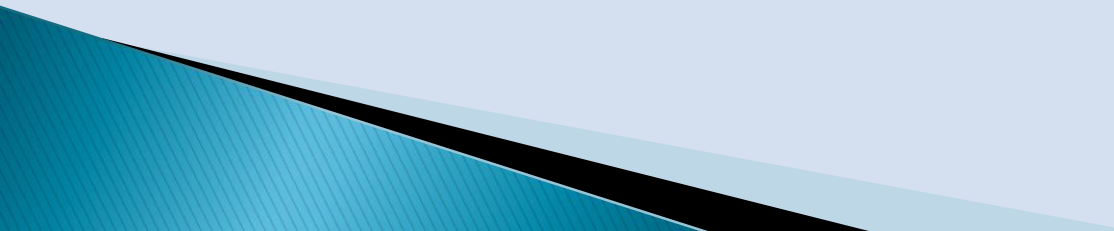


Reading Information Meeting

24th November 2025

The Power of Reading

- ▶ Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
 - ▶ There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.
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How do children learn to read – 5 to 8 year olds

- ▶ Set aside a specific time for reading every day
- ▶ Walk through the book first and discuss the pictures and the important words. Always remember to keep reading aloud to your child, even when they can read independently
- ▶ Encourage your child to read to you. Follow the words with your finger and sound out the words (c-a-t: cat). See if they can pronounce each sound and then blend them together

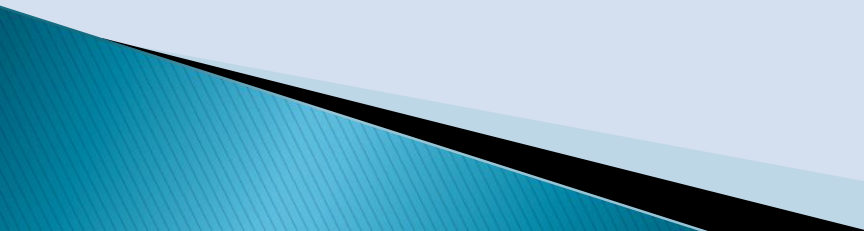
Reading

- ▶ Success in reading is fundamental to success in school and beyond.
- ▶ Reading is all about acquiring meaning; for enjoyment, information and understanding.

Reading in the National Curriculum

- ▶ There are three main elements of reading within the National Curriculum.

1. Word Reading
2. Comprehension
3. Reading for Pleasure

- ▶ This is across fiction, non-fiction and poetry.
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Reading requires two skills

1. Phonics and Word Recognition

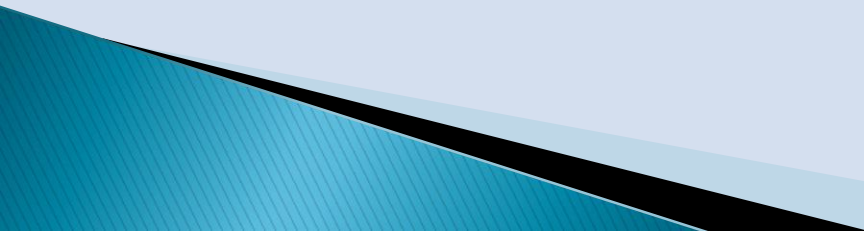
- ▶ The ability to recognise words presented in and out of context.
- ▶ The ability to blend letter sounds (phonemes) together to read words.

