

# Reading at Dilkes

“The more you **read**  
the more **things** you know.

The more that you **learn**  
the more **places** you’ll go.”  
-Dr. Seuss



# How do we teach reading at Dilkes?

Reading is taught during daily guided reading sessions and weekly reading comprehension session.

Children are assessed at the end of every half term to check their progress and attainment

Children who are still not confident with phonics will receive phonics support/intervention.



# At Dilkes we focus on 3 aspects of reading

Decoding

Comprehension

Attitude



# To be working at age related expectations at the end of the Autumn term, your child will need to meet the following targets:

Decoding	Comprehension	Attitude
<ul style="list-style-type: none"> <li>• I use my knowledge of sound patterns to decode unknown words.</li> <li>• I use my knowledge of letters, sounds and words to understand what a text means.</li> <li>• I am starting to recognise sight and high frequency words.</li> <li>• I use my knowledge of words to read simple texts with meaning.</li> <li>• I can sometimes work out an unknown word by using the other words in a sentence.</li> <li>• I can blend sounds in unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make an accurate guess as to what might happen next in a story.</li> <li>• I can make simple deductions with help and support from adults.</li> <li>• I use my knowledge of the story to work out unfamiliar words.</li> <li>• I expect a text to make sense.</li> <li>• I remember and retell the main part of a story in the correct order.</li> <li>• I can read and respond to simple instructions in the classroom.</li> <li>• I can talk about events or ideas in stories, poems and non-fiction.</li> <li>• I am starting to link what I have read to my own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about what I like and dislike about a range of texts.</li> <li>• I <u>am able to</u> select my favourite books to re-read and enjoy.</li> </ul>



# To be working at age related expectations at the end of the Spring term, your child will need to meet the following targets:

Decoding	Comprehension	Attitude
<ul style="list-style-type: none"><li>• I can accurately read most of a simple unknown text.</li><li>• I can use blending to read the graphemes we have learnt.</li><li>• I can read the 100 high frequency words.</li><li>• I understand and use the names of a range of punctuation (?!,).</li><li>• I am starting to correct myself when I make mistakes.</li><li>• I am starting to read known stories with expression.</li><li>• I pause to talk about what I am reading or check the meaning.</li><li>• I can recognise and read alternative sounds for graphemes.</li><li>• I can read words with common suffixes.</li></ul>	<ul style="list-style-type: none"><li>• I can predict what a book might be about from the title and front cover.</li><li>• I can describe what characters are like, for example good or bad.</li><li>• I can discuss the sequence of events in books and how they relate to each other.</li><li>• With help I can locate specific information to answer a simple question.</li><li>• I sometimes use words like title, cover, author, blurb to describe a text.</li><li>• I can talk about and give an opinion on a range of texts.</li><li>• I am starting to make inferences about thoughts and feelings.</li><li>• I can answer and ask questions.</li></ul>	<ul style="list-style-type: none"><li>• I can choose books on a familiar theme.</li><li>• I can choose a book from a given selection.</li></ul>



# To be working at age related expectations at the end of the Summer term, your child will need to meet the following targets:

Decoding	Comprehension	Attitude
<ul style="list-style-type: none"> <li>• I can decode automatically and fluently</li> <li>• I can accurately read almost all of a more complicated and unknown text fluently and confidently.</li> <li>• I recognise <u>all</u> of the ways to write the vowel sounds and use them to read unknown words.</li> <li>• I can read words with common suffixes &amp; common exception words</li> <li>• I can identify and use syllables when reading unknown words.</li> <li>• I recognise a range of sight and high frequency words.</li> <li>• I know when reading doesn't make sense.</li> <li>• I can predict words from what I've already read.</li> <li>• I take account punctuation when I am reading (eg, ! " ").</li> <li>• I read at a steady pace but slow down at the tricky bits.</li> <li>• I recognise some common prefixes and regular verb endings.</li> <li>• I regularly use the rest of the text to work out unknown words.</li> <li>• I can make several predictions based on what I've read and other similar stories.</li> <li>• When I retell a <u>story</u> I include most of the main events and characters although I sometimes rely on the pictures.</li> <li>• I can read on sight all the high frequency words for Years 1 and 2.</li> <li>• I can recognise and use suffixes.</li> <li>• I recognise and read a range of consonant digraphs (<i>ka xc rk</i> etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• I can confidently predict what a book might be about.</li> <li>• I use prior knowledge, including context and vocabulary, to understand texts.</li> <li>• I can respond to features of presentation such as the use of capital letters and bold text.</li> <li>• I can choose a book based on my own interests or previous reading.</li> <li>• I can comment on setting on how the plot linked together or contained surprises.</li> <li>• I can locate specific information in response to a simple question.</li> <li>• I can compare books and identify what is the same / different.</li> <li>• I recognise the difference between fiction and non-fiction books.</li> <li>• I can retell stories, including fairy stories and traditional tales.</li> <li>• I notice when reading does not make sense and <u>self correct</u>.</li> <li>• I notice the punctuation and understand what it means including commas to mark</li> <li>• I can read for meaning and check that the text makes sense. I go back and re-read when it does not <u>makes</u> sense.</li> <li>• I can find recurring language in stories and poems.</li> <li>• I can talk about my favourite words and phrases in stories and poems.</li> <li>• I can recite some poems by heart, with appropriate intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose a book based on my own interests or previous reading.</li> </ul>



# Reading Comprehension

During our Reading Comprehension lessons, we focus on 5 key skills. When reading with your child at home please try to use a variety of questions linked to these skills. This will support when checking their understanding of the text as well as their fluency and word recognition.

