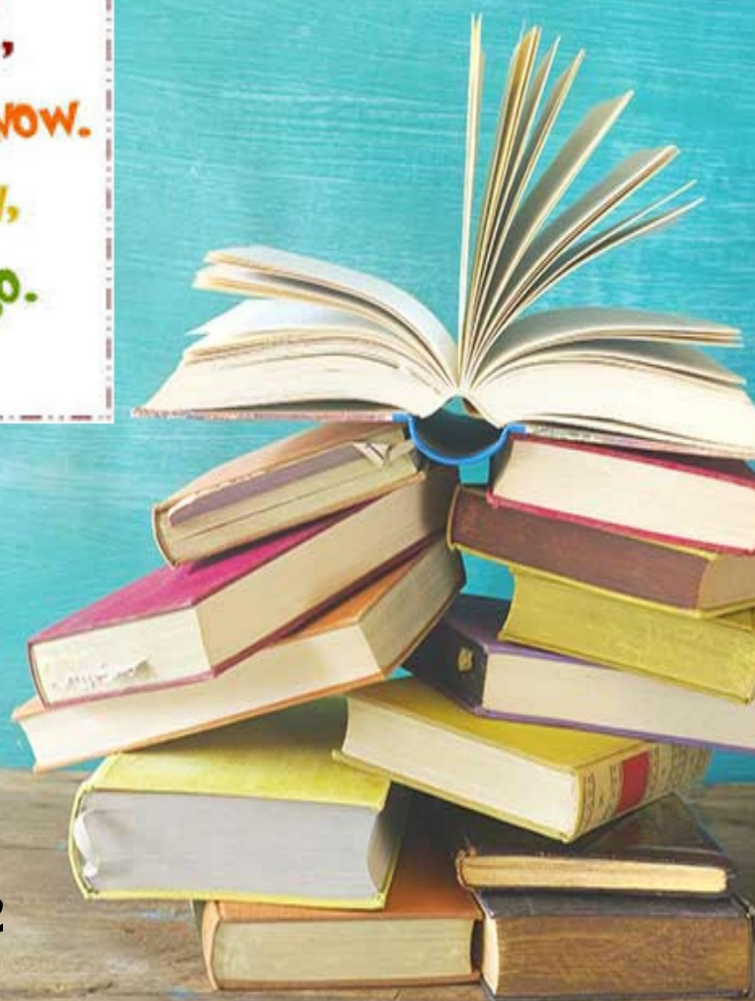


The more that you read,  
The more things you will know.  
The more that you learn,  
The more places you'll go.  
-Dr. Seuss



Bromley Heath Junior School

Supporting  
Reading at Home



## **Aims of the session**

How do we teach reading at BHJS?

How do we encourage a love for reading?

How can families enhance the skills being taught in school through conversations about reading?

# HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to  
**1.8 MILLION**  
words per year  
and is more likely  
to score in the  
**90th PERCENTILE**  
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to  
**282,000**  
words per year  
and is more likely  
to score in the  
**50th PERCENTILE**  
on standardized tests

A student who reads

1:00

minute per day

will be exposed to  
**8,000**  
words per year  
and is more likely  
to score in the  
**10th PERCENTILE**  
on standardized tests

Source: Nagy, Anderson and Herman, 1987

## Continuation of book bands from Infants

Lexile Level	Read Write Inc Bands		Badger Learning Bands	Year Group & Level			
				Emerging	Expected	Confident Exceeding	Super Confident
	Red	→	Lilac	Reception			
0 - 75	Green	→	Pink		Reception		
75 - 125	Purple	→	Red	Year 1	Reception		
125 - 200	Pink	→	Yellow	Year 1	Reception		
200 - 225	Orange	→	Blue		Year 1	Reception	
225 - 300	Yellow	→	Green	Year 2	Year 1	Reception	
300 - 325	Blue	→	Orange	Year 2	Year 1		
325 - 400	Grey	→	Turquoise		Year 2	Year 1	
400 - 475			Purple		Year 2	Year 1	
475 - 575			Gold		Year 2	Year 1	
575 - 625			White	Year 3	Year 2	Year 2	
625 - 650			Lime	Year 3 Year 4		Year 2	
650 - 725			Brown	Year 4 Year 5	Year 3	Year 2	
725 - 750			Grey	Year 5 Year 6	Year 4	Year 3	Year 2
750 - 900			Dark Blue	Year 6	Year 5	Year 4	Year 3
900 - 1000			Dark Red/Burgundy		Year 6	Year 5	Year 4
1000 - 1100			Black			Year 6	Year 5
1100+			Black Plus				Year 6





