

A Guide to Reading at Home

- Children are encouraged to read to an adult daily at home.
- They can read anything! They may bring home decodable phonics books, levelled books, Reading Tree books or favourite books, magazines or comics at home that they like to read.
- Home adults should record that they have heard their child read daily. This can be just the date and a signature. Teachers will check children's reading records daily.
- Please support your child to practise their reading daily. Reading aloud to an adult for 5 minutes has a huge impact on their fluency and journey as a reader.



- The Begbrook Reading Tree is a collection of carefully chosen, high quality books.
- Each Year Group has a collection of 30 fiction, non-fiction, and poetry books.
- Children are encouraged to bring these home to share these with a grown up.
- Children will be given a new book each Friday and can mark off each book as they read it on their tick sheet-stuck in their reading records.
- Getting the chance to listen to and share these books will hugely support your child's language development and love of books!

KS1 Reading Information Evening

-To describe how we teach reading in Key Stage 1

-To explain how you can help your child at home



Why Read?

14 Ways READING IMPROVES Your Mind and Body

Strengthens the Brain

1



Reading brings existing neural pathways in the brain to life.

2



Reading complex poetry in particular helps the brain remain elastic and active.

3



Frequent brain exercises, like reading, decreases mental decline for the elderly by 32%.

4



When you read a book you have to remember a lot of things, including the different characters, and also the main plot and any subplots throughout the story.

All of these points throughout the story are a new memory in your brain, which means new synapses being created and existing ones being strengthened. Therefore, your brain's short-term memory and recall capabilities improve.

5 A study showed that depressed patients in the mental health ward showed **positive improvement** when they were read stories aloud. They reported feeling better and more positive about things.

6

In the case of depression, **self-help books** are the best type because people with severe depression benefit greater from a low-intensity intervention. Self-help books fit into this category, so not only does reading them help patients with depression, but the topic also adds a benefit.



7 Researchers have demonstrated that reading can **reduce stress** by around **68%**.

8

Elderly patients who regularly played mentally challenging games or read books were **two and a half times less likely to develop Alzheimer's**.

9

Creating a **bedtime ritual**, like reading before bed, signals to your body that it's time to wind down and go to sleep. However, this only applies to real books as screens like e-readers and tablets can actually keep you awake longer and hurt your sleep.

Children's Brains

10



Children who read are better able to grasp abstract concepts, apply logic in various scenarios, recognize cause and effect, and utilize good judgment.

11



Numerous studies have shown that students who are exposed to **reading before preschool** are more likely to do well in all facets of formal education.

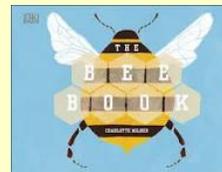
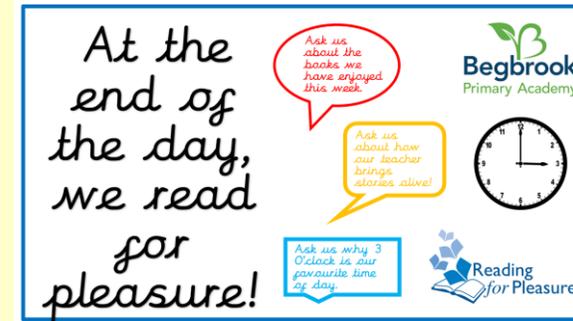
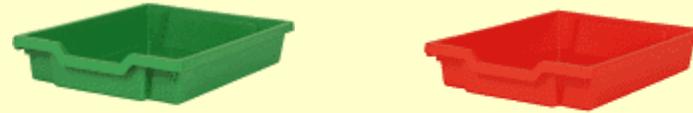
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A children's book exposes your child to **50% more words** than watching a television show.

KS1 daily teaching of Reading

- 1:1 reading time
- Whole Class Phonics Lesson
- Phonics into Reading groups
- End of the Day Reads
- Plus immersion in high quality texts across the curriculum
-Reading to learn



- Benchmarking

Assessment



Reading Record Text: *Matthew is Brave* Level: 5

Book orientation: This story is about Matthew and Emma. They are playing on a hill when something happens to Matthew.

Page	Text	E	S.C.	Errors MSV	S.C. MSV
3	"Come up here, Emma," shouted Matthew. Word-for-word reading			(MSV)	
5	Emma went up the hill. Matthew said to Emma,			(MSV)	(MSV)
7	"We can run down the big hill." "No, Matthew!" said Emma. "We can not run down the hill." Predicted S			(MSV)	(MSV)
(F)	The hill is too big."				
9	"Come on, Emma," said Matthew. "Look at me. I am running down the hill."				
11	Matthew ran down the hill. "Oh, no!" cried Emma.			(MSV)	(MSV)
(F)	"Dad! Dad! Look at Matthew."				
13	"Dad!" shouted Matthew. "Come and look at my leg!"			(MSV)	
15	Dad looked at Matthew's leg. Emma looked at Matthew's leg, too.				
16	"You are brave," Matthew, said Emma.			(MSV)	
97					
Total		5	2	(5)(4)(6)	(2)

Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support Yes No
- Included supporting details of main events/facts Yes No
- Retold main events/facts using appropriate vocabulary Yes No
- Retold main events/facts coherently and confidently Yes No

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

- How do Emperor penguins move about?
(They take small steps and rock from side to side. Sometimes they lie down and slide across the ice.)
- How can Emperor penguins live all year round in such a cold, windy place?
(They have a layer of fat under their skin. Their feathers keep out the cold.) Feathers and a lot of fat.
- Why do Emperor penguins have to be careful when out looking for food?
(Other animals like to catch penguins and eat them.) Some animals eat them.

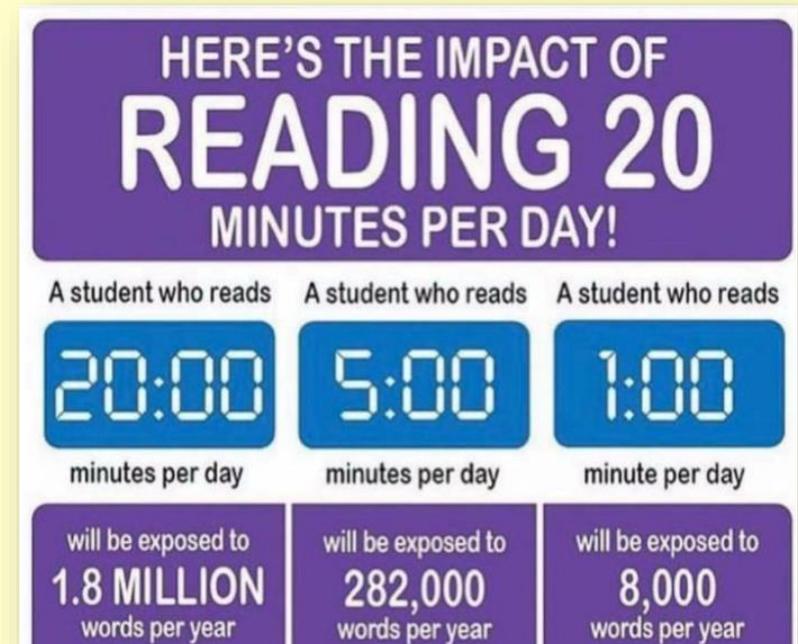
Inferential

- Why do Emperor penguins take small steps when they walk?
(because they have small feet / because they have short legs)
- Why do you think the father penguin moves the egg quickly onto his feet as soon as it has been laid?
(If the egg gets cold the chick won't hatch out. / He has to keep the egg warm.)
- Why can penguins slide across the ice?
(because ice is slippery) ice is wet and slippery

Frequent Reading

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

DfE Programmes of English Key Stages 1 and 2



How you can support your child

Read with them



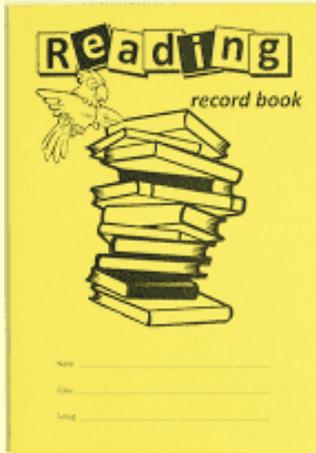
Read to them



Read alongside
them



Reading at home

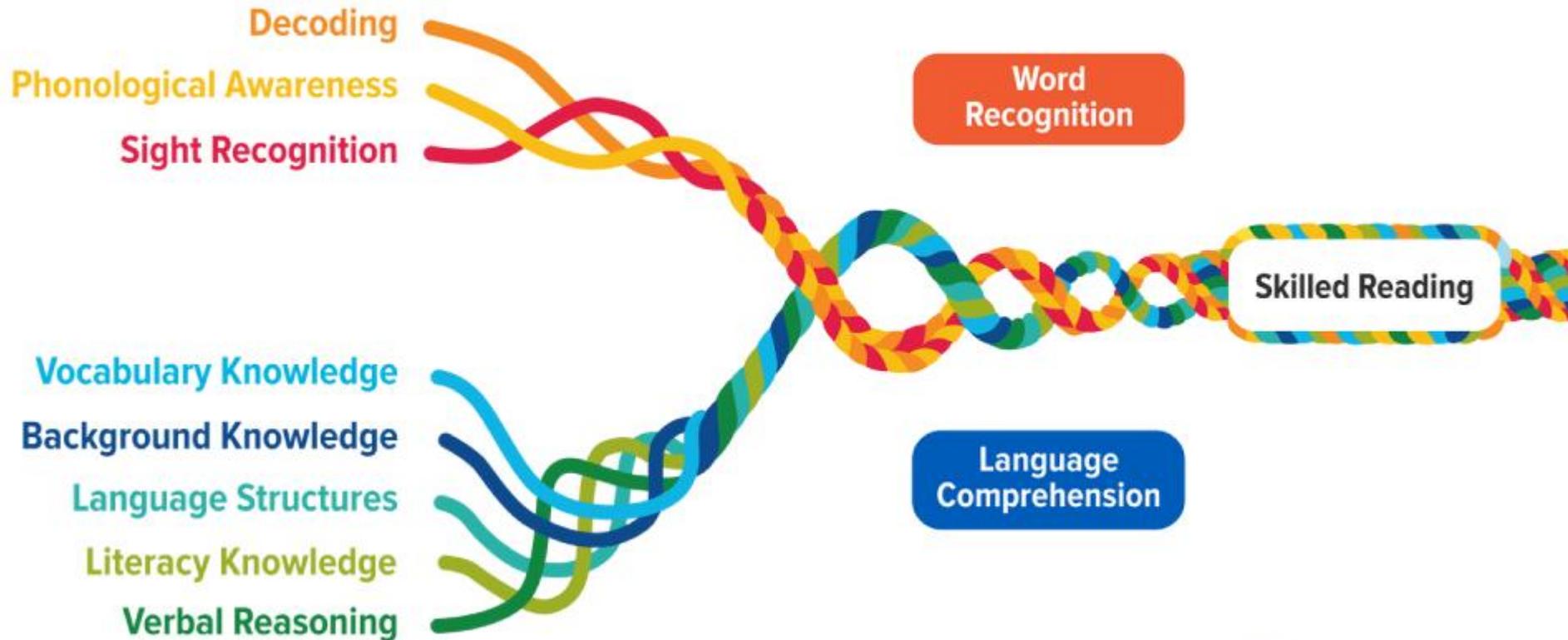


- A minimum 5 minutes per day to an adult
- Try to build this into your daily routine
- Have a quiet, comfortable space your child (and you) can read in
- Read with your child and read in front of your child
- Remember, both reading and hearing texts read aloud are important

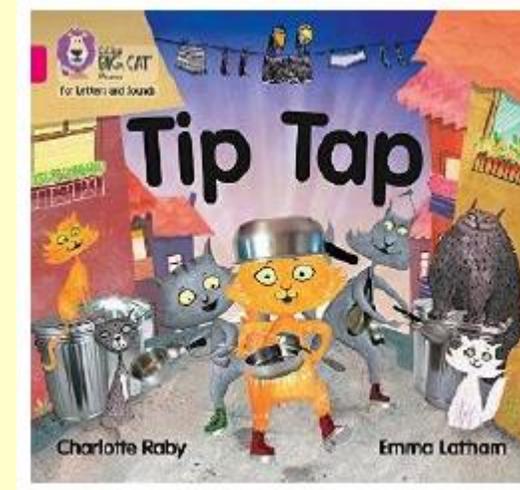
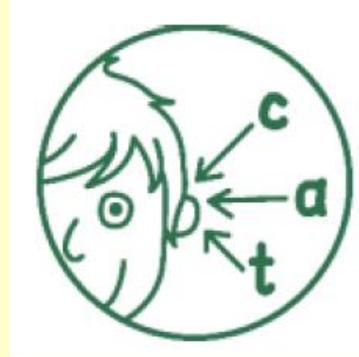


How you can support your child

SCARBOROUGH'S READING ROPE



What should KS1 children read?



