

Churchfields Primary School

Aspiration, Citizenship, Excellence



How we teach and assess reading at Churchfields and how you can help at home.

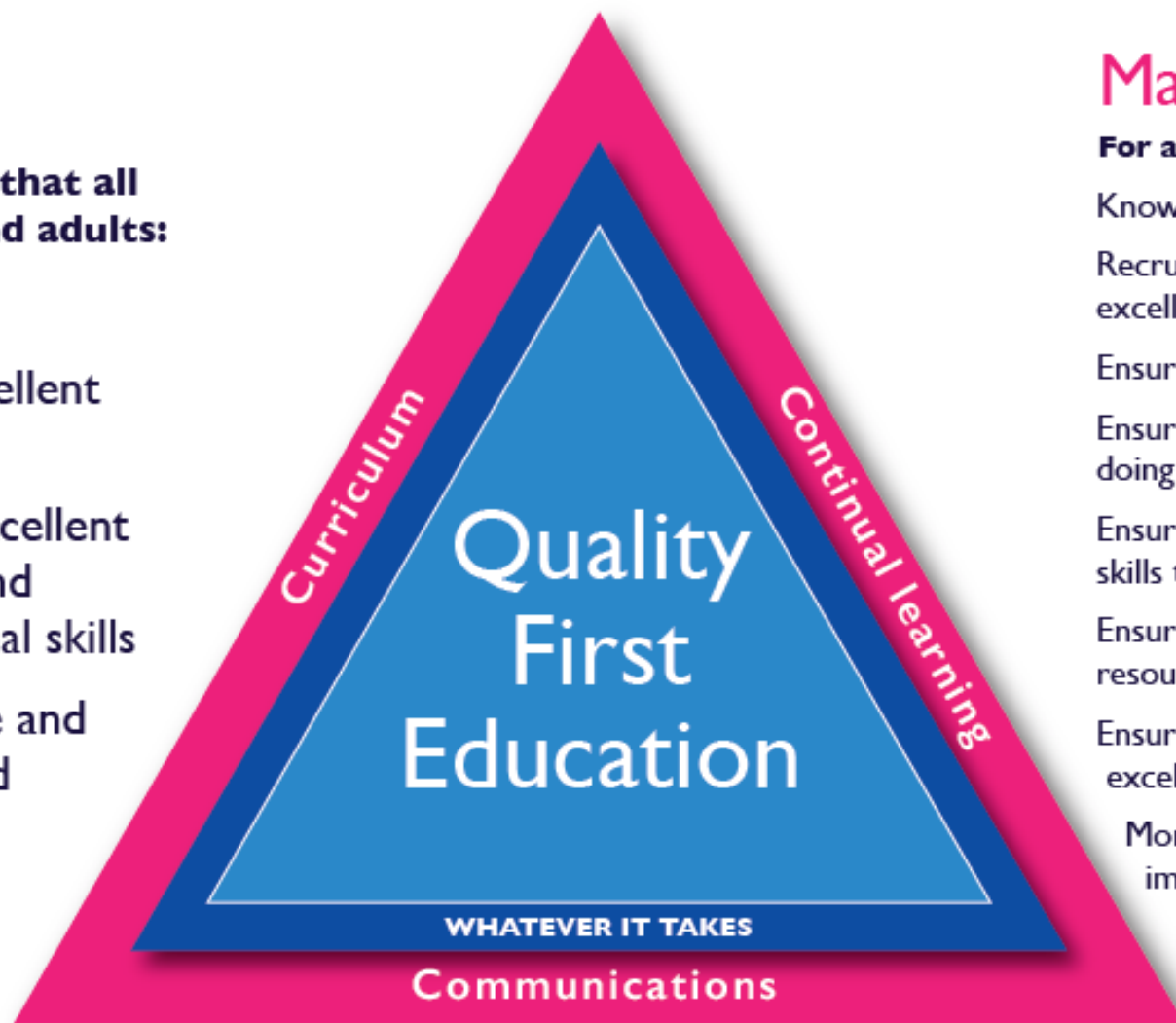


Relentless drive for improvement, excellence and equality

Aims

Our aim is that all children and adults:

- 1) Are safe
- 2) Are excellent learners
- 3) Have excellent social and emotional skills
- 4) Achieve and succeed



Mantra

For all children and adults:

Know where we are going
Recruit retain and develop excellent people

Ensure we know what to do
Ensure we know why we are doing the task

Ensure we have excellent skills to do the task

Ensure we have excellent resources to do the task

Ensure we do the task with excellence

Monitor, evaluate and improve

CHURCHFIELDS PRIMARY SCHOOL

OUR VISION (IS ACE)

A

ASPIRATION Aim high by:

- Believing you can
- Loving learning
- Persevering

C

CITIZENSHIP Be a good citizen by:

- Thinking about others
- Taking responsibility
- Contributing to our school life and our community

E

EXCELLENCE Reach your personal best by:

- Taking pride in yourself
- Taking pride in your learning
- Taking pride in your behaviour



- Taking pride in your learning
- Taking pride in your behaviour



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Q1E Curriculum Aim

All Learners receive an Engaging, Ambitious, Relevant and Nurturing Curriculum (LEARN statement).

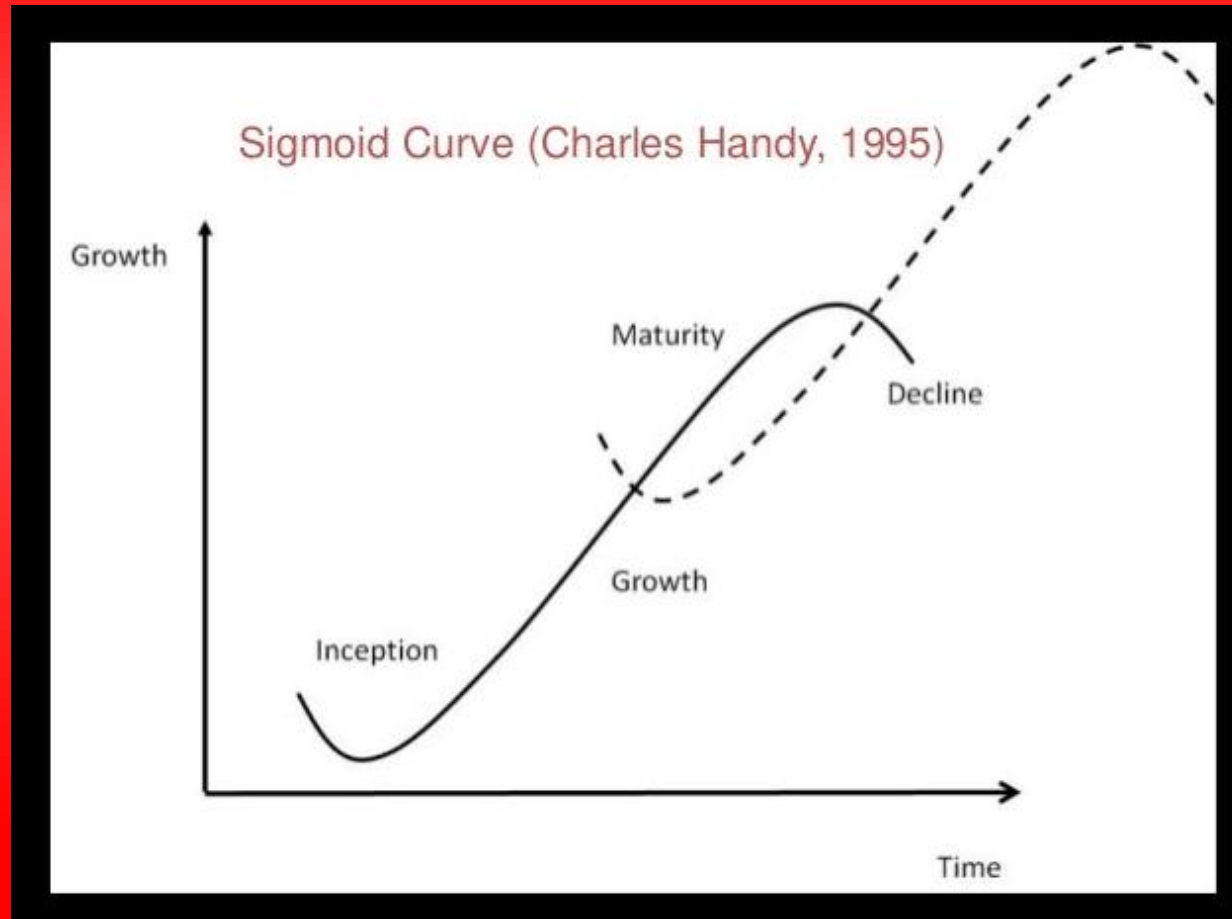
Our Reading Aim

All children are able to read effectively for life, inspired by an appreciation of books and a love of reading, as they move from **learning to read to reading to learn**

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Why Reading? Why Now?



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The five key components of reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



Phonics - Tweaks

- Fred – the phonics bear
- Jolly Phonics Rhymes/actions
- Scheduling/Timetabling changes
- Words to learn

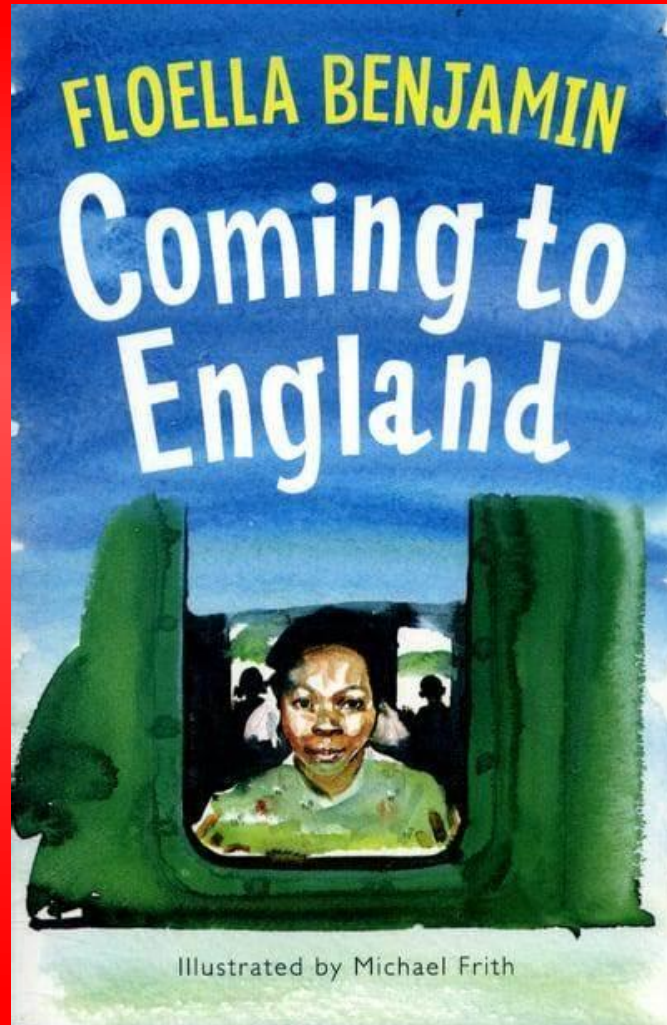


Reading for comprehension



- A structured approach
- Prompts and helpful strategies
- An approach that can be applied across the curriculum
- A consistent approach across years and adults in the school

Baroness Beckenham





Louvred Windows





KS2 Reading Structure

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Whole Class	Group A	Group B	Group C	Whole Class
Week 2		Group A	Group D	Group E	



How and when we assess reading

National requirements

- End of reception year – Teacher assessment against the statements in the Early Learning Goals
- End of Year 1 – Phonics Screening Check
- End of Year 2 – KS1 SATs
- End of Year 6 – KS2 SATs

Churchfields Practice

- Regular ongoing assessment through regular reading with adults either individually or as a group
- Regular tests of phonic knowledge
- Termly assessments – Teacher assessment in EYFS & Y1, Summative assessments (Comprehension from Y2-Y6)
- Regular Termly fluency/reading speed tests in KS2







Y1 Phonics Check

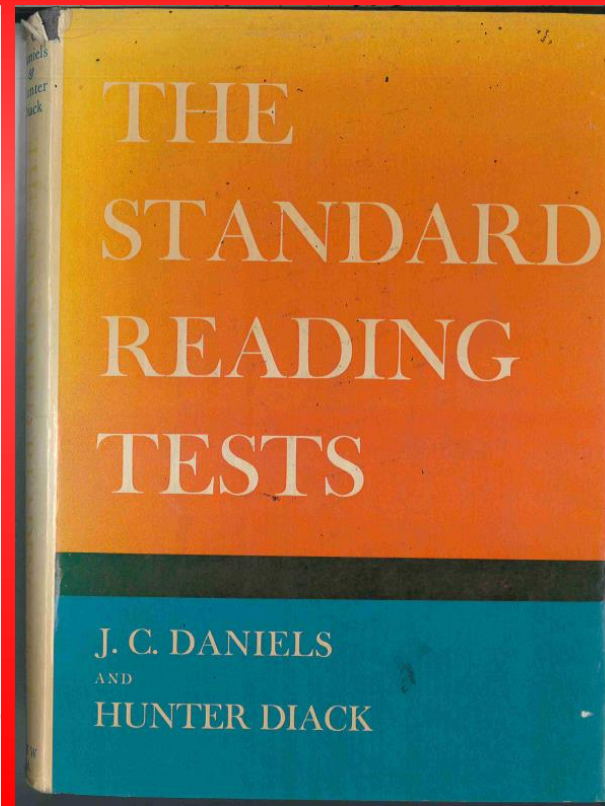
Words and non Words

Section 1

chum
kick
reef
short

Section 1

dat	
cag	
rin	
ept	



sab	bim	lep	bup	rad	hud
tog	sug	joz	dack	stib	velb

TEST 7H

WORD-RECOGNITION TEST
(Nonsense Syllables)

To whom the Test should be given

This is not one of the tests that should be used frequently. Some teachers may feel, with some justification, that they should never use it at all. There are two types of child with whom this test may be found useful: (1) The very rare, glib reader who pays practically no attention to what he is reading. (2) The child who has mastered the basic skills of reading but who is not sure enough of this principle to permit him to utter 'nonsense'.

Assessment of the Test Results

Many good readers score poorly on this test because they refuse to read 'nonsense'. Two reactions have been noticed: (a) there are those who remain silent and look in a puzzled way into the teacher's face; (b) there are those who guess wildly at the nearest sensible word even though guessing at words is not one of their usual failings. Some children, however, who are only at Reading Standards I and II read these nonsense syllables fluently—apparently unaware that they are reading 'nonsense'. When this happens, steps should be taken to prevent the child from becoming a mere word-caller.

Year 2 KS1 SATs

- Essentially a reading comprehension test.
- No time limit
- Can be administered in a range of different ways.
- Marked internally
- Used to inform and support Teacher Assessment (ie as one source of evidence)



Year 6 - KS2 Reading SATs

- Done as a timed test
- Three texts to read and answer questions on in an hour
- Range of text types
- Range of questions, ranging from straight retrieval to much more sophisticated inference or opinion questions
- Marked externally



Exemplars of KS2 Reading SATs questions

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

_____ 1 mark

2 How does Joe know that the letter contains bad news **before** his mum tells him what it says?

_____ 1 mark

3 What does the letter in the brown envelope tell Joe's mother?

_____ 1 mark

32 What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

39 What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

2. _____

3 marks

Home School Reading – How you can help

- Read regularly and frequently
- Make time for reading (without distractions from mobile phones etc)
- Make reading enjoyable – sharing a book or being read to all count.
- Talk about the books you enjoy and why
- Encourage your child to try new authors or types of book
- Ask your child about the book they are reading in class
- Use the pages in the new Reading Records KS1 - phonics charts, phonics actions, Helping at home pages, KS2 – pages on developing reading skills



Building a Reading Culture

- Library
- Reading courtyard
- Birthday Books
- World Book Day – The Big Book Swap
- Extreme Reading
- Class Stories/text for enjoyment
- Reading volunteers



Any Questions?

