



Reading and Spelling at LHJS

How we teach and how to support your child at home.

Why we should prioritise reading skills:

‘Pupils who cannot read well at the start of secondary school are likely to find it increasingly difficult to access the full curriculum’(Ofsted 2024)

‘Reading supports children to:

- Overcome inequalities before they deepen
- Bond with their caregivers and experience better mental wellbeing
- Meet early development milestones and do better at school
- Develop empathy, creativity and imagination.’ (The Book Trust, 2022)

‘Children who enjoy reading are three times more likely to have good mental wellbeing than children who don’t enjoy it.’(National Literacy Trust, 2019)

Scarborough's Reading Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

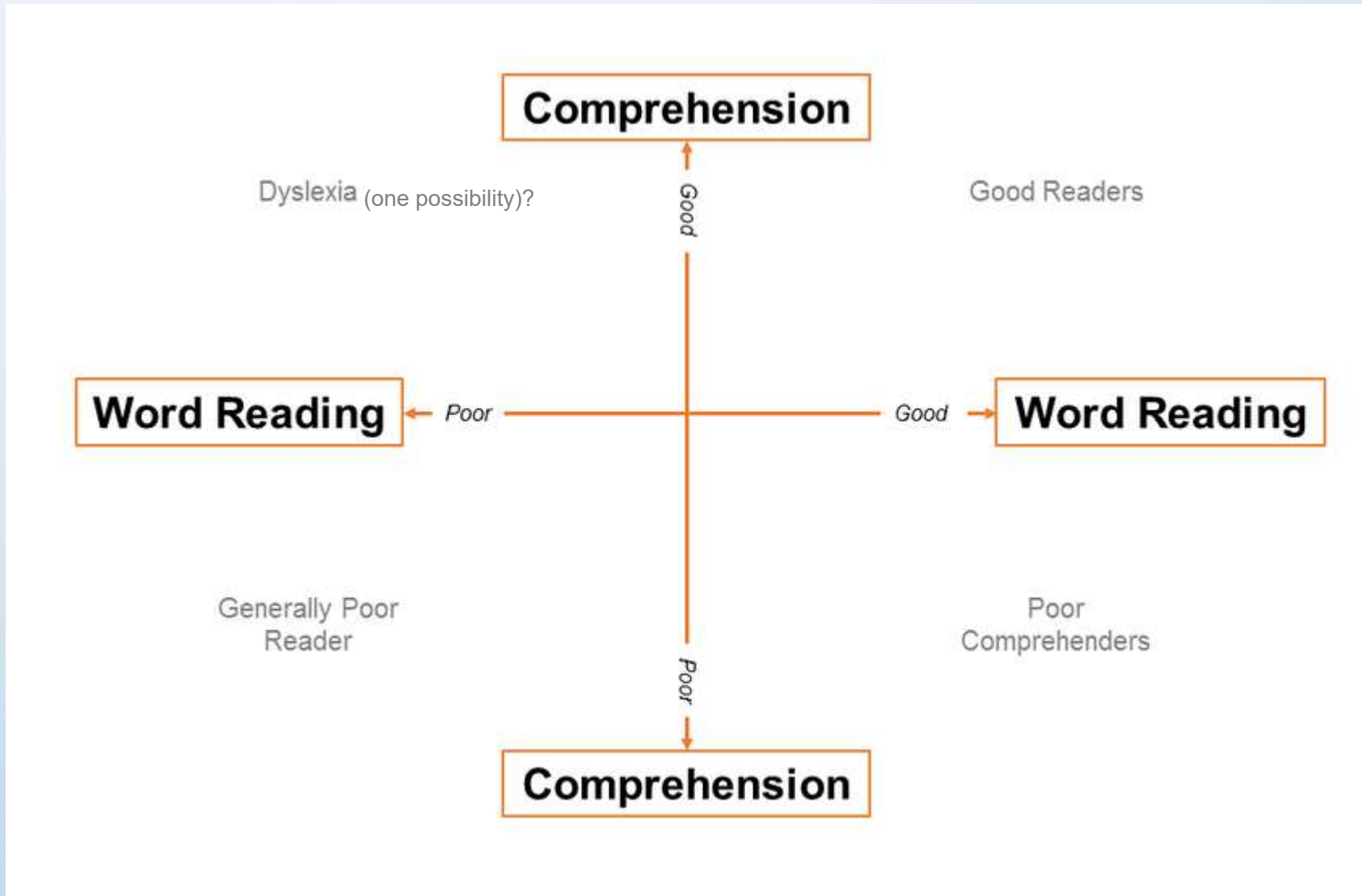
Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic

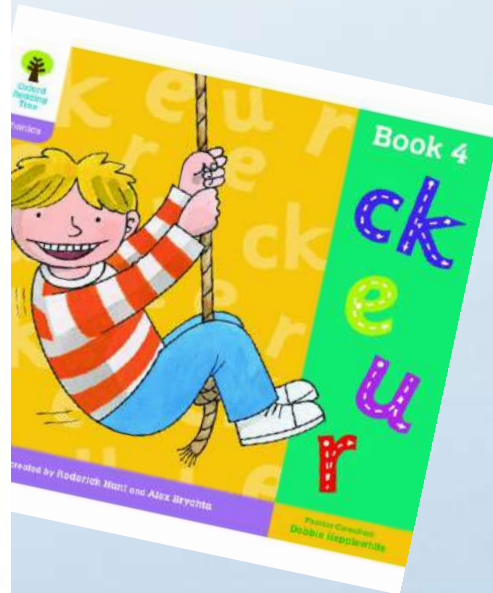
Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

The Simple View of Reading



Gough and Tunmer (1986)

What if my child still needs to master word reading (decoding)?



- Children who still need to master decoding (word reading) will continue to receive Floppy's Phonics as an intervention.
- We use the same programme and materials as the infant school so there is fidelity to the scheme.



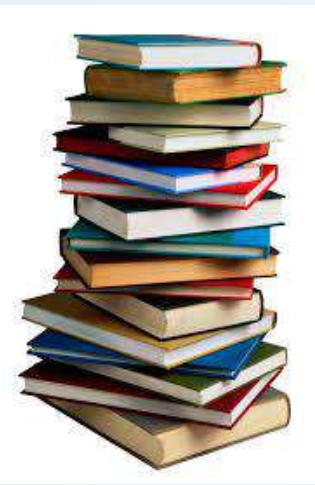
What are reading lessons like in junior school and how is this different from infant school reading?

- As children become more proficient and fluent at word reading (decoding), reading lessons begin to move focus.
- There is less 1:1 reading (unless specifically needed as an intervention) so continuing to hear reading at home is vital.
- Reading is taught in Guided Reading lessons specifically, but every opportunity is also taken to weave in the teaching of reading through the wider curriculum.
- In guided reading lessons, Class teachers model reading skills such as comprehension, summarising, inferring meaning and discussing themes and conventions.
- Children then apply these new skills by undertaking an activity requiring them to practise it independently with a book matched to their reading level.
- Teachers also teach fluency skills in these lessons such as use of expression and how to use punctuation marks as a guide for reading aloud.



How will my child know what to read?

- For the first couple of the weeks, we allocate books based on reading levels at the end of the previous academic year.
- During this time, we will assess children's reading age through our digital Star Reader tests.
- Children will then be allocated a coloured reading band based on these results (different from infant school bands).
- Children choose books matching their allocated coloured band from our wide stock in the library. This band is based on more than just decoding (word reading), it also takes into account comprehension and inference skills so don't be concerned if you think it appears too easy.



How often do children visit the library/and borrow or change reading books?

- Children visit the library once a week with the class teacher and librarian for one session.
- Library well-stocked with high-quality texts which are regularly renewed.
- Children choose two books: one to match their Accelerated Reader colour level and one free choice to nurture reading for pleasure.
- During library time, children undertake a range of activities such as reading independently, reading with an adults and listening to the Librarian share stories and book recommendations. This is a protected time in the library when only one class will be visiting.
- If children need to change a reading book more frequently because they have finished it, they can do this by alerting their class teacher who will arrange this.



How often should my child read at home?

- As much as possible but **at least 15-20 mins four times a week – more is better!**
- Vary reading sessions so that your child experiences a mix of the following:
 - ✓ Reading to an adult;
 - ✓ Shared reading with an adult (a page each in turns);
 - ✓ Reading to a wider family member (grandparents over Skype or a younger sibling);
 - ✓ Discussing books and reading with others.
- Record every time you read in your child's Home Reading Booklet. The booklet is not marked, but the teacher does check these weekly – we will contact you to discuss how we can support you better with home reading if your child is regularly reading less than four times a week at home.
- If you have any concerns about your child's reading, please contact your child's teacher in the first instance as they will know your child well and are best placed to solve any issues.

Where can I find other suitable reading resources for my child?

