistently reading and completing a reading task related to the books they have read.

Here is the breakdown of the Reading Star Rewards:

4 stickers in the Reading stars chart=1 **Yellow** badge

Another 4 stickers (8 in total) in the Reading stars chart= **Red** star badge.

12 stickers in the Reading Stars chart=**Blue** Badge

16 stickers in the Reading stars chart=**Silver** badge

18 stickers in the Reading stars chart=Gold badge



Children are rewarded with coloured badges by the headteacher and a Reading related trip at the end of the year is rewarded to select children who receive the Gold badge first.

Drop Everything and Read:

Every afternoon children drop everything and read for 15 minutes. This time is allocated for children to read a book of their choice and gives teachers and learning support assistants the chance to listen to individual children read.

Reading books:

Every week, children are given a new banded book from the class book corner to take home and read. Children are encouraged to read at home every day and to be listened to by an adult at home. Every Friday, your child's teacher will check your child's reading record. Please ensure that you have heard your child read and that you have signed their reading record, ready for your child's book to be changed. As well as their banded book, children are given a book of their choice (for enjoyment) to take home. Children choose books from both the school library and their class book corner.

Reading and Remote Learning

During periods of Remote learning on the Google Classrooms platform, your child will still have access to the Reading lesson they would have at school via modelled sessions pre-recorded by their class teacher. These modelled sessions will also include assigned and differentiated work, your child, completes and sends back to their teacher for feedback. In addition to this, your child should have a Rising Stars username and password which will allow them to log into the Rising Stars Reading platform. The Rising Stars platform has a range of banded books assigned for your child to read at home. The books in the basket are assigned to your child by their class teacher according to their ability.

Please encourage your child to read regularly at home and to post and share their reading activities/book reviews on the Google Classroom stream, with their peers.

Rising Stars website link:

<https://my.risingstars-uk.com/Default.aspx?ReturnUrl=%2f>

Assessment in Reading

Reading is assessed regularly, on a half-term basis (approximately every 6 weeks) where children complete a Reading test paper. Teachers use these assessments to identify children's learning gaps and address these in the following term.

Year 1 pupils also complete a phonics assessment every half term, and their results are used to assign children into different phonics banded groups, geared towards their phonics ability. These phonics assessments are also preparation for the phonics screening check, which occurs at the end of the academic year for Year 1 pupils. Children are expected to decode and read 32 words out of 40 correctly, to pass their phonic screening checks.

How can you support your child with Reading at home?

As a parent, you are your child's first and most important teacher. When you help your child learn to read, you are opening the door to a world of books and learning. Reading aloud to children is the best way to get them interested in reading. Before long, they will grow to love stories and books. Eventually, they will want to read on their own.

With parental support, children can learn how to read and can practise reading until they can read for their own enjoyment. Then they will have a whole world of information and knowledge at their fingertips!

Here are some useful tips that you can use to support your child with their reading at home:

Tip 1 – Listen to your child read

-As your child learns to read, listen to him or her read aloud. Reading to you gives your child a chance to practise and to improve his or her reading skills.

-As you listen to your child, remember that your reactions are essential. Above all, listen without interrupting. Be enthusiastic and praise your child as often as you can. If possible, be specific with your praise so that your child knows what they are doing well.

-Show your child that you are enjoying the story by indicating interest and by asking questions.

-Give your child time to figure out tricky words, and show your child how they can learn from mistakes.

-Try to have your child read aloud to you at times when there will be no interruptions.

- Make sure that your child selects books that aren't too difficult. Don't worry if the books your child chooses are a little easier than the ones he or she reads at school.
- Encourage your child to "listen" to his or her own reading. Listening will help them to hear mistakes and try to fix them.
- Take turns reading with your child, especially if they are beginning to read, or try reading together.
- Talk about a story after your child has read it, to make sure that he or she understands it.

