

Year 2 – Year 6

Reading and Spelling Parent Meeting

14.11.2024



Our Vision:

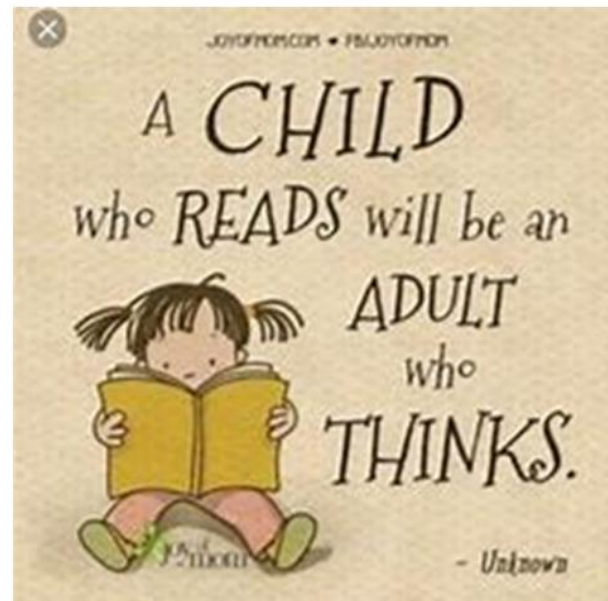
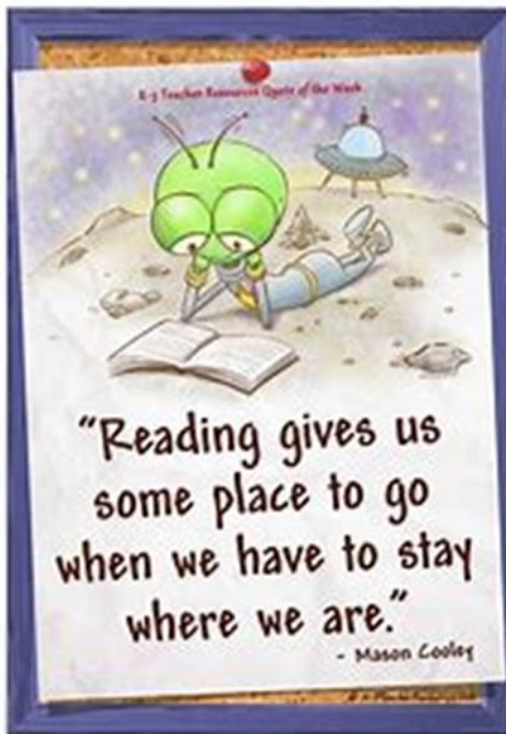
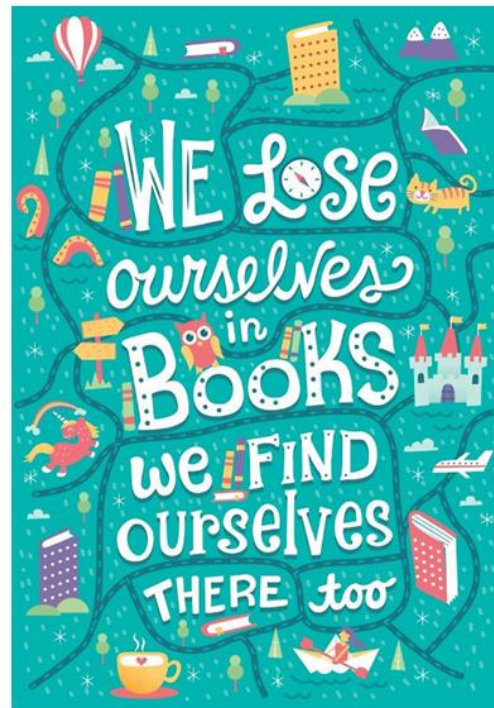
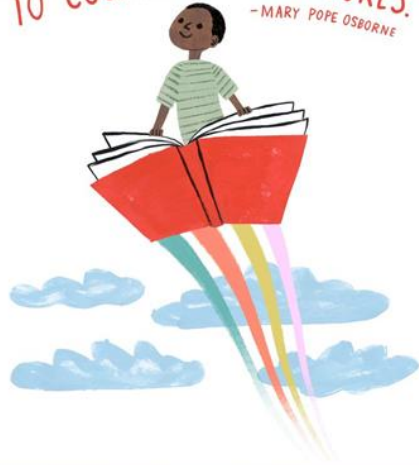
English at West Lodge aspires to ignite every child's passion for reading and writing. The learning journey begins through meaningful mark making in the Early Years and ends with the children moving on to secondary school having successfully mastered fluency of the English language. Exposing the children to a diverse and inspiring range of authors takes them on imaginary journeys into new worlds, enriching their lives and helping them to form their own identity. From the captivating stories of Julia Donaldson and Michael Morpurgo, to the powerful poetry of Michael Rosen and Benjamin Zephaniah, children develop a love of the written word which in turn enhances their vocabulary and creative writing. Exposure to different languages in KS2 enables children to explore their own cultural identities and those of others to promote a lifetime of effective communication. All children leave West Lodge with the skills to contribute to the world around them with confidence and clarity.

