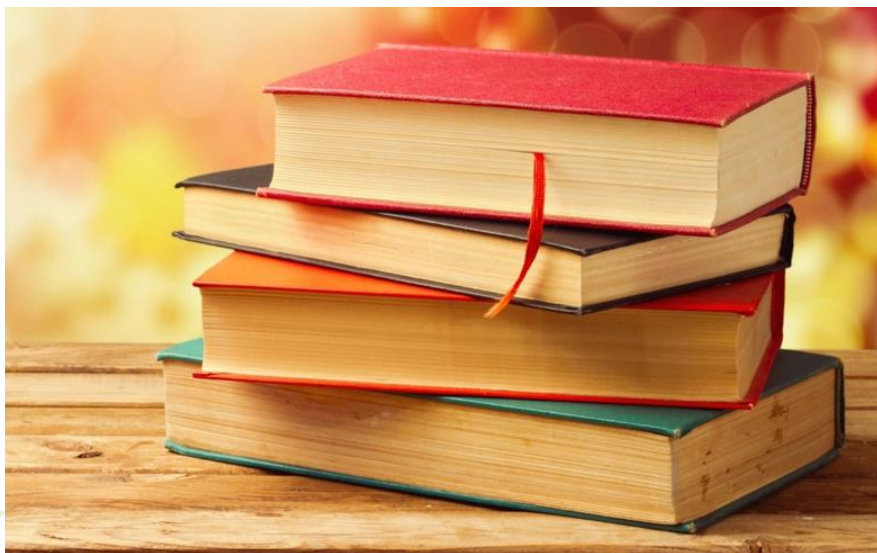


**Supporting children's phonics and
reading**

Bathwick St. Mary Church School

Key Stage Two



cv

Reading

Reading is an important skill that aids learning in all curriculum areas. At Bathwick we are dedicated to ensuring all children enjoy reading as well as become confident readers. Our aim is for our children to leave in year 6 with a love of reading and with all the necessary skills they need to carry this journey on in Secondary School. We also understand the importance of creating parent partnership and have included in this booklet some information about how we teach reading in school and how you can support reading at home.

In order to read successfully, children need two skills; phonics and language comprehension. They need to be able to decode by blending the sounds in words to read them and they need to be able to understand what the word means and the context within which it appears. Should you require further information about phonics and early reading in particular then please see the KS1 reading booklet.

Language Development

Understanding is developed through language. The exploration and explicit teaching of new vocabulary, ideas, information and increasing knowledge and understanding of the world will develop comprehension. If children understand something they hear, they will understand it when they read it. So phonics and language development should go hand-in hand. But for beginner readers, phonics takes the lead as the prime approach to reading.

Spellings

Once children are in KS2, alongside the continued teaching of phonics, children will move to learning spelling rules and whole word recognition. Each week children will be given a set of spellings to learn and to practise at home. Children will also have spelling lessons during the week based on the same spelling rules. They will then be tested each week on a day set by each class teacher.

Years 3 and 4:

In Years 3 and 4, the following spelling rules and patterns will be taught:

- Adding suffixes -er, -ing to verbs, for example: 'beginner' and 'beginning'
- Words containing 'y' where it sounds like 'i', such as 'myth' and 'gym'
- Words containing 'ou' where it sounds like 'u' such as 'young' and 'touch'
- Words containing prefixes (groups of letters added to the start of a word) such as mis-, dis-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-
- Words containing suffixes (groups of letters added to the end of each word) such as -ation, -ly
- Words ending -sure and -ture (such as 'measure' and 'creature')
- Words ending -sion, -tion, -ssion, -cian (such as 'confusion', 'rejection', 'permission' and 'musician')
- Words ending -ous (such as 'dangerous' and 'courageous')
- Words containing ch where it sounds like 'sh' or 'k' (such as 'chef' and 'scheme')
- Words ending -gue and -que (such as 'league' and 'antique')
- Homophones (pairs of words that sound the same but are spelled differently, for example: 'meddle' and 'medal')

Year 5 and 6:

In Years 5 and 6, the following spelling rules and patterns will be taught:

