



KS1 Reading Briefing

Mrs Richardson

May 2023



Aim

- ▶ To provide information on the importance of having both a decodable book and a book to share or reading for pleasure book.
- ▶ To demonstrate how the Monster Phonics scheme supports the delivery of a high quality reading curriculum and fits with the delivery of our whole school approach to reading.
- ▶ Parents requested further information regarding how reading books are selected.

Auditing and Reflecting on Our Practice

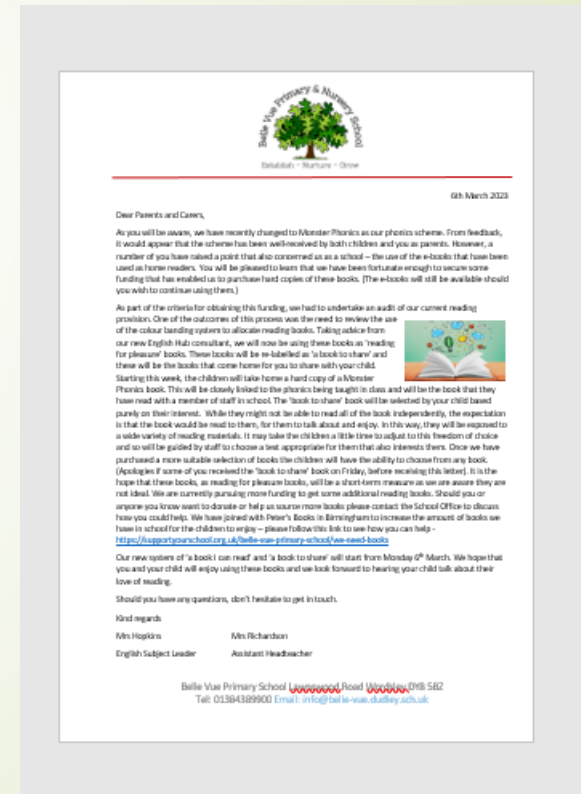
OFSTED –
September 2022

Leaders and staff are raising the profile of reading across the school. The English curriculum and regular story times support this. From the start, children and pupils develop their reading skills well. This is because all staff have been well trained to teach phonics. Reading books are well matched to pupils' phonics knowledge.

English Hub Audit –
January 2023

Reading material: · Label all reading material as the following: A book that I can read and A book to share- during the interim utilise all previous phonics readers as a book to share, as these books deteriorate don't replace them but provide children with a book from the library to read for pleasure · Ensure that parents are aware that these 'Book to share' may contain graphemes within them that they children are not yet familiar with · Remove benchmarking process and utilise the appropriate Monster Phonics assessments- two systems are not required- children's reading material that is sent home should match their secure phonics knowledge as aligned with the chosen SSP

Letter home –
March 2023



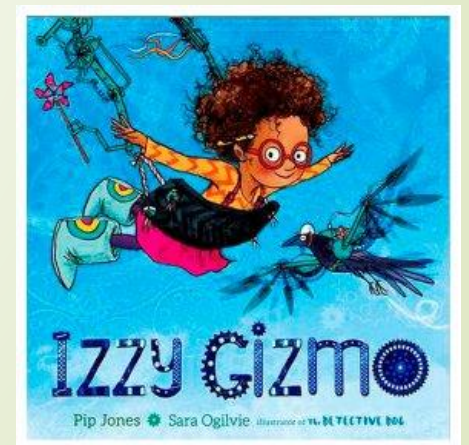
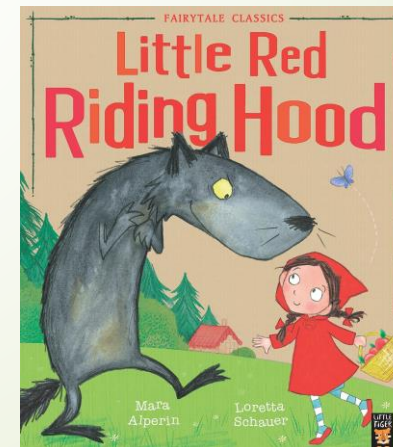
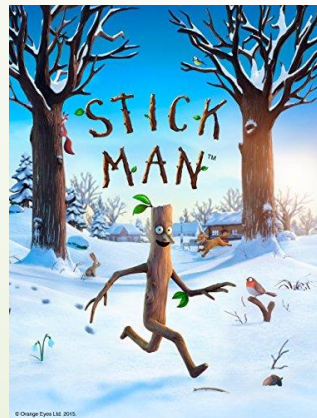
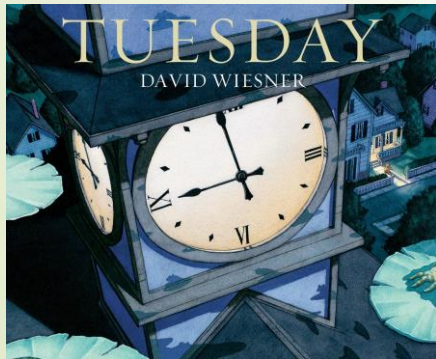
Monster Phonics



- ▶ Decodable books encourage children to read using systematic synthetic phonics as the prime approach. When children read decodable books, they are more likely to try to use phonics to decode to read. Studies show that this improves the accuracy of a child's reading and limits the use of less effective reading strategies, such as reliance on pictures or context.
- ▶ At the end of the week, we recommend sending the book home for the children to further practice reading. As each child has already practiced the book in school, we recommend that they independently read the book to an adult at home, receiving support where necessary.
- ▶ In addition to the independent reading of decodable books, we suggest that children are given an additional non-decodable book, chosen from a range of other quality books to share at home. This can either be read to or with them. This is useful for extending vocabulary, topic knowledge and story structure. Providing as many reading opportunities as possible creates a love of reading for pleasure.

Reading for Pleasure – a book to share

- ▶ *'Read at least three stories a day: it may be the same story three times. Children need to hear a thousand stories before they can begin to learn to read. Or the same story a thousand times!' Mem Fox Author and Educator*
- ▶ While accurate decoding is an essential part of learning to read, it is not the whole story. It is very important that children experience not just their decodable phonics books, but a wide variety of other texts too. This is for a number of reasons.



The Power of Reading

- ▶ Allowing children to select books that interest them helps them to see reading as something pleasurable. Children are given the message that reading enables them to find out more about something that is interesting to them, whether this is a fictional character or a real volcano.
- ▶ Reading comprehension improves with good general knowledge because it is easier to understand texts you know something about. And what is a big help to developing general knowledge? Reading!
- ▶ Reading a wide variety of texts develops your child's vocabulary. Even in apparently simple children's books, there will often be new words that your child is unlikely to hear in everyday conversation.
- ▶ A varied reading diet will also help develop your child's knowledge of sentence structure (the way words and punctuation work in a sentence, and how this can affect meaning). As with vocabulary, even very simple books tend to have sentence structures that are more complex than everyday speech.
- ▶ Children also need to learn how texts 'work' – something we tend to take for granted as adults. Children need to learn how glossaries and contents pages work; that poetry books can be read in any order; that stories can only be read one way round.



Thank you

- ▶ Thank you for your time today
 - ▶ If you have any questions please see a member of staff at the end.
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