Pink		Red			Yellow			Blue		Green		Orange		Turquoise		Purple		Gold		White		Lime		Ruby		Sapphire				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	30+
							End Rec										End Y1						End Y2		End Y3		End Y4		End Yr5	Yr6

Phonics and Decoding

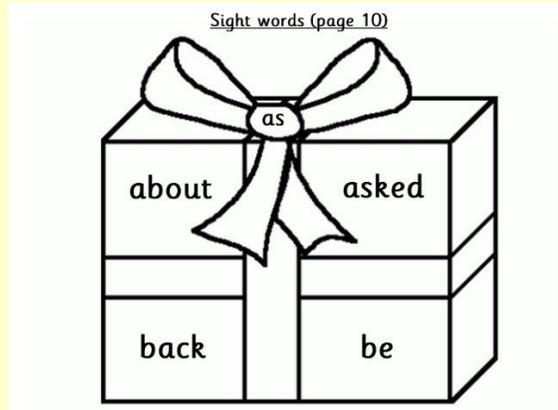
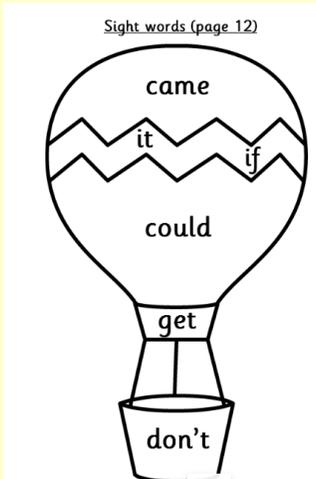


Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	sa 	so 
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ear 	air 	ure 	er 		

Unlocking Letters & Sounds Sound Mat Phase 3

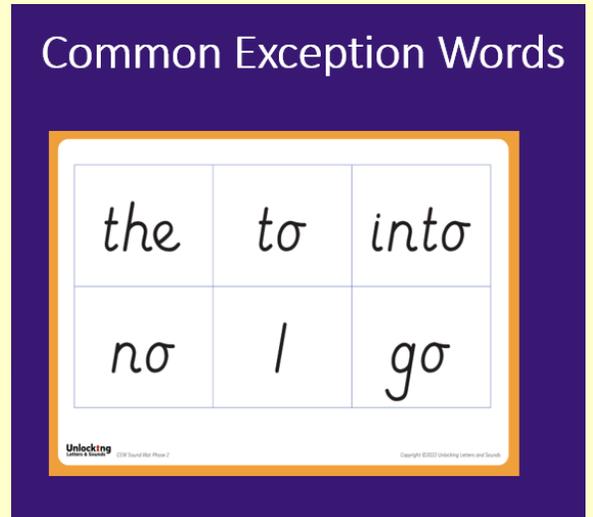
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Sight words and Tricky words



a	dad	if	not	them
about	day	I'm	now	then
all	do	in	of	there
an	don't	into	off	they
and	down	is	oh	this
are	for	it	old	time
as	from	it's	on	to
asked	get	just	one	too
at	go	like	out	up
back	got	little	people	very
be	had	look	put	was
big	have	looked	said	we
but	he	made	saw	went
by	help	make	see	were
called	her	me	she	what
came	here	Mr	so	when
can	him	Mrs	some	will
children	his	mum	that	with
come	house	my	the	you
could	I	no	their	your

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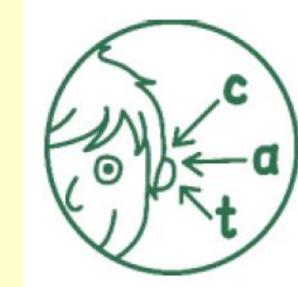
Pink		Red			Yellow			Blue			Green			Orange		Turquoise		Purple		Gold		White		Lime		Ruby		Sapphire			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	30+	
							End Rec										End Y1						End Y2		End Y3		End Y4		End Yr 5		Yr 6

Before Reading...



- VIDEO

Whilst Reading...



- Picture cues
- Context of sentence
- Predicting
- Re-reading

- What sounds can you hear?
- Can you see a digraph or trigraph?

Celebrating success