2. Understanding

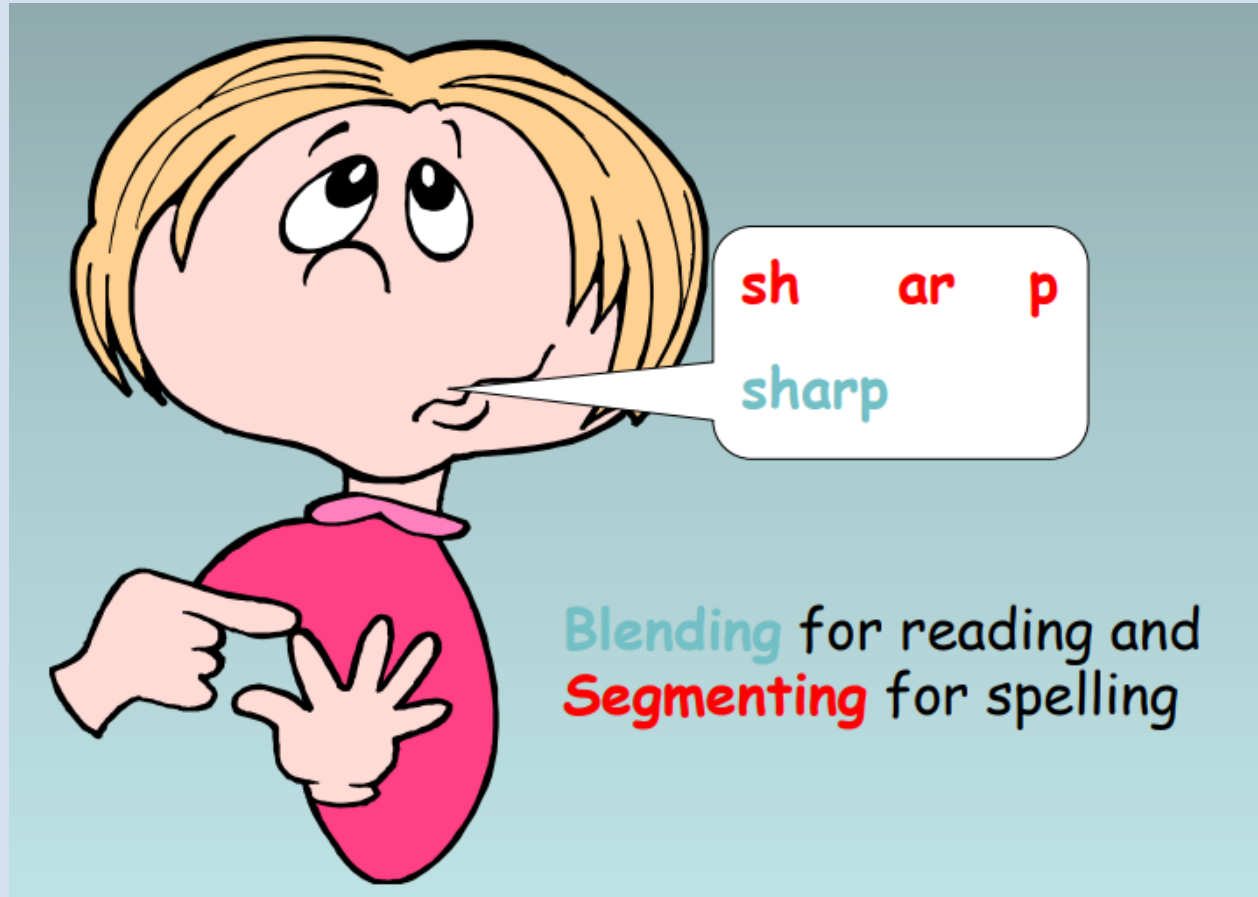
- ▶ The ability to understand the meaning of the words and sentences in a text.
- ▶ The ability to understand the ideas, information and themes in a text.
- ▶ If a child understands what they hear, they will understand the same information when they read.

Phonics – word reading

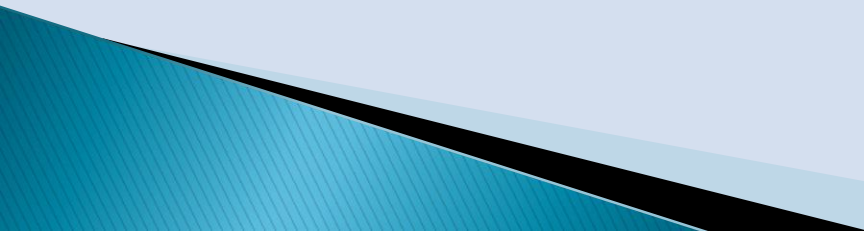
Cracking the English Language Code

- ▶ How many letters? 26
 - ▶ How many sounds (phonemes)? 44
 - ▶ How many spellings of the sounds? 144
- 