Read a variety of texts and genres from the following sources:

- Any suitable books or magazines from home or those already on loan from school;
- Online news such as articles posted by BBC Newsround or National Geographic for kids:

<https://www.bbc.co.uk/newsround>
<https://www.natgeokids.com/uk/>

- Get your child to read out recipes or instructions when you are cooking or doing a job around the home;
- E-readers such as Kindles are a great option and you can access some free e-books from the following links:

<https://www.free-ebooks.net/childrens-classics>
https://www.kidsworldfun.com/ebooks_page2.php
<https://www.freechildrenstories.com/>

How do we encourage reading at LHJS?

- Library visits –protected weekly time
- Class Readers – each teacher
- Linked reading in book corners
- Project links raise engagement
- Teachers as readers – recommendations
- Author visits
- Monster 'Must Read' Challenge and Book Lovers' Beach Party



What if my child is a reluctant reader?

Paired Reading

- A technique to encourage children to enjoy books and to increase fluency and pace
- The child chooses a book and the adult reads the book **with** the child
- When the child feels comfortable to read alone, they tap the adult's hand or the book to indicate that they are ready to read independently
- If the child struggles, the adult steps back into the reading role until the child is ready again.

= Builds Confidence and great for starting to tackle longer books!

How can I develop my child's reading skills?

We teach and assess a range of reading skills. The following table shows ways you could support your child in developing each of these skills:

Word Reading	Comprehension Clarify	Comprehension Monitor & Summarise	Comprehension Select & Retrieve	Comprehension Respond & Explain	Inference	Language for Effect	Themes & Conventions
Model to child word building by breaking down the sounds and blending together Read with and to your child on a regular basis to develop fluency and discuss using expression Talk about and celebrate new challenging words	Read alongside your child. Discuss the meaning of words. Demonstrate and find together word meanings within a dictionary to improve understanding and practise using new words in different contexts..	Regularly get your child to summarise the main events of the day or from a programme or film watched.. Ask for 3 main facts from a page just read. Find together facts and opinions within a text and discuss why they are facts or opinions.	Read range of fiction and non-fiction books. Ask your child to quickly point to the part of the text that would answer a question by listening for and spotting a key word that links these (skimming and scanning with eyes). Develop use of the contents, indexes and titles to quickly find a section of a book.	After reading together, ask your child which parts they enjoyed or felt strongly about and to explain why they felt like that.	After reading a short amount, ask your child to suggest what they think might come next and why they think this. Model and practise simple inference such as why a character might have behaved in a certain way. Start to justify predictions and opinions with evidence from the text and explanation.	Discuss specific words and phrases within books and poetry. Discuss the images created by these, opinions about the language used and its affect on the reader. Model reading aloud expressively and explain why you put in certain intonations. Encourage your child to perform their own compositions aloud and help develop expression in these.	Encourage reading a wide range of genres and authors: recipes to history to stories. Talk about personal experiences and how these link to the texts. Look for patterns in stories: good versus evil, historical or morals. Also discuss common themes from texts and real life.

Why is spelling important?



- Solid recent research studies on spelling agree that it is foundational for effective and fluent reading and writing.
- Sound spelling knowledge also supports children in understanding the meaning of words.
- It is a life skill and important for any formal writing situation as an adult (spellcheckers not always reliable as they do not recognise incorrect homophones).

The science of spelling - what makes a good speller?

- Growing body of research tells us that a spelling test cycle is ineffective at supporting children to develop as accurate spellers.
- The 'learnability' of spelling is a key message for teachers, with multiple studies reporting the importance of explicit teacher instruction in the development of effective spellers.

ARE YOU STUCK IN THIS SPELLING CYCLE?



The science of spelling - what makes a good speller?

Children need the following knowledge in order to be successful spellers:

- **Phonological** - common spellings for the 44 sounds (phonemes) in English
- **Orthographic** - the knowledge of plausible letter combinations in our language e.g. fridge not fridj
- **Morphological** - Words are constructed from morphemes – the smallest units of meaning: prefixes, suffixes and root words
- **Etymological** - Etymology = the study of the origins of words

The science of spelling - what makes a good speller?

- Spelling is being seen increasingly as a **science**. We want to reduce guesswork and empower our children to have the tools to be able to spell by explicitly teaching a range of strategies to our children.
- *An effective speller draws upon the entire rich linguistic tapestry of a word to spell it correctly.*

What Should Teachers Know About Spelling – Misty Adoniou (2013)

What will spelling lessons look like at LHJS?