There are 6 elements which support a child reading for pleasure:

1. Being read to regularly
2. Having books at home and school
3. Having a choice in what to read
4. Finding time to read
5. Having trusted help to find a book
6. Making reading FUN!



"READING IS A PASSPORT
TO COUNTLESS ADVENTURES."
-MARY POPE OSBORNE



"ALL THE READING
she had done
had given her
A VIEW OF LIFE
they had
never seen."

~Roald Dahl, Matilda

Report finds 'shocking and dispiriting' fall in children reading for pleasure

National Literacy Trust finds only 35% of eight to 18-year-olds enjoy reading in their spare time, a sharp drop on last year to the lowest figure yet recorded

Possible reasons why reading for pleasure is in decline

- Games and online distractions
- Rise in social media
- Find books boring
- Lack of time
- Not being read to from an early age by adults
- Seeing reading as a process for learning rather a pleasure activity

Spending **just 10 minutes a day** reading and sharing stories with children can make a crucial difference to their future success and it's fun for all involved.

THE SIMPLEST WAY TO MAKE
SURE THAT WE RAISE
LITERATE CHILDREN IS...

TO SHOW THEM THAT READING IS
A PLEASURABLE
ACTIVITY. AND THAT MEANS...

FINDING BOOKS THAT THEY
ENJOY, GIVING THEM
ACCESS
TO THOSE BOOKS, AND LETTING THEM
READ THEM.

NEIL GAIMAN.

SCHOOL
LIBRARY ▶



Reading supports children to

Overcome disadvantage



They will experience better educational mobility and social mobility



Those growing up in poverty are less likely to remain in poverty as adults



Throughout school, they are more likely to overcome the barriers caused by disadvantage