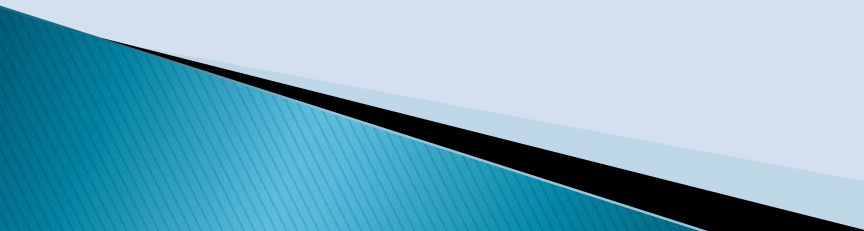
Blending and Segmenting



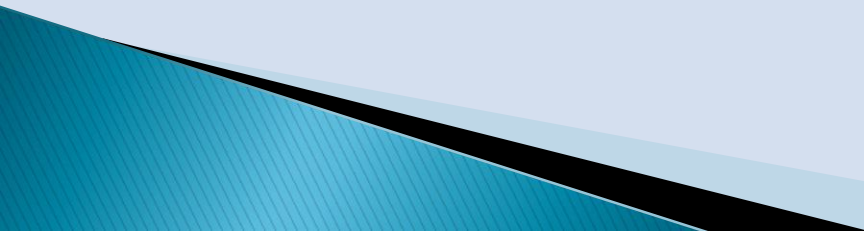
Understanding - Comprehension

- ▶ Being able to read does not mean you understand what you read.
 - ▶ Your child might sound like a good reader but may not necessarily understand what the text means.
 - ▶ The best way to develop understanding is to talk about texts.
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Reading at Canon Popham

- ▶ Teaching reading: phonics
 - ▶ Shared reading
 - ▶ Subjects across the curriculum linked to books
 - ▶ Reading across the curriculum
 - ▶ Genres: Fiction, non-fiction, poetry, plays
 - ▶ Individual reading books
 - ▶ Library books
 - ▶ Home reading books
- 

How we teach word reading

- ▶ Phonics – saying the sounds in a word and blending them to read a word.
 - ▶ KS1 ‘Common Exception Words’ - words that need to be read by sight without being sounded out
 - ▶ Vocabulary - understanding the meaning of words
 - ▶ Fluency - Reading speed of 90 words per minute with expression and understanding.
- 

How we teach reading comprehension

QUESTIONING IS KEY

- ▶ What type of text is this book? (Fiction/Non-Fiction)
- ▶ Have you read any other books by this author?
- ▶ What do you think the book will be about? (Prediction)
- ▶ Can you find an example of an adjective/adverb on this page? (grammar)
- ▶ Why did [the character] feel sad?
- ▶ What do you think might happen next? Why? (Based on what read so far)
- ▶ What does the word [insert word] mean? What is another word for [word]?
- ▶ Why did [character] do that?
- ▶ What features can you see on the page? (Non-Fiction)
- ▶ What does the word say? Use your sounds.
- ▶ What digraph is in that word?

Reading Content Domains

V.I.P.E.R.S

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



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V - Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?

I - Inference

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?

P - Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

E - Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

R - Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?

S - Sequence

Sequence the key events in the story.