Revisit, Explain, Use

- Emphasis on reviewing and embedding prior learning

Teach, Model, Define

- Whole class teaching with weekly focus
- Tracking back to relevant areas to fill gaps in knowledge

Practise, Explore, Investigate

- Giving children tools to accurately build words
 - Morphology
 - Etymology
 - Phonology

Apply, Assess, Reflect

- Emphasis on applying spellings in writing lessons, dictations and throughout the wider curriculum.

No weekly spelling tests!

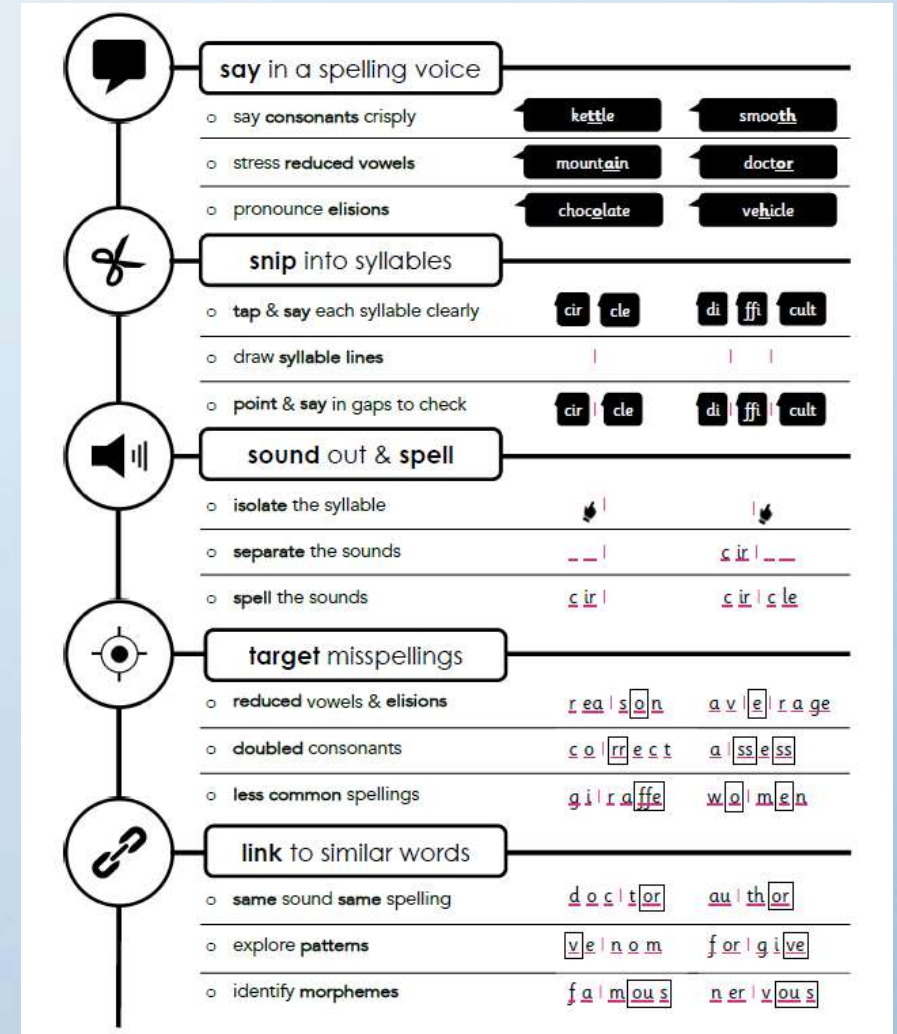
How will new spellings be taught?

Revisit, Explain, Use

Teach, Model, Define

Practise, Explore, Investigate

Apply, Assess, Reflect



How will new spellings be taught?

bank	rupt <i>(to break)</i>	
ab cor dis e inter ir		ed ible ing ion ly s

Morphological
approaches

How will new spellings be taught?

Etymological knowledge

Etymology = the study of the origins of words

triceratops

Ancient Greek

tri = three

cera = horn

tops = face

How can I support my child with spellings at home?

- Talk about the spellings of words when reading together
- Ask your child which spellings they are working on in school each week
- Encourage your child to see patterns in words such as the 'igh' letter string and think of other words which are spelled the same.
- Notice common prefixes and suffixes such 'dis', 'in', 'ment' and 'ness' in the books you read with your child
- Explore the origins of unknown words and make spelling fun!

The following slides contain useful questions to ask your child to develop their reading skills:

Guided Reading Questions

Describe...

Where and when did the story take place?

Find some words or phrases that tell you about the setting.

Match answers from text evidence.

Can...have more than one meaning?

Find 3 words that describe your favourite character.