Bromley Heath Junior School

# Reading



How we support the lowest

## 20%

of readers to achieve  
From KS1 phonics, KS1  
reading, benchmarking  
& comprehension  
Assessment.

### KS2 2022 Results

Expected: 82%  
Higher standard: 47%

### Barriers to Learning:

- Phonic knowledge
- Blending and decoding skills
- Comprehension linked to poor working memory
- Reading fluency: impact on comprehension
- Limited vocabulary: impact on inference and comprehension



Regular practice with adult

Parental Workshops

Termly Running Record

PIRA Reading Test & Tracking

Book recommendations

Helping Hand Phonic Strategy

Use of Vocabulary book

Nessy Phonics (iPad)

Small group guided reading

Y6 and Y3 Reading Buddy

Access to high quality books

Summer Reading Challenge

## National Curriculum for reading consists of two dimensions:

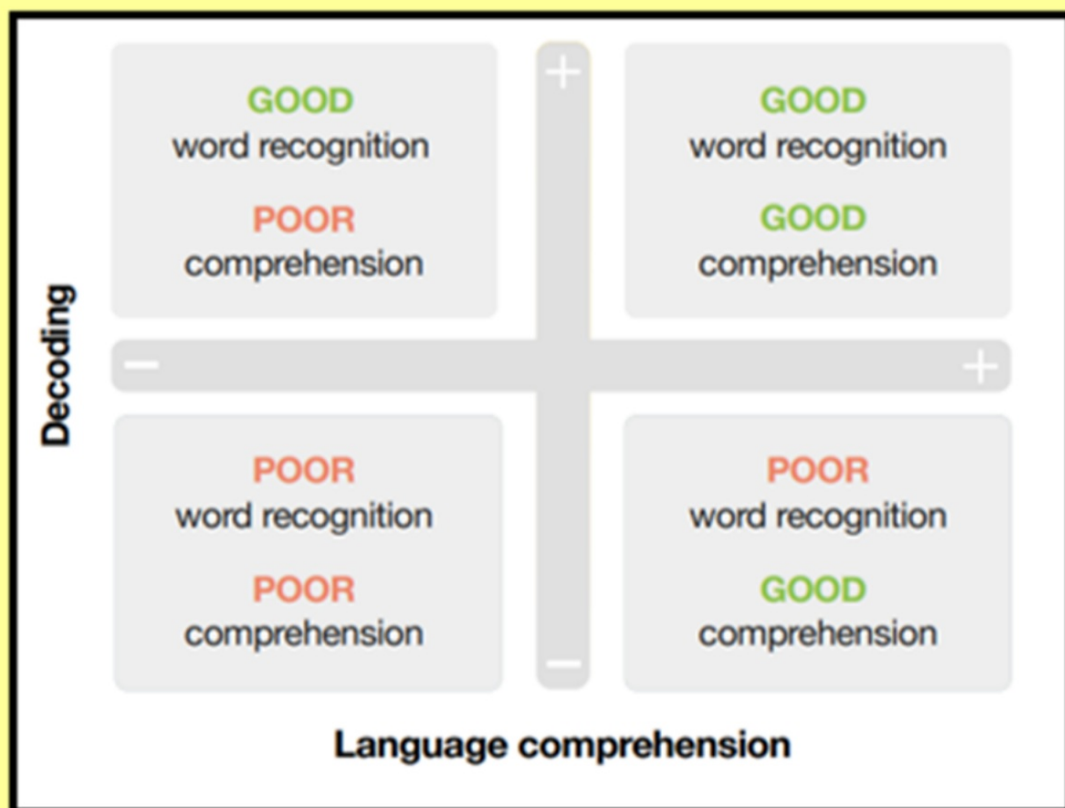
- Word reading
- Reading comprehension

**phonics** is emphasised in the early teaching of reading to beginners when they start school to understand that letters on the page represent the sounds in spoken words.