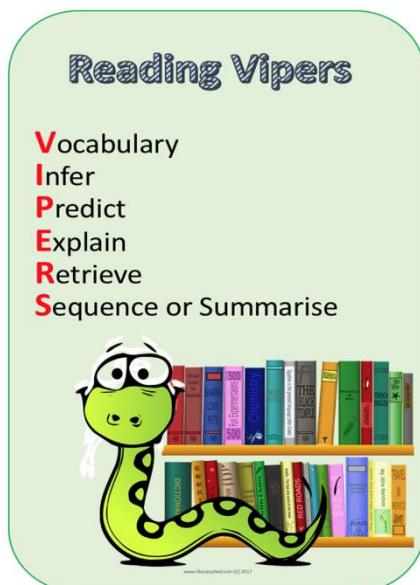
- Words ending -cious and -tious such as 'delicious' and 'superstitious'
- Words ending -cial and -tial such as 'special' and 'partial'
- Words ending -ant, -ance and -ancy such as 'hesitant', 'hesitance' and 'hesitancy'
- Words ending -ent, -ence and -ency such as 'patient', 'patience' and 'frequency'
- Words ending -able / -ably and -ible / -ibly such as 'comfortable' / 'comfortably' and 'horrible' / 'horribly'
- Adding -ing / -ed to words ending -fer, for example: 'prefer', 'preferring' and 'preferred'
- Use of the hyphen, for example: 'co-ordinate', 're-enter'
- Words containing ie / ei, for example: 'piece' and 'ceiling'
- Words containing ough and looking at the different sounds this grapheme makes in different words, for example: 'enough', 'through', 'although', 'plough'
- Silent letters in words such as 'doubt', 'thistle' and 'knight'
- [Homophones](#) (words which sound the same but are spelled differently) for example: 'principle' and 'principal'

Children will also need to learn 'common exception words' (or tricky words) - these are attached in an appendix at the end of this booklet.

How do we teach decoding and learning vocabulary?

We expose children to a rich and exciting vocabulary in all English lessons and other areas of the curriculum too. This may be through discrete teaching of new words (using 'Word of the Day' activities), borrowing or 'magpie'-ing words from quality texts, increased fluency with using both a dictionary and thesaurus, modelling and up-levering words in our own writing, in guided reading sessions or through whole class shared reading. Our aim is to both increase the children's vocabulary and their ability to decode and understand texts that they may encounter.

Reading comprehension.



Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

Reading comprehension skills are laid down in the National Curriculum. We therefore ensure all aspects (or content domains) are covered in our own reading curriculum. We are now using the above headings of VIPERS that are the children are beginning to become familiar with. In this way, we ensure that the children are taught the skills they need to read and understand a wide range of texts. In KS2, children will have weekly comprehension lessons where they will learn VIPERS skills and with increasing depth and difficulty by the time

they are in year 6. Children will also apply these skills in other English lessons, when reading in groups or as a class and even in other curriculum areas.

Class books

Each year group uses a range of high quality texts and picture books each term to link to topics. There will be one class reading book to be shared in whole class or group reading as well as other texts used to compliment the English curriculum. These texts will often serve as a basis to engage children with their own writing and to further enhance their comprehension skills. Each class has at least one class set (or half set) of our class texts which means that children can read and follow the books with their own copy of sharing with a partner. We find this a huge benefit to help with reading comprehension and for reading enjoyment.

How do we celebrate reading in school?

In all of our KS2 classes the promotion of reading for pleasure is central. There are inviting reading corners where we are always updating the range of books available to the children as well as comfortable places for them to sit, read and reflect. Children are heard to read on a regular basis and helped to find reading books once they finish the reading scheme. In KS2 we have slightly different books in the scheme for those children who enter KS2 on the reading scheme. These books have a higher interest level and begin to introduce the notion of chapter books. We are lucky to have the help of reading volunteers to support this reading priority.

Children are also encouraged to record each book they read with reading star charts and book reviews. We use reading records to both record when the children are heard at school but also to keep up to date with how much reading the children are doing at home. These are checked regularly.

At Bathwick we are lucky to have an excellent library with a wonderful range of books as well as many events with authors organised for the children as well as our yearly visit to the Bath Children's Literature Festival.

Children are actively involved in celebrating reading by nominating books they have read in 'Book of the term' activities and by year 6 are actively trying to complete a '100 book' challenge.

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go.”
-Dr. Seuss

Hearing Readers

The hearing of reading is **NOT** the teaching of reading. Children who are good at decoding can often appear to be fluent readers because they sound good. It is only discussion and exploration of the text that will reveal how much, and to what depth, the child has understood what they have read.

When hearing a child read:

- Quickly talk about the book and its subject/characters/plot;
- Ask the reader to predict what it might be about or what might happen next;
- Quickly flick through to look at the pictures and any difficult words;
- With very young readers, show them how to hold the book, turn the pages and read them from left to right and top to bottom; (with exceptions);
- Ask the child to read and check that they are reading each word and not missing any out or adding any in;
- Check that they are not misreading words or not self-correcting for sense;
- If they are stuck, use phonics first to decode the word-helping the reader to blend each phoneme to read the word;
- Teach strategies such as picture clues; context or what would sound right to support the phonics skills;
- Make sure the reader pauses at commas and stops at full stops;
- Encourage an expressive voice where the text lends itself to this;
- Leave time to talk about what has been read and to check comprehension;
- Encourage discussion:
 - About facts and information;
 - About the main character;
 - About the main events;
 - What might happen next;
 - Why something might have happened;
 - How the text is laid out or arranged on the page;
 - The language used and how it affected the reader
 - What the writer is trying to say to the reader;
 - What the reader thought about the text and why.
- Support children in retelling what they have read in the right order;
- Help children to locate information in non-fiction texts using contents, indexes and headings;
- Encourage the reader to talk about what they think about what they have read;
- If several children are being heard then they will be encouraged to tell each other, and to ask each other questions.

What more can you do at home?

Read with your children, no matter their age, as much as possible. This may be for a short time each night, longer at weekends, and in the holidays or when you can manage it as a family. Sharing a story is of vital importance - even if parents are reading to children. In fact, we would encourage both reading to your children and hearing them read. Model what it means to be a good reader and engage with their book choices.

Furthermore, we would ask that children always have their reading records in school and that parents write in these each that they read at home. They can also be a vital way to communicate with teachers about reading and book choices for the children. Finally, remember to let teachers know if you are struggling to support your child in any way with their reading - the more we know the more we can do to help.

**Year 3 and 4
common exception
words.**

accident
actual
actually
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy
business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight
eighth
enough
exercise
experience
experiment
extreme
famous

February
forward
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion
occasionally
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possession

possess
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though
although
thought
through
various
weight
woman
women

**Year 5 and 6
common exception
words.**

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equipment)

especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession

programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Useful websites on children's books

www.ReadingZone.com

This site is dedicated to helping young people, parents and teachers to find out about children's books. Each area on the site provides information about new and classic titles with expert advice to help you find the best children's books available.

www.healthybooks.org.uk

Contains booklists to help children through different situations such as bereavement.

www.lovereadingschools.co.uk

Very useful review site with Template Reading Lists for each academic year from Year 1 to Year 9. Free downloads of the openings of books to sample once subscribed. Subscription is free.

<http://mrsmad.com>

Reviews and writing games.

www.storiesfromtheweb.org

Subscription site for libraries, but if your local library doesn't subscribe you can still go to the book award links. Here you will find lots of useful information on books that have won awards or been shortlisted for awards.

www.childrensbooks.co.uk

Provides a number of links with different websites of authors and illustrators.

www.wordpool.co.uk

A site for both children and parents, with advice on choosing books and encouraging reluctant readers.

www.booktrust.org.uk

Provides a book information service and has information about awards and publications. It has links for libraries, publishers, and magazines.

www.readathon.org

A national sponsored reading scheme often used by schools as part of National Children's Book Week. It operates all year round.

<https://www.booksfortopics.com>

A site used mainly by teachers with suggested books linked to topics but also great lists of suggested reads for each year group at both KS1 and KS2.

<https://schoolreadinglist.co.uk>

Helpful suggested reading lists depending on age and year group of child.