Which character...?

True/False based on text.

Who are the key characters in the book?

Give one example...

What is 'animation'?

Where are...?

Why do...?

What happened in the story?

Where did...go?

What did...do?

Which paragraph tells you...?

Which word told you that...?

What does...mean?

Identify a word from paragraph 2 which shows that...

How many...?

What happened at...?

What was happening at the beginning of the story?

Guided Reading Questions

Why did...?

Why is... important?

Why did...?

What does the word... imply about...?

How did...?

What do you think the story is going to be about?

How was... different after...?

Why did he feel...?

What is your favourite part of the story and why?

What evidence is there that...?

How did... react?

What do you think is going to happen next?

How did the characters' feelings change?

Based on evidence from the text, what would you buy / do / see / ask?

Explain the use of the word...

What might this character have been thinking?

What is this character's attitude towards...?

How are the experiences of these two characters similar?

What words tell us...?

If you made a movie of this story, what type of music would you use for it and why?

What does... think?

What impression do you get of the feelings of this character from the text?

What ideas are we given about...?

What does this quotation suggest about...?

What questions would you ask your favourite character?

How did the character feel before... and after...?

Guided Reading Questions

How many paragraphs are on the page?

What would be a suitable caption for this image?

How does the first sentence help to guide the reader?

Why is the text organised in this way?

What is the purpose of...?

Why is it easier to read...?

How does the timeline/image/diagram/layout make it easier to understand?

Why is... in...?

Why are some sentences shorter than others?

Why does the author use...?

Label these parts of the text.

What does the glossary tell us?

How does this paragraph link back to the opening paragraph?

Why did the author choose to...?

Sequence these events from the text.

Why are... used?

What would be a suitable heading for this text?

Give two features that tell you it is written as a formal letter/diary/script.

How does the writer build up to the conclusion?

How does the writer link the conclusion to the introduction?

Why has...?

How does the layout help...?

Why is this element in bold/underlined/in italics?

Guided Reading Questions

Explain why... is used.

How does the author make you want to continue reading the story?

Choose a word to describe this character and explain why you chose it.

Which parts of the text tell you...?

In what way is... like...?

Underline the word/noun/verb/phrase which shows that...

Can you find any amazing adjectives?

Why are... used?

What do phrases such as... tell you?

Explain two ways in which this sentence makes the reader...

How has the choice of words created a feeling of...?

Why did the author choose the verbs... and...?

Which phrase best describes...

Why is the word... in inverted commas?

Can you find any powerful verbs?

What does... tell you about...?

How does the choice of language create the impression that...?

Why does the writer use the word...?

Explain how the use of language in this sentence shows...

What words help the reader to imagine...?

Why is the description of... a good metaphor to use?

Why does the writer compare... to...?

Which part of the story best describes the setting?

What is the effect of...?

Why did the author use...?

How does... help you to understand?

Why is this style of formal / informal language used in this text?

What does the choice of language suggest...?

Guided Reading Questions

Can you think of another story that is similar to this one?

Which elements of this text are persuasive?

Why does this section begin with a question?

Does the author like...?
How do you know?

How does the author make you feel?

Which text is...?

What can you tell about the viewpoint of the author?

What do you think the writer thinks about this topic and why?

What kind of magazine would you expect to find an article like this?

Look at the descriptions of 3 people. Who is most likely to buy this book?

Why were... included?

How does the writer show their positive/negative attitude towards...?

How were the purposes of the texts different?

How would you start this story?

How does this article create the impression that...?

How does the author make you feel...?

Was there any part of the story you didn't like and why?

Which of these texts would inspire you to...?

What is the main purpose of this text?

Was this text trying to...?

How can you recognise the attitude of this character?

Why has the author included...?

Why do you think the author chose this setting?

Which text do you think is more/most effective?

Guided Reading Questions

Why does...
ask... to...?

What else might make...
sad / angry?

How would you
describe this
story?

In what ways is...
like...?

What other reason
could there be for...?

How did you
know...?

What is it about...
that tells you...?

Have you been in a
similar situation to the
character in the book?

Where do you think this
story is set and what made
you think that?

What other stories
have you read by
this author?

Which features could...
have?

What did the story
make you think
about?

Give two pieces of
evidence that...?

Help!

Reading Volunteers Needed



- Can you or a grandparent spare a couple of hours a week?
- You don't need to be an expert – guidance will be given.
- DBS checks paid for by the school.

Contact the office, Mrs Rogers or the Year Leader if you think you might be able to help.

Any questions?