Predict

Retrieve

Inference

Sequence / Structure

Vocabulary / Word meaning



## Perfectly Norman, by Tom Percival

Norman had always been normal - perfectly normal. Until one day - he grew a pair of wings! Norman had imagined growing taller - or growing a beard like his dad but he *never* imagined growing a pair of wings! Still, they were here now, so he decided to test them out right away. Soon Norman was swooping around and generally having the **MOST. FUN. EVER!** But then - he had to go in for dinner. You see, Norman had always been **SO** normal he didn't know how his parents would feel about his *extraordinary* wings. As he went in, Norman covered himself up with a great big coat. His parents didn't notice the wings - But they *did* think it was odd to be wearing a coat indoors!

Predict

Look at the title, what do you think the text will be about? Do you think it will be fiction or non-fiction?

Retrieval

What did Norman grow?

Inference

How do you think Norman felt when he had to go in for dinner?

Sequence

What did Norman do before he went inside to his parents?

Vocabulary

What does extraordinary mean?

# Assessment

## Year 1

- ❖ End of year phonics screening (children that did not pass in year 1 will re-sit in year 2)

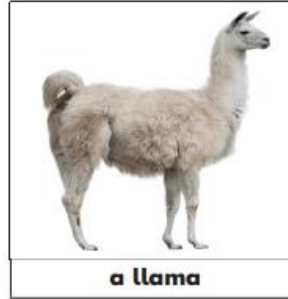
## Year 2

- ❖ Non - statutory SATs assessment in May



### What is wool?

Some animals have feathers, some have shells, some have hair and some have scales. Wool is a type of animal hair. Most of the wool we use comes from sheep. Wool can also come from goats and more unusual animals, such as camels or llamas.



1 What is wool?

Tick **one**.

a type of feather

a type of shell

a type of scale

a type of hair

1 mark

2 Which animal does most of our wool come from?

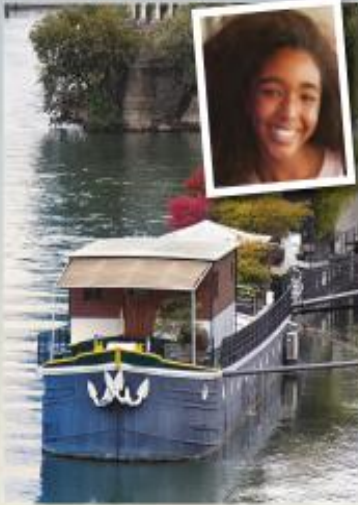
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1 mark



# Houses Around the World

All over the world, people live in different kinds of houses. Houses can be made from lots of materials and be found in all sorts of unexpected places!



My name is Sara and I live on a houseboat in a country called France. Living on a boat means that my house can move and my family can travel to lots of interesting places.

My boat has everything you need, just like a house on land! We even have a special machine that gives us electricity but it can sometimes run out. I have to be careful about how much time I spend having a shower or watching television because they both use electricity.

My favourite part of living on a houseboat is that I am able to see lots of different wildlife. Watching a family of otters while eating breakfast is not something everyone is lucky enough to do.

My name is Bora and I live in a country called Mongolia in a house called a ger.

A ger is a round tent that can be moved from place to place. We keep animals that need to move to different places to eat. Because we have to go with the animals, our house has to be able to move too. Our ger is made of wooden poles in a special pattern called a lattice.

Gers have one room and a hole in the middle of the roof. This lets in fresh air and sunlight. Gers are covered with special fabric to help keep out the wind and rain.

Some gers, like mine, have solar panels, which turn sunlight into electricity. This means we can charge our phones wherever we go!



Questions 1–8 are about *Houses Around the World* (pages 4–5)

(page 4)

- 1 Sara must be careful about how long she spends in the shower.

This is because...

Tick **one**.

all the water could run out.

there might not be enough electricity.

other people might want to use the shower.

she might not have enough time for a shower.



1 mark

(page 4)

- 2 Gers are covered with special fabric...

This fabric is most helpful on...

Tick **one**.

hot days.

cloudy days.

sunny days.

stormy days.



1 mark



# How can you help your child?

- Focus on an enjoyment of reading
- Question children about what they have read. Talk about the story at the start, in the middle and at the end of reading. Discuss the plot, the characters (feelings and actions), how it makes you feel, predict what will happen.
- Look up definitions of words together.
- All reading is valuable - it doesn't just have to be stories from the book they bring home.



# Reminders

- We are encouraging children to read every day and have this signed by an adult - Children who read every day will receive a merit at the end of the week.
- When children finish their book, please put (F) in their diary. Pupils will then be given the opportunity to change their book during the school day.
- We encourage pupils to have the book for at least two days to allow them to immerse in the book and develop their comprehension and fluency skills
- Children on gold level are expected to write a short summary about the book.



# Today

The live classroom is split into two parts.

Part 1 - Modelled Guided Reading Session

Part 2 - Mini Reading Comprehension Session

Any questions please do not hesitate to ask myself or the classroom teacher.



We are reading...