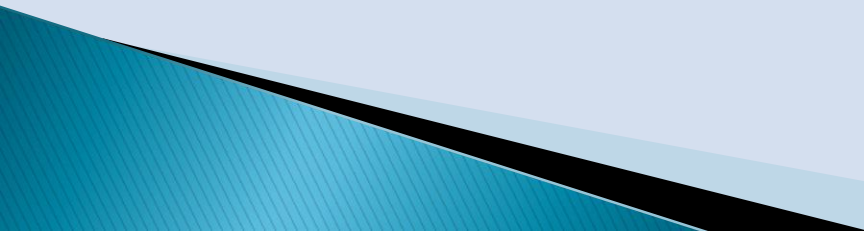
Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Reading at home

- ▶ Reading is a skill your child should practise every day for at least 10 – 15 minutes.
- ▶ Discuss what has been read (V.I.P.E.R.S)
- ▶ Your child can read their school book, magazines, comics or any other book that they have at home.
- ▶ Practise reading common and tricky words. (Common Exception Word mat which is found on the class webpage)
- ▶ Practise Set 2 and 3 phonemes (Phonics)
- ▶ Vocabulary – Discuss the meaning of unknown words
- ▶ Fluency – Aim for a reading speed of 90 words per minute with expression and understanding.
- ▶ Stamina – Encourage children to read for longer periods of time / read longer texts
- ▶ Reading Records should be communicated in by parents/carers / any adult who has listened to the child read!

What to do if your child is stuck

- ▶ Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
 - ▶ Read to the end of the sentence. What would make sense?
 - ▶ What is the text about – what might fit here?
 - ▶ Does it sound right?
 - ▶ Look at the picture. Does it help?
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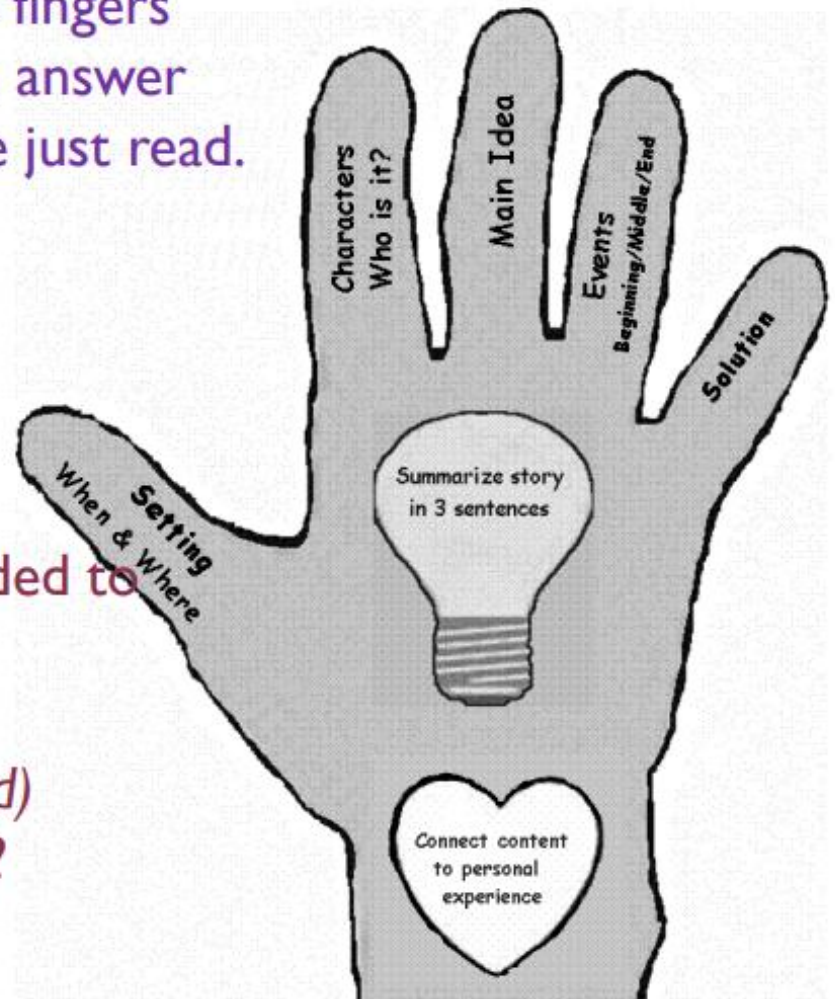
Five Finger Reading

– a comprehension activity

Using the text, ask each of the five fingers questions, encourage your child to answer them based on the story they have just read.

