Developing a Reading Community

At Canon Burrows we aim to develop a reading community where children become confident and enthusiastic readers. For us to achieve this we need to take reading beyond the classroom. We want to create a rich reading environment where reading is encouraged by everyone and everywhere.

Everywhere we go there are things to look at and read. This can be done at any time; while you are shopping, visiting the dentist or the doctor, travelling in the car or on a bus. There are lots of fun and interesting ways we can help children to read without them even realising they are learning.

Instant ideas for improving reading at any age:

Spend 10-15 minutes a day reading together. Make it fun – choose books, magazines, brochures, catalogues, menus, recipes, posters or newspapers, texts that you both enjoy.

Encourage the children to make up their own characters and stories.

Buy books as presents.

Make a special place to keep reading books.

Join the library. They have lots of fun and free events, and have free internet access.

Let your child see you reading and talk about what you like to read and why.

'Letters and Sounds' List 1 - High Frequency Words.

1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an

'Letters and Sounds' List 2 - Next 200 High Frequency Words.

water	other	let	sleep	fast	air	use
away	food	girl	feet	only	trees	along
good	fox	which	still	many	had	plants
want	through	inside	found	laughed	tea	dragon
over	way	run	stopped	let's	top	pulled
how	been	any	ever	much	eyes	we're
did	stop	under	morning	suddenly	fell	fly
man	must	hat	queen	told	friends	grow
going	red	snow	two	another	box	wind
where	door	car	has	great	dark	wish
would	right	couldn't	everyone	why	grandad	eggs
or	sea	three	our	cried	there's	once
took	these	head	new	keep	looking	please
school	began	king	after	room	end	thing
think	boy	town	wanted	last	than	across
home	animals	I've	window	jumped	best	gone
who	never	around	mouse	because	better	hard
didn't	next	every	something	even	hot	floppy
ran	first	garden	bed	am	sun	really
know	work	well	mother	before	baby	key
bear	lots	find	sat	gran	fish	fun
can't	need	more	boat	clothes	gave	place
eat	may	I'll	live	miss	soon	each
yes	book	round	park	cold	say	most
play	narrator	tree	green	lived	thought	its
take	small	magic	different	birds	dog	duck
night	he's	shouted	white	coming	rabbit	horse
tell	things	long	giant	looks	liked	river
again	that's	us	cat			

Here is the Year 1 common exception word list (NC 2014). We aim for our children to be able to read, understand the meanings, spell accurately and use and apply these words confidently in their writing.

the	there
a	where
do	love
to	come
today	some
of	one
said	once
says	ask
are	friend
were	school
was	put
is	push
his	pull
has	full
I	house
you	our
your	
they	
be	
he	
me	
she	
we	
no	
go	
so	
by	
my	
here	

Here is the Year 2 common exception word list (NC 2014). We aim for our children to be able to read, understand the meanings, spell accurately and use and apply these words confidently in their writing.

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

It is expected that in Key Stage 1 every child reads their independent reader each evening. During the school day, the Class Teacher or Teaching Assistant listen to your child read at least once, this is in the form of 1:1 reading; a smaller group (guided) session or whole class (shared) reading opportunity.

On the next few pages are the five main reading skills we aim to develop in KS1 at Canon Burrows to support your child's reading journey. They are here to help you support your child at home when discussing their reading books and listening to them read. Please try to use the questioning ideas given when listening to, or sharing books with your child.

We would be very grateful if you could try and use these to support the comments you make on Go Read.

Alongside developing the children's comprehension skills, we aim for all children to become fluent readers, who are able to read aloud with

The Six Ps:

Pace, **P**assion, **P**itch, **P**ower, **P**unctuation and **P**ause.

You will find The Six Ps poster on the next page; please do refer to these skills when reading with your child. In school, your child is supported with The Six Ps through echo reading and model reading.
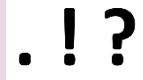
Pitch ♫

High or low?

How musical is your voice?

Does your voice rise and fall?

What tone do you use?

Punctuation . ! ?

Which marks do you recognise?

How do they change how you read?

Why has the writer used them?

The Six Ps of Fluent Reading

Pause ⏸

When should you pause?

For how long?

For what purpose?

Passion ♥

Can you use emotion in your voice?

Are your audience excited by you reading?

Why is this important?