They have better brain development, attention, and cognitive ability



They have better speech and language development and literacy skills



They have better school readiness and knowledge about the world



They make more progress across the curriculum

Meet speech and language milestones and do better at school



Reading supports children to

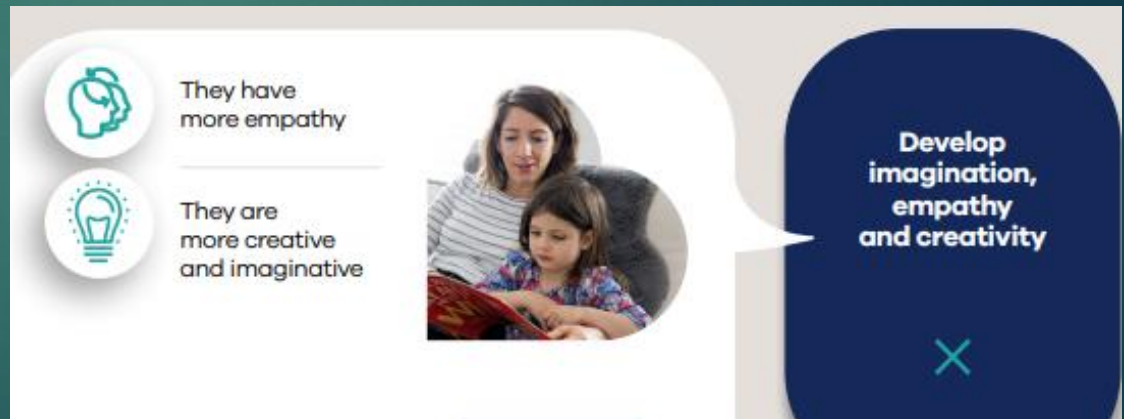


Develop better mental wellbeing, social skills and strong relationships

-  They feel more secure and develop deep bonds with parents and carers
-  They have healthy routines and habits
-  They have better socio-emotional skills
-  They have better mental wellbeing and self esteem

Evidence from selected studies on this topic

Read More >



-  They have more empathy
-  They are more creative and imaginative



Develop imagination, empathy and creativity

[Further reading - BookTrust - How does reading for pleasure support children?](#)



Children's Laureate Frank Cottrell-Boyce

"As a nation we are seeing an accelerating decline in the number of children reading for pleasure. We are also seeing an increase in childhood anxiety - a kind of Happiness recession. These stats are two sides of the same coin. Are we seriously going to stand by and watch this happen? Are we going to let this magical gift, which boosts educational attainment and - more importantly - brings great happiness, become a privilege of the lucky few?"

What will 'hook' your child into reading?

Teaching children to read is just one part of the reading picture. As adults it is important that we help give children a motivation to want to read for themselves. When something really draws them in then they will have a purpose to want to learn to read and they will want to pick up books for pleasure or information.



[World Book Day
Reading Recommendations](#)