Questions:

- What happened at the beginning of the story?
- Who are the main characters?
- What was the problem they needed to solve?
- What happened in the story?
(Ask about beginning, middle, and end)
- How did they solve the problem?



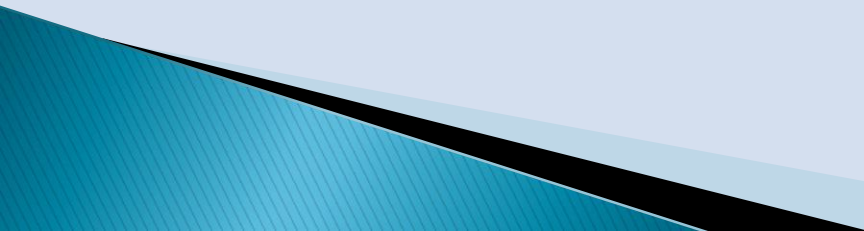
End of Year 1 – Reading - Working At The Expected Standard

Word reading:

- ▶ Blend sounds in unfamiliar words using the GCPs that they have been taught
- ▶ Respond speedily, giving the correct sound to graphemes (or groups of letters) for all 40+ phonemes
- ▶ Read common exception words, noting unusual correspondence between spelling and sound, where these occur in words
- ▶ Read words containing taught GCPs
- ▶ Read words containing 's', 'es', 'ing' 'ed' and 'est' endings
- ▶ Read words with contractions (e.g. I'm, I'll, We'll)
- ▶ Read texts that are consistent with their developing phonic knowledge accurately which do not require them to use other strategies to work out words
- ▶ Re-read texts to build up fluency and confidence in word reading

End of Year 1 – Reading - Working At The Expected Standard

Comprehension:

- ▶ Demonstrate a pleasure in reading and a motivation to read
 - ▶ Link what they have read, or hear read to their own experiences
 - ▶ Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently
 - ▶ Retell familiar stories in increasing detail
 - ▶ Recite simple poems by heart
 - ▶ Discuss word meaning and link new meanings to those already known
 - ▶ Check that a text makes sense to them as they read and self-correct
 - ▶ Predict what might happen on the basis of what has been read so far
 - ▶ Begin to make simple inferences
 - ▶ Discuss the significance of titles and events
 - ▶ Join in discussions about a text, take turns and listen to what others say
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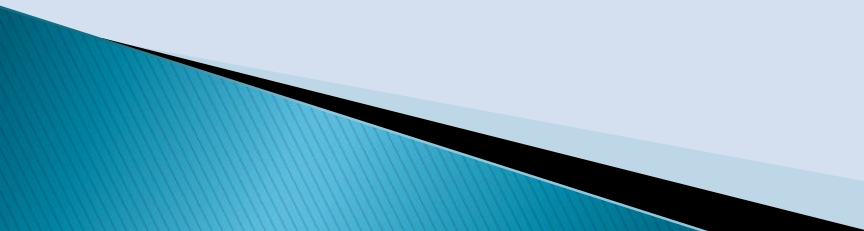
End of Year 2 – Reading – Working At The Expected Standard

Word reading –

- ▶ Read accurately most words of two or more syllables
- ▶ Read most words containing common suffixes
- ▶ Read most common exception words
- ▶ Read words accurately and fluently without overt sounding and blending to allow them to focus on understanding rather than on decoding individual words (e.g. at over 90 words per minute in age appropriate texts)
- ▶ Sound out most unfamiliar words accurately without undue hesitation

End of Year 2 – Reading – Working At The Expected Standard

Comprehension –

- ▶ Check a familiar text, which they can read accurately and fluently, makes sense to them and correct any inaccurate reading
 - ▶ Answer questions and make some inferences on the basis of what is being said and done in a familiar text
 - ▶ Explain what has happened so far in what they have read
- 

Questions?

If you have any questions or would like further information about reading, please email your child's class teacher:

Year 1 – year1@cpa.dsat.education

Year 2 – year2@cpa.dsat.education