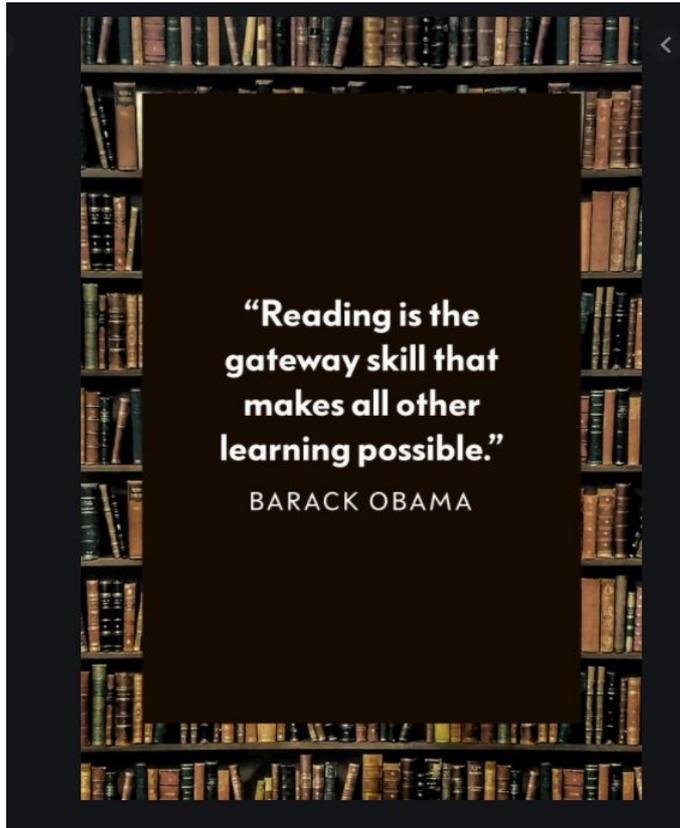




Reading at Rogerstone Primary school

10.11.2025

Reading 10.11.2025



Early Readers

- Phonics isn't a method for teaching reading but provides the knowledge and skills children need when they decode words as part of learning to read.
- Phonics is a vital part of how children learn to read and HOW it is taught is crucial.



Early Readers

- Children need to be exposed to texts when they are ready. A child can not be rushed or forced to engage in texts, but rather encouraged and guided to the construction of words.
- The English language is one of the trickiest languages to learn, due to the multiple sounds individual and blended letters make.



Early Readers moving onto competent readers.

- Children begin reading identifying letter sounds (not names) as this paves the way to word recognition. In school we use CVC words: words that have clear simple sounds d-o-g (consonant, vowel consonant).
- Reading is built up in stages.
- First children need to have an understanding of individual letter sounds, then blends of letter sounds then irregular blends of letter sounds.
- Only then can children begin recognising the meaning behind more complex word construction, for example: prefixes (auto meaning self, same or spontaneous) when linked to a root word: automobile = auto (self) mobile (move).



Early Readers

If children are apparently unable to learn, we should assume that we have not as yet found the right way to teach them.

— *Marie Clay* —



Supporting learners

- All children learn at different rates. Additional support can be given through simple practises such as reading more frequently both in school and at home.
- Frequent reading at home and discussions about texts, are paramount in the development of children's reading skills and habits.



Changing times

- 1 in 2 (50.5%) parents said they had read with their child daily in 2024, a decrease of 15.1% compared with 2019, when 2 in 3 (66.1%) said they had done this.
- Most parents reported there being children's books, whether owned or borrowed, at home. However, almost 1 in 4 (22.5%) parents said there were fewer than 10 children's books at home

Foundation Phase to KS2

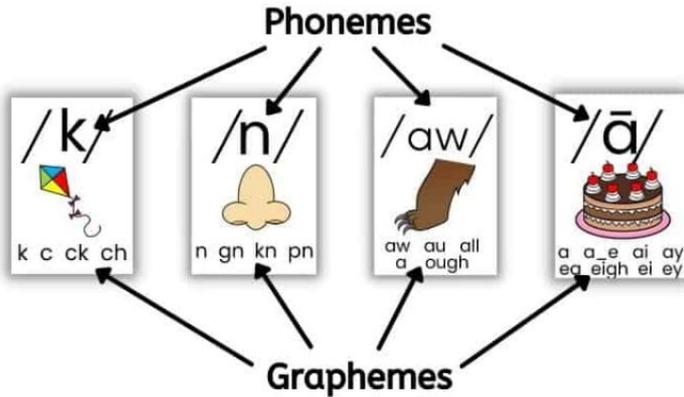


- Junior classrooms use Jolly Grammar to teach spellings and support reading.
- Jolly grammar follows on from Jolly Phonics (Foundation Phase).
- Jolly grammar teaches the meanings behind words, building on the understanding of the construction of words (phonic sounds, phonic blends and graphemes).
- 1. Single letter graphemes, such as p, b, t
- 2. Digraphs, which are two letters that make one sound, such as ch, sh, th
- 3. Trigraphs, which are three letters that make one sound, such as igh



What is a Grapheme?

A grapheme is a letter or group of letters that represent a sound. They are the letters that spell a sound in a word. Graphemes can be made up of one letter or several letters.



KS2



- During reading sessions, children are tracked by staff assessing their: fluency, pace, change of pace, attention to hfw, attention to unknown words, decoding strategies (as taught by staff), rereading, reading around unknown words/sounds and pronunciation of sounds.
- In addition, children are assessed on their recall and retelling of texts, understanding of what they have read, inferring what they believe the author to have been implying, deducing information/events and responding with an opinion of what they liked/disliked about the text.



KS2

- More accomplished readers, then begin to interrogate texts, identifying: reliability of authors, bias, points of view and contradictory information.

Texts can only be interrogated by learners, once they have a sound grasp of what they have read. The journey to interrogation begins when a child first picks up a book.



Guided Reading

- Guided reading is a daily programme where children are split into reading groups.
- The teacher will have a prepared objective they will teach the group.
- Children will both read and complete a written task (white boards) related to either reading or spelling.
- Guided reading is for 20 minutes per day.
- Children who are not reading with the teacher, will be completing a carousel of activities (see overleaf). Activities are linked to reading/spelling.



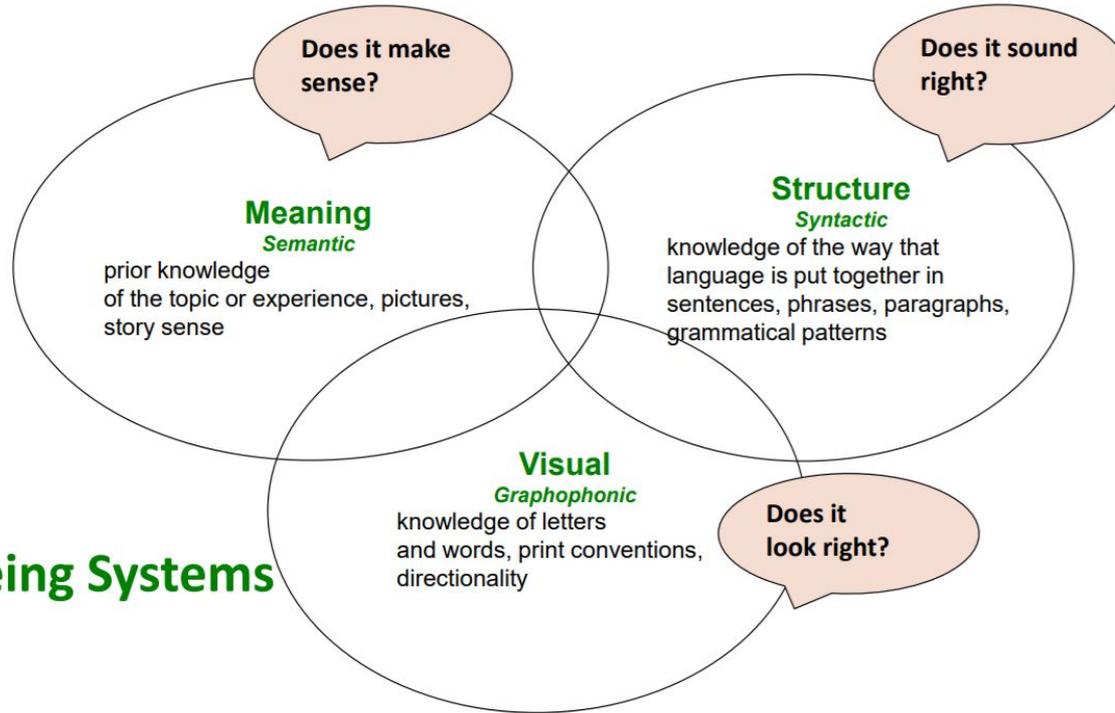
Guided Reading



	<u>Michael Morpurgo</u>	<u>Jacqueline Wilson</u>	<u>Roald Dahl</u>	<u>David Walliams</u>	<u>JK Rowling</u>
MONDAY	READ	FOLLOW UP	SPELLINGS Sheet 2 / identify misconceptions from your books	GRAMMAR	Q.READ
TUESDAY	Q.READ	READ	FOLLOW UP	SPELLINGS Sheet 2 / identify misconceptions from your books	GRAMMAR
WEDNESDAY	GRAMMAR	Q.READ	READ	FOLLOW UP	SPELLINGS Sheet 2 / identify misconceptions from your books
THURSDAY	SPELLINGS Sheet 2 / identify misconceptions from your books	GRAMMAR	Q.READ	READ	FOLLOW UP
FRIDAY	FOLLOW UP	SPELLINGS Sheet 2 / identify misconceptions from your books	GRAMMAR	Q.READ	READ

How to analyse a reading errors.

Three Cueing Systems



How to analyse reading errors.



Visually - look at:

- *Initial sounds
- *Familiar sounds within the word
- *Initial and end sounds
- *CVC sounds / phonic sounds
- *Initial blends
- *How the word looks - cannot / couldn't

Example:

The wind blew and the dog couldn't fetch the stick.

The word **couldn't**, can be read as cannot. As it is visually plausible, it means the same and the structure of the sentence is nearly accurate.

This is where the children's phonics and word knowledge will be evident. If they are not recognising words/sounds, the appropriate steps to address phonic knowledge needs to be addressed.



How to analyse reading errors.

Meaning – look at:

Plausible alternative words.

Words which have the same meaning but a different spelling (not visually checking).

Adding in – the, a, he/she.... Makes sense but isn't there.

Not reading contractions correctly, didn't read as did not and vice versa.

Meaning shows an understanding of the text, but a misconception of the language. This is where you can have a discussion about the text and address the misconception specifically.



How to analyse reading errors.

Structure - look at:

Known phrases -

Once upon a time / One morning

Thank you / Thank you very much

Put in a different way / Put another way

As a result / Resulting in

Structure is when the reader predicts what might be there instead of reading what is actually there. Very common in sentence starters.



Literal and inferred questioning



Reading responses:

- Literal, children will be asked direct questions about what they have just read. They can respond with simple short answers 'What was the doctor's name?' 'His name was Dr Roberts'. This is where the answer is stated within the text. A more common question for early readers.
- Inferred, children will be asked indirect questions where they need to use evidence from texts to support their response. 'How was he feeling?' 'He was angry because his fists were clenched and his face was red'.



Reading at home.

Regularly reading to a child for the love of it provides a connection between parent and child from the very early days and helps build strong family ties. Lines from favourite stories enter the family lexicon. Families who enjoy reading together have more opportunities for discussion, developing empathy and attachment. Reading to their infant is one of the greatest gifts parents can give. By starting the journey of building a lifelong love of reading for pleasure, parents are giving their child the opportunity to be the best they can be: children who read for pleasure do better in a wide range of subjects at school and it also positively impacts children's wellbeing.



National Literacy trust