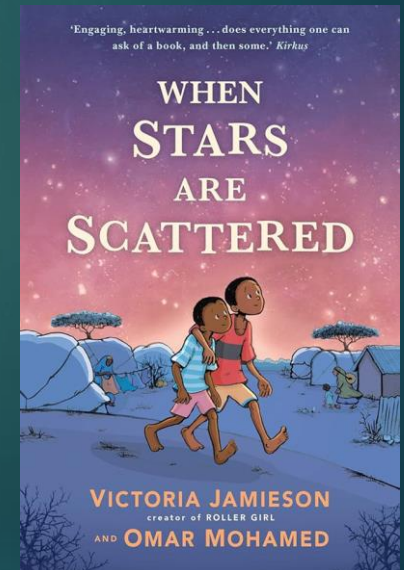
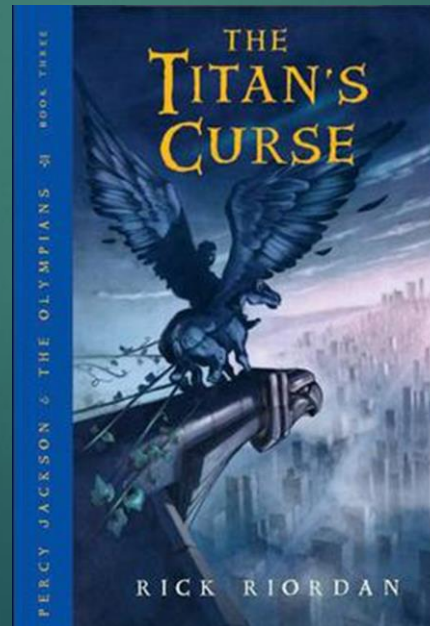
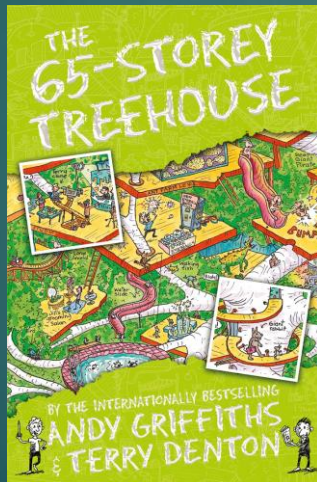
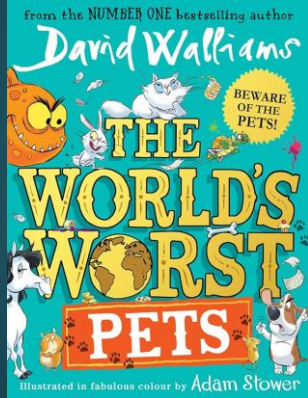
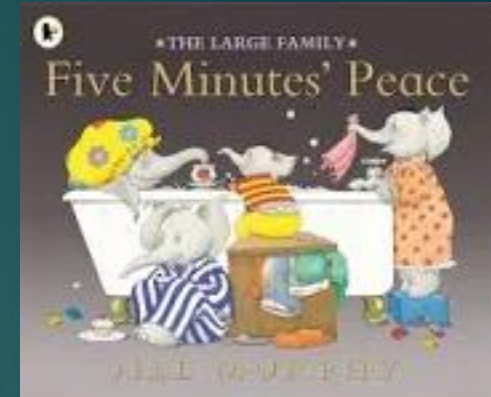
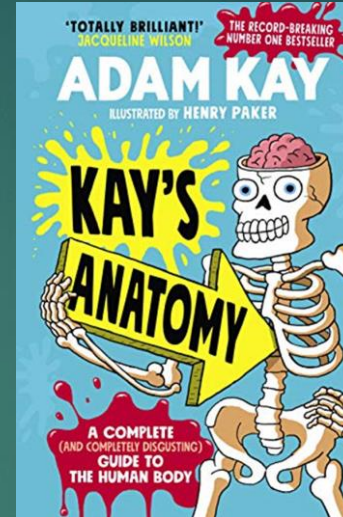
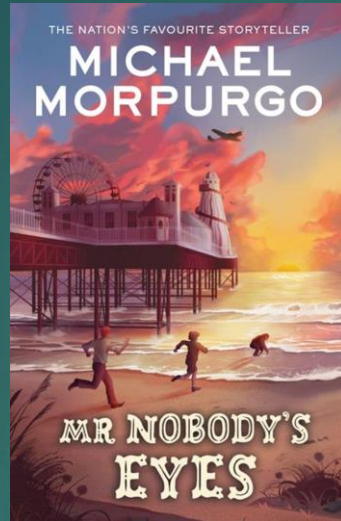
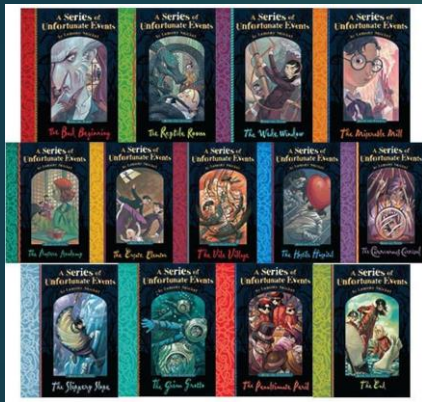


[West Lodge Book
Recommendations](#)



[Booktrust
Recommendations](#)

Year 6 Librarian's Book Recommendations



Eastcote Little Local Book Hub



The Little Local Book Hub launched in spring 2020 as a simple concept which enabled access to books at a time when shops, libraries and schools were closed during the first Covid lockdown. Mariam opened the Eastcote Book Hub which is now a permanent community Book Hub where people can borrow and swap books.