Power 🔊

Volume:

How loud or quiet is your voice? Why?

Can your audience hear you?

Stress:

Which words are emphasised? Why?

Pace

How fast do you speak?

When do you speed up or slow down? Why is this?

Are the fastest readers the best?

1. Draw on knowledge of vocabulary to help understanding.

- What does this word/phrase/sentence tell you about the character/setting/mood?
- The writer uses words like… to describe… what does this tell you about the setting/character?
- What other words or phrases could the author have used instead?
- The writer uses …words/phrases to describe … , how does this make you feel?
- How has the writer made you feel? Can you find the words or phrase which make you think/feel this?
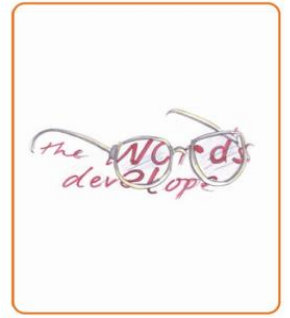
2. Recognising and explaining key aspects of texts.

- When/where does the story take place?
- Who was she/he/it? Where do they live? What do they look like?
- Who are the main characters in the book?
- Where in the book would you find…?
- What do you think is happening here?
- What happened in the story?
- What might this mean?

- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion? Find it, prove it!
- How do the title/contents/sub-heading/chapter/glossary/index help you find information?
- Why has the author chosen to set out the information like this?

3. Sequencing events.

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text.
- You've got 'X' words; sum this story up!
- Sort these sentences/paragraphs/chapters/headings from the story in order.
- Make a table/chart to show what happens at different parts of the story.
- Why does the main character do 'X' in the middle of the story?
- What happens at the end?
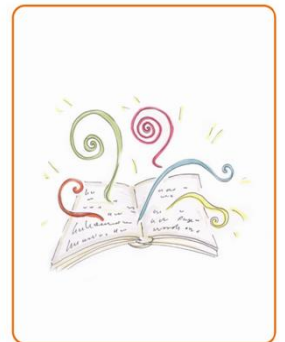
4. Making inferences.

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why?
- I wonder what the writer intended?
- Why did the writer decide to do...?
- What does... word mean, why has the writer chosen it?
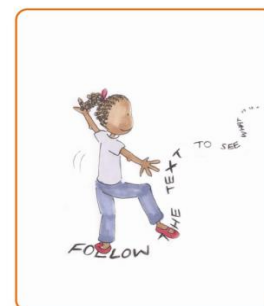
5. Making predictions.

- Look at the cover/title/first line/chapter headings, what do you think will happen next?
- What do you think will happen to the man charcter/s in this book? Why do you think this?
- Can you think of another story which has a simlar theme? Do you think this story will go the same way?
- Which stories have openings like this? Do you thinks this story will develop in the same way?
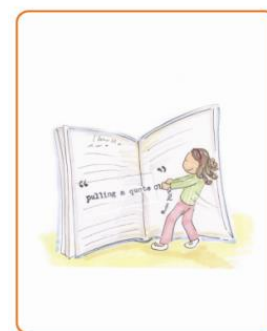
You may wish to use the following positive praise when listening to, or sharing books with your child.

- Good, thank- you for using your phonics to segment your words.
- Super for using your finger to help guide you along each word.
- Amazing, your blending is really improving.
- Fantastic, you are pausing when you see full stops.
- Excellent- you're reading many of your high frequency words.
- Very good for attempting to read more tricky words using … strategy.
- Wonderful, you answered some questions about the book.
- You are able to read words with apostrophes for contraction *e.g. I'm,* fantastic!
- Well done, you predicted what the book was going to be about from reading the title carefully.
- Very good, you used your phonic knowledge to decode unfamiliar words.
- Fantastic, you are blending sounds in your head and reading words on sight quickly. Your reading is fluent.
- Super, you can read words with two and three syllables accurately!
- Excellent, you can recount events in the story so far in the correct order.
- Marvellous, you now know some of the key features of non-fiction texts. *For example, heading and subheading.*
- Super, you were very enthusiastic and willing to find out the meaning of new words in your book. Your vocabulary understanding is improving.
- Amazing, you were able to infer what a character is like from the things they say and do, and explain it using evidence from the text.
- Well done, you predicted what would happen next using what you had read so far.