Phonics continues into Year 3 for all children to build on phonics programme from Year 1 and Year 2, alongside further support through 1:1 work on Read Write Inc, precision grids, Nessy Phonics.

**decode  
segment  
blend**



The Simple View of Reading (Gough and Tunmer in 1986):

**Decoding x Language Comprehension = Reading Comprehension**



## What is reading comprehension?

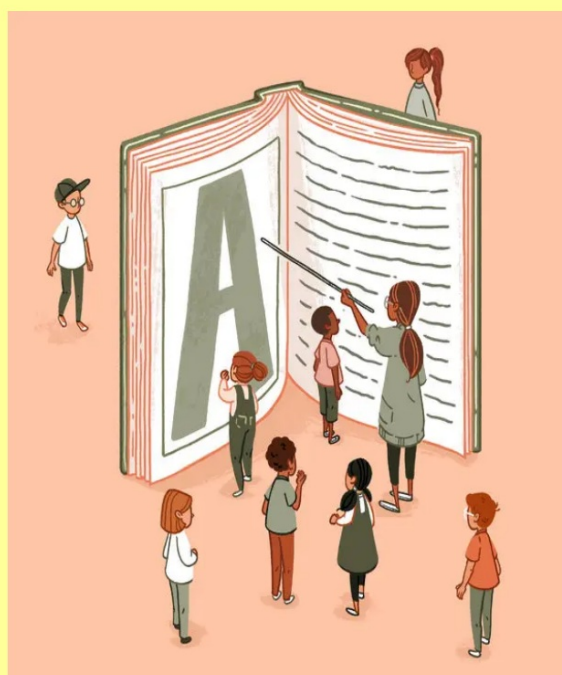
Good comprehension draws from **linguistic knowledge** (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of **high-quality discussion** with the teacher, as well as from **reading and discussing a range of stories, poems and non-fiction**.

All pupils must be encouraged to **read widely** across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

**Reading widely and often increases pupils' vocabulary** because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

## How do we teach reading?

- 1:1 Reading
- Independent Reading
- Whole Class Guided Reading
- Daily Story time
- Book Buddies (Y3)
- Termly Reading Cafe



## Whole Class Guided Reading

### Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



**5 sessions per week**  
**Monday: Longer session**  
**on one text with range of**  
**VIPERS questions**

**Tues-Friday**  
**One or two texts**  
**Focus on different**  
**skills**  
**Discussion & modelling**  
**how to answer questions**

## Vocabulary

Find and explain the meaning of words in context.



## Inference

Use clues from the text and what you already know to make a conclusion about the story.



## Example of Inference

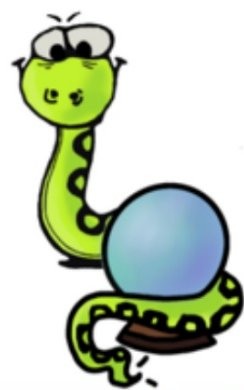
Franklin pulled his collar tight around his neck in an effort to keep him dry as much as to avoid being recognised. He walked close to the buildings and kept his head down; it was quiet, as one would expect at this hour. He heard a noise. He ducked into a nearby doorway and pressed himself flat against the cold, heavy, metal door. He let a few seconds pass before he peered around the frame of the doorway. He sighed. It was just an owl. Silently and swiftly he slipped into the gloom once more.

What time of day is it?



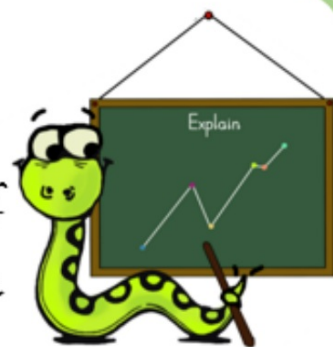
## Predict

Predict what might happen from the details given and implied.