**Eastern Ave,
Pinner,
HA5 1NU**

How to encourage reading for pleasure at home

- ▶ Encourage children to value books
- ▶ Use the library / book hubs / book swaps with friends to help build variety
- ▶ Browse in bookshops
- ▶ Get recommendations from friends, teachers and librarians
- ▶ Expose children to texts beyond novels. E.g. comics, magazines, non-fiction books
- ▶ Encourage positive reading habits – e.g. reading before bed, reading to your child, audio books on long journeys
- ▶ Show that you love reading... even if you have to fake it
- ▶ Give children books that matter to them (authors and characters, texts that excite them
- ▶ Reward reading through extrinsic and intrinsic motivators
- ▶ Find ways to make reading special at home

What does the curriculum say about reading?

- ▶ 1. Give / explain the meaning of words in context
- ▶ 2. Retrieve and record information / identify key details from fiction/non-fiction
- ▶ 3. Summarise main ideas from more than one paragraph
- ▶ 4. Make inferences from the text / explain and justify inferences with evidence from the text
- ▶ 5. Predict what might happen from details stated and implied
- ▶ 6. Identify / explain how information / narrative content is related and contributes to meaning as a whole
- ▶ 7. Identify / explain how meaning is enhanced through choice of words and phrases
- ▶ 8. Make comparisons within the text

What is fluency and why is it important?

Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

- Basically, if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.

What is Fluency?

Oral reading fluency includes 3 parts.



Accuracy

Reading with few errors.

Reading Speed

The rate at which a student reads.

Prosody

The skill of reading aloud with proper intonation, phrasing, and expression.

Why should we focus on Fluency?

Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

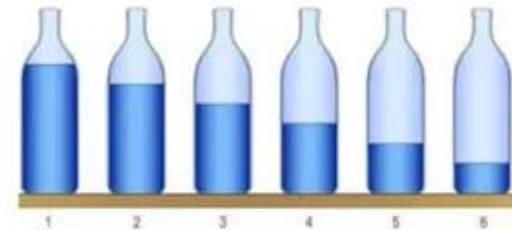
What is fluency and why is it important?

For a child to be fluent, phonic knowledge is important. The RWI programme aims to ensure that by the time the children have completed the programme, they are able to read fluently.

- When a child is fluent, we can focus on understanding and comprehension.
- When comprehension is secure, the child will enjoy what they read.
- Secure phonics and fluency all reduce cognitive load.

The Comprehension Bottleneck

The liquid inside the bottle represents cognitive load required for decoding. Where there is too much decoding, there will be a bottleneck in comprehension.



We can also infer that where there is a lack of prior or contextual knowledge, that this might create a similar bottleneck.

By scaffolding the different strands of reading, we can reduce some of the cognitive load, to enable comprehension and fluency.

Three ways you can help build fluency at home...

- ▶ 1. Read and follow – the adult reads the text and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.
- ▶ 2. My turn, your turn – take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.
- ▶ 3. Echo Reading – as you read, the child copies. It is important here to pace yourself and read at a rate that your child can keep up with.

How do we teach Reading once the children have finished the RWI programme?

Reading is taught through all of our English lessons, but reading skills are specifically explored during Guided Reading.

In Year 2 and 3 children will read in guided reading groups with an adult. Children will read books that have been banded.

In Years 4 - 6, Guided Reading is mostly taught in a whole class setting, which allows us to:

- Share whole texts with class
- Develop everyone's vocabulary to a similar level
- Ensure that all children are acquiring skills for their year group

The ability to understand and
interpret what you read
efficiently is
'Reading Comprehension.'



What kind
of
questions
should I
ask my
child
when
reading?