Tip 2 – Read Every Day

- Children love routine, and reading is something that you and your child can look forward to every day. By taking the time to read with your child, you show them that reading is important and fun to do.
- Try to read with your child as often as possible. It's the best thing you can do to help them learn at school! It also allows you to spend time together in an enjoyable way.
- Start reading with your child when he or she is very young.
- Set aside a special time each day when you can give your full attention to reading with your child.
- Choose a comfortable spot to read, where you can be close to your child. Make it your "reading place"! If possible, set aside a special shelf in that area for your child's books.
- Choose a variety of books.
- Vary the length of reading time according to your child's age and interests. Several short sessions (of 10 minutes each) may be better than one long session (of 30 minutes) for young children.
- Read slowly so that your child can form a mental picture of what is happening in the story.
- Praise your child for his or her ideas and participation!
- When you and your child are away from home, take along books, magazines, and books-on-tape for your child to read and listen to.
- Keep reading to your child even after he or she has learned to read. By reading stories that will interest your child, but above his or her reading level, you can stretch your child's understanding and keep alive the magic of shared reading.

Tip 3 – Set an Example

-As a parent, you are your child's most important role model. If your child sees you reading, especially for pleasure or information, he or she will understand that reading is a worthwhile activity.

-You can also share many daily reading activities with your child. Here are some ideas:

- Read recipes, food labels, schedules, maps, instructions, and brochures.
- Read traffic signs and signs in stores and restaurants.
- Look up information in cookbooks, manuals, phone books, atlases, and dictionaries.
- Read greeting cards, letters, and e-mail messages to and from relatives and friends.

Tip 4: Talk about books

-Encourage your child to ask questions and comment on the story and pictures in a book – before, during, and after reading it.

-Look at the cover and the title of a book with your child, and ask your child what he or she thinks might happen in the story.

-Encourage your child to think critically about the story. Does he or she agree or disagree with the author? Why?

-Think out loud about the story as you read, and encourage your child to do the same. For example, ask, "Does this make sense? Why or why not?"

-Give your child time to think about the story, and then ask him or her about it again a few days later.

-Asking questions is an excellent way of understanding your child's thinking. It can give you a real insight into their learning and help you know if they are making errors. Remember not only to ask when children go wrong but also to explain why they are correct. This encourages children always to think deeply.



Please refer to the recommended book list for your child's respective year group below. This list is by no means exhaustive. However, it will give you an idea/suggestions of the type of books appropriate for your child's age group within a variety of genres and book types.

Recommended book list

EYFS

Nursery and Reception

Brown Bear, Brown Bear, What do you see? by Bill Martin Jnr

Where's Spot? by Eric Hill

Guess how much I love you by Sam McBratney and Garth Williams

The Little Red Hen by Byron Barton

The Very Hungry Caterpillar by Eric Carle

Clifford the Big Red Dog by Norman Bidwell

Owl Babies by Martin Waddell and Patrick Benson

Where the Wild Things Are by Maurice Sendak

Winnie the Pooh by A A Milne

The Tale of Peter Rabbit by Beatrix Potter

Stone Soup by Marcia Brown

Not Now Bernard by David McKee

There was an Old Lady who swallowed a Fly by Pam Adams

The Gruffalo by Julia Donaldson and Axel Scheffler

Winnie the Witch by Valeria Thomas and Korky Paul
The Elephant and the Bad Baby by Elfrida Vipont and Raymond Briggs
We're going on a Bear Hunt by Helen Oxenbury
Handa's Surprise by Eileen Browne
The Owl Who Was Afraid of the Dark by Jill Tomlinson
I Will Never Eat a Tomato by Lauren Child

Key Stage One

Year 1

The Rabbit belongs to Emily Brown by Cressida Cowell
Numenia and the Hurricane by Fiona Halliday
Cinnamon by Neil Gaimon
I can only draw worms by Will Mabbitt
King of the classroom by Derrick Barnes and Vanessa Brantley-Newton
Goodnight Everyone by Chris Haughton
Oof makes an ouch! by Duncan Beedle
We're going on a bear hunt by Michael Rosen
Peace at last by Jill Murphy
The bad-tempered ladybird by Eric Carle
Funny bones by Allan Ahlberg
A bear called Paddington by Michael Bond
A lion in the meadow by Margaret Mahy
Cops and robbers by Allan Ahlberg
Owl babies by Maertín Waddell
The smile shop by Satoshi Kitamura
The emperor of Absurdia by Chris Riddell
There are cats in the book by Viviane Schwarz
Mister Magnolia by Quentin Blake
Katie Morag's Island stories by Mairi Hedderwick
Avacado baby by John Burningham

Year 2

Salty Dogs by Matty Long
Don't look in this book by Samuel Langley-Swain
Gorilla by Anthony Browne
Dr Xargle's book of Earthlets by Jeanne Willis
The legend of Spud Murphy by Eoin Colfer
Mr Majeika by Humphrey Carpenter
Jinnie Ghost by Berlie Doherty
I was a rat!: Or, the Scarlet Slipper by Philip Pullman
The day the crayons quit by Drew Daywalt
Tuesday by David Wiesner
Beaver Towers by Nigel Hinton
The happy lion by Louise Fatio and Roger Duvoisin
Triangle by Mac Barnett
Fungus the bogeyman by Raymond Briggs
Mrs Wobble the waitress by Allan Ahlberg

Key Stage 2

Year 3

Roman Mysteries (series), Caroline Lawrence
Beric the Briton: a story of the Roman invasion, G A Henty
Arthur, High King of Britain, Michael Morpurgo + other titles
The King Arthur Trilogy, Rosemary Sutcliff
Five Children and It, Edith Nesbit
The Phoenix and the Carpet, Edith Nesbit
The Story of the Amulet, Edith Nesbit
Charlotte's Web, E B White
Millions, Frank Cottrell Boyce
Cautionary Tales for Children, Hilaire Belloc
The Magician's Nephew, C S Lewis
The Saga of Erik the Viking, Terry Jones

The Children of Green Knowe, Lucy Boston

King Arthur, Andrew Lang Aesop's Fables Myths of the Norseman, Roger Lancelyn Green

Grimms' Fairy Tales, Brothers Grimm

Year 4

The Clothes Horse by Allan Ahlberg

Fog Hounds Wind Cat Sea Mice by Joan Aiken

The Peppermint Pig by Nina Bawden

Don't Look Now by Clarice Bean

A Pot of Gold by Jill Bennett

Operation Gadgetman! By Malorie Blackman

Gregory Cool by Caroline Binch

The Children of Green Knowe by Lucy M. Boston

Spacebaby by Henrietta Branford

Voices in the Park by Anthony Browne

Desirable by Frank Cottrell Boyce

How to Train your Dragon by Cressida Cowell

Lizzie Dripping by Helen Cresswell

The Sea Piper by Helen Cresswell

The Demon Headmaster by Gillian Cross

The Great Elephant Chase by Gillian Cross

Beowulf by Kevin Crossley-Holland

Charlie and the Chocolate Factory by Roald Dahl

George's Marvellous Medicine by Roald Dahl

Year 5 and Year 6

Traditional Tales – Legends

Sir Galwain and the Loathly Lady by Selina Hastings

Don Quixote by Marcia Williams

Arthur: The Seeing Stone by Kevin Crossley-Holland

Beowulf by K. Crossley-Holland

The Story of Robin Hood by R. Leeson

Athur, High King of Britain by Michael Morpurgo
The Tale of Tales by Tony Mitton
Myths and Legends by Anthony Horowitz
Arion and the Dolphin by Vikram Seth
Just So Stories by Rudyard Kipling
Suspense and Mystery
Snow horse and other stories by Joan Aiken
Snaggletooth's mystery by Gene Kemp
Shock forest and other stories by Margaret Mahy
Room 13 by Robert Swindells
The London Eye Mystery by Siobhan Dowd
No Such Thing as Dragons written and illustrated by Philip Reeve
Cosmic by Frank Cottrell Boyce
Flood Child by Emily Diamand