## Explain

- how content is related and contributes to the meaning as a whole.
- how meaning is enhanced through choice of language.
- the themes and patterns that develop across the text.
- how information contributes to the overall experience.



## Retrieve

Find information and key details.



## Summarise

Sum up the main ideas from more than one paragraph.



# A.P.E.



## Answer it

What is the answer to the question you've been asked? Remember what you've read; don't guess.

## Prove it

Choose a quote which helped you answer the question. Remember to use inverted commas around the word(s) or phrase(s) the author used.

## Explain it

Why did that quote help you answer the question? Give as much detail as you can.

@MRSPTEACH

### Prove

### Explain

I think it is night time because it says.....	It says it was quiet, as one would expect at this hour	It is usually quiet at night when most people are asleep.
	It says that there was an owl.	Owls are nocturnal which means they only come out at night.
	It says he slipped into the gloom.	The word gloom suggests it was dark which makes me think it is night time.

## How do we assess reading?

- Reading Comprehension tests - three times per year
- Regularly hearing children read 1:1 banded books from school
- Ongoing assessment through discussions in guided reading sessions

### **Additional Support:**

- Precision grids for word reading
- Phonics sessions
- Additional reads



## A Guide to **Book Chat**

Research indicates that parents who regularly read with their children at home lay solid foundations for language and literacy development. It's a precious time for you both to relax, share your thoughts and feelings, have fun and chat together. Whilst sharing books, your child has your undivided attention, and the conversation, connection and enjoyment they experience is invaluable.

To promote children's pleasure in reading and foster the habit, we need to read **to** children and **with** them and to **talk** to them about books. These conversations are crucial as they help children to engage and think deeply.

"A parent reading to their child is the most influential, brilliant thing you can do. A child being read to by the people they love, admire and respect the most is profound."

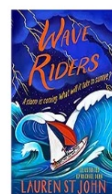
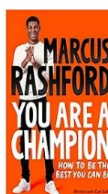
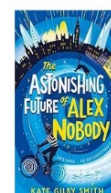
"Children reading for pleasure is really important. It connects with their educational outcomes, it improves their life chances, their confidence and their ability to achieve."



# Books for Topics

Recommended children's booklists sorted by age or topic...

Ages  
9-11



 **BookTrust**  
Getting children reading

 **LoveReading**  
4 KIDS SHARING BOOK LOVE



LoveReading  
4 KIDS SHARING BOOK LOVE

Search over 300,000 books and authors

BROWSE BY AGE

FICTION

NON-FICTION

COLLECTIONS

GIFTS

NEWS

COMPETITIONS

## RECOMMENDATIONS

Star Books  
Weekly Staff Picks  
Books of the Month  
Debuts of the Month  
Books Reviewed By Children  
Dyslexia Friendly Books  
Great books to Motivate Reading  
If They Like... They'll Love  
Julia Eccleshare's Picks  
LoveReading4Kids Top 10 Books  
UK Top 10 Children's Books  
Coming Soon Exclusives

## BROWSE BY GENRE

Adventure Stories  
Animals  
Annuals  
Anthologies  
Classic Fiction  
Crime / Mystery  
Ecological and Environmental  
Family / Home Stories  
Fantasy / Magical  
Festive Fiction  
Funny

Historical Fiction  
Horror & Ghost Stories  
Personalised Books  
Poetry  
Romance / Relationship Stories  
School Stories  
Science Fiction  
Short Stories  
Sporting Stories  
Thrillers  
Traditional Tales

## COLLECTIONS

25 books about the  
inspire your green-  
kids this National C  
Week and every we  
7 children's books t  
St George's Day  
Spring has Sprung  
Eggcellent Easter F  
20 Verse Novels to  
this World Poetry C  
15 Books to Make Y  
Happy!  
40 Great Bedtime  
the Under 5s  
Celebrate British Sc