- What genre is this fiction book? How do you know?
- When and where was this story set? What clues in the text tell us this?
- Why has the author used this word? Can you think of other words that mean the same thing?
- Encourage predictions for the next chapter, backed with evidence from the text
- Is this author's work similar to books you've read by other authors? How so?
- Can you relate to the character? Why or why not?
- What is the dilemma or problem in this story?
- How is the author building tension or suspense?
- What background information has the author revealed about the character so far?
- What do you want to know about the character but the author has yet to reveal?

Struggling or Anxious Readers - Get the Enjoyment Back

What do I do if my child doesn't want to read at home?

- Model being a reader yourself (if you read at home it is more likely that your child will want to)
- Try to avoid confrontation
- Offer alternative reading material, e.g. internet access, Kindle, magazines, non-fiction, newspapers, etc.
- Encourage reading at different times of the day or week
- Buy/borrow books on CD from the local library and then you can listen whilst in the car or before bedtime
- Allow children to read and re-read the same book more than once.

Ruth Miskin Read Write Inc Spelling Programme

We are a Read Write Inc school and teach phonics through Ruth Miskin's RWI programme

Using the RWI Spelling Programme means we have a programme we can follow which links to the National Curriculum and it also means we are consistently using RWI across the school. There is a natural progression from the children completing the RWI phonic programme and then starting the RWI spelling programme.

Content

It makes sense of the most complex alphabetic code in the world, with its 150 spellings of 44 speech sounds.

The spelling programme:

- builds upon teaching strategies and spelling activities from Read Write Inc. Phonics.
- is organised weekly across three well-paced half hour lessons
- provides plenty of writing practice, with a clear record of children's progress

The programme makes learning to spell enjoyable for children.

Aliens from a spelling planet introduce spelling rules and concepts.

It includes all the spelling requirements of the English National Curriculum Years 2 to 6, and also revises spelling taught in Year 1.



Here is a short video explain the Read Write Inc Spelling Programme:

<https://www.ruthmiskin.com/programmes/spelling/about-spelling/>

Strategies for practicing spellings at home...

Keep Copying

Write your words out three times each. Use different colours if you want to.

spelling

spelling

spelling

Make the Headlines

Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.



Build a Pyramid

Make a pyramid using the letters in your words.

W
wo
wor
word
words

Strategies for practicing spellings at home...



Create with Colour

Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.

spelling
spelling

Capital Idea

Write your words three times, each in capital letters.

SPELLING
SPELLING
SPELLING

Learn Your ABC

Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.

my
words
spelling
spelling
words
my

Strategies for practicing spellings at home...

Take a Test

Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.

1. my
2. spelling
3. words

Picture This

Include each of your words in a funny picture that makes you think of the word.



Build a Sentence

Write each of your words in a sentence. See if you can build your sentences into a story.

**One day a huge
spelling monster
came to my town
and ate all the
words!**

What you can do to help:

- ▶ Homework Diaries– Years 3 to 6 will bring these home every week with words that need to be practised in them
- ▶ Year 2 – The spellings will be put on Seesaw each Friday for you to practice with your children
- ▶ Encourage your child to use different strategies taught in the sessions to spell words themselves
- ▶ Use a sound chart to help your child – available on the school website.

Read Write Inc. Spelling – Sounds Chart

Consonant sounds

b bb	c ck ch que	ch tch	d dd	f ff ph	g gg gu gue	h	j g ge dge	l ll le	m mm mb	n nn kn gn	ng nk
p pp	qu	r rr wr	s ss se c ce sc	sh si ti ci ch	t tt	th	v ve	w wh	x	y	z zz s se

Vowel sounds

a	e ea	i y	o a	u o ou	ay a-e ai eigh a ei ey aigh	ee e-e ea e y ey ei ie	igh i-e y ie i	ow o-e oa o oe	oo u-e ew ue oe ou
øø	ar a	or ore oor aw au a ar	air are ear	ir ur er or	ou ow	oy oi	ire	ear eer	ure

Common exception words for Year 2



Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents

Spelling word list for Year 3 and Year 4



100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Spelling word list for Year 5 and Year 6



100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht