



Reading for all at
St Thomas of Canterbury
Catholic Primary School



Food for Thought...

1.8 million words encountered per year for 20 minutes reading each day ...

How can you build reading into your daily routine?



Educational Impact of Reading

- Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.
- There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.
- Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.
- DfE analysis suggests that if all pupils in England read for enjoyment every day or almost every day, the boost to Key Stage 2 performance would be the equivalent of a rise of eight percentage points in the proportion achieving the expected standard.



Educational Impact of Reading

Children who read more and more widely:

- have better vocabularies
- have better spelling
- have a better understanding of a wider range of subjects
- are better writers
- are better able to understand concepts in other areas of the curriculum



Importance of Reading Comprehension

Reading comprehension relies heavily on background knowledge and vocabulary. We need to know around 95% of the words in a text in order to comprehend it. You can practise prediction all you like, but unless you know what the words mean and how they fit together, you won't comprehend what you read.



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Almost all stories draw on a finite number of patterns, characters and plots. The more of these that children are exposed to, the quicker they will recognise them. A question about a character's motives or behaviour is easier to answer if you have encountered similar motives and behaviours in other books.

Background knowledge is the main driver of language comprehension. Increase the background knowledge and you increase the chances of comprehension.



Reading at St Thomas'

EYFS: (SSP: Little Wandle)

- Learn basic phoneme-grapheme correspondence (i.e. the /s/ sound and how that looks when written down)
- Learn first words
- Begin and understand to read simple stories
- Learn an increasing number of phonemes and graphemes

Key Stage 1: (SSP: Little Wandle moving to Master Readers when the children are secure at Phase 5 phonics)

- Learn the full range of phonemes (44) and common graphemes used to represent them for the English Language
- Read longer texts more fluently eventually eliminating the need to 'sound out words'
- Show understanding of simple plots and comment on the action of characters
- Show understanding of words encountered in reading and begin to comment on why particular words may have been used



Reading at St Thomas'

Key Stage 2 (Master Readers. Little Wandle Rapid Catch Up Programme used for interventions)

- Further broaden their knowledge of the range of graphemes used to represent sounds in English
- Read longer texts (novels) that require sustained concentration.
- Show understanding of more complex plots, the actions of characters and comment on the author's intent
- Make inferences and deductions on the basis of events and
- actions



Expected Standard at the end of Reception

Pupils can read and understand simple sentences.

They can use phonic knowledge to decode regular words and read them aloud accurately.

They can also read some common irregular words.

They can demonstrate understanding when talking with others about what they have read.



Expected Standard at the end of Key Stage 1

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.



Expected Standard at the end of Key Stage 2

Pupils can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.



Example of a SATs question

This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full of bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Ardra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiff hip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.



Example of a SATs question

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

2. _____

3 marks



Example of a SATs question

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Acceptable points:

1. they know each other well / like each other
2. they pretend to be rude to each other
3. they work together
4. they trust each other
5. Piper is in charge

Award 3 marks for **two** acceptable points, at least **one** with evidence, e.g.

- 1. *They were best buddies because it says she was pretending to be bothered by him though she was happy to see him.* [AP1 + evidence]
2. *They like to tease each other.* [AP2]
- 1. *They care about each other.* [AP1]
2. *They work together because he finds stuff and she fixes the stuff he finds.* [AP3 + evidence]
- 1. *They are good friends who like to banter with each other she says at the beginning she's 'stunned stiff.'* [AP2 + evidence]
2. *Piper seems to be the mature one.* [AP5]

Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence, e.g.

- 1. *You get the impression they are very close friends.* [AP1]
2. *Piper acts like she's the boss.* [AP5]
- 1. *They trust each other because he asked for her opinion about how his music box will sell at the market.* [AP4 + evidence]

Award 1 mark for **one** acceptable point, e.g.

- 1. *Piper and Micah work together to fix the music box.* [AP3]



How to encourage reading at home

1. Provide time and space for reading each day

(bedtime is ideal as reading is a great 'settling and calming' activity);

2. Visit the local library;

3. Read to your children;

4. Read yourself - be a role model for reading;

5. Encourage activities that require reading e.g. cooking or building construction kits;

6. Talk about books and authors;

7. Chat with your child's class teacher if you are struggling to get them to read at home - we can help



The importance for oracy in reading and writing

Through being involved in spoken dialogues from their earliest years, children learn how both the world, and language, work. They learn how other people make sense of the world, how language is used to reason about causes and effects, how emotions and identities are expressed, and how to work together to solve problems and get things done.

Writing is underpinned by speaking, and pupils here are encouraged to use ambitious vocabulary in their speech and writing. Speaking is at the heart of all learning, and adults need to model ambitious vocabulary through play. This is particularly important for those children for whom English is not their first language. Children need to be encouraged to ask why things happen and to explain their thinking.



The Aim of the National Curriculum for English - Writing

- transcription (spelling and handwriting)
 - composition (articulating ideas and structuring them in speech and writing)
- ‘It is essential that teaching develops pupils’ competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing.
- Or think of it as plan, do, review.



Writing at St Thomas'

Underpinning our writing:

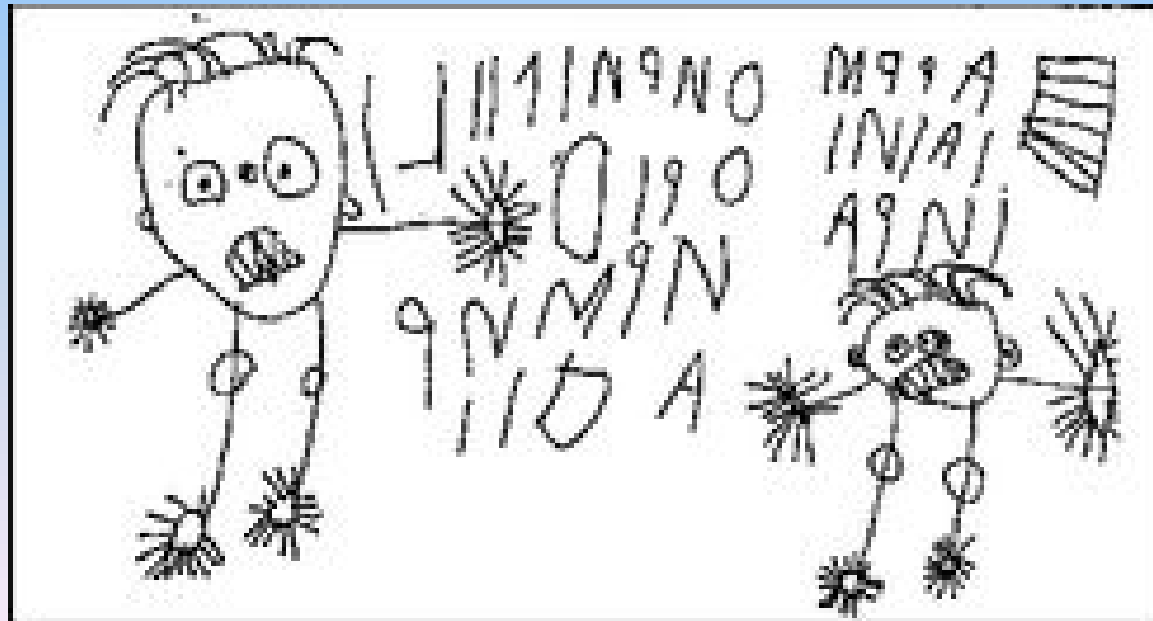
- Exciting stimuli (books, film, art, writers, drama, songs), and cross curricular
- Sharing of ideas
- Modelling writing
- Planning and story mapping
- Drafting and editing
- Oral rehearsal and oral revision (please encourage this at home too).
- Aids to support the writing process e.g. use of letter and word mats and banks, handwriting paper, statutory word lists
- Re-reading, proof reading
- Peer assessment and Must Haves
- Focus on presentation (pen license, lined paper, handwriting practice)
- Writing for a purpose and an audience
- Spelling, vocabulary, grammar and punctuation
- Teacher feedback



EYFS

Early writing:

This begins with young children 'pretending' to write by making marks on paper, in sand, with water, large scale and small scale. This progresses, with the learning of letter sounds, to more accurate representations.






EYFS

Early Learning Goal by the end of Reception

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

It is crawn
 and is moovin
 and is crawn
 evree wair
 and is got fin
 legs.




cotapilots et
 lefts. They
 hav lots
 of legs. He
 makes a cacoon.



Year 1 Writing Objectives at the expected standard by Year end (Plan, do, review.)

Pupils should be taught to write sentences by:



- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



Year 1 writing sample

Date 08.11.22							
Imagination Area	Investigation Area	Phonics Area	Finger Gym Area	Exploration Area	Construction Area	Storytelling Area	Workshop Area
		✓					

LC can you write about your day at Windsor Castle?

yesterday I went
windsor castle.
Isroia soire.
I saw a soldier.
I sro casovop.
I saw lots of gold.
I saw lots of gold.



Year 2 Writing Objectives at the expected standard by Year end (Plan, do, review.)

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.



Year 2 writing sample

Tuesday ^{10th} ~~9th~~ October 2023

Dear diary

On the summer holidays I went to Paris. We did not know we were going! So the mom and dad woke us up on Friday morning very early when it was dark! We packed the bags and loaded up our car. We got out only (dressing gown) and our Snuggles and went! It was a big drive but we had yummy Snacks. We got on water ^{and then} at the under the sea!

Then it was a big drive again then we arrived at the Paris Choclet Ranch.

😊 I played with my small wotels.



I acted very well.



Year 3/4 Writing Objectives at the expected standard by Year end (Plan, do, review.)

Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively
- building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices (for examples headings and sub-headings)
- evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements.

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



Year 3 writing sample

3rd October 2023

I was in the library reading books about the Stonehenge and it was very cold, freezing and shivering. I was getting tired. I felt wobbly and very very soon I went through a portal. It took quite a long time to go through the portal but finally I got there.

After a while I was in an absolutely different world. I walked a bit and walked until I saw a Stonehenge boy. He told me that I was in Stonehenge land. His name was Pua. He showed me there family. They were very nice to me and gave me some stew. They were making spears, making necklaces, roasting food, building tents and making jewellery.

4th October 2023

The next morning we ate meat and berries it was delicious. Next we went berry picking whilst the adults went fishing. Soon we saw a wily deer standing very still. We told the others and they started running to the deer so they could kill it. Later me and Pua went to a cave with a flame torch. In the cave we did a painting of a deer, in the distance I saw a bear growling at us. I was really frightened and scared. The bear started chasing us but luckily he didn't get us. Were we ever going to get out of here?

5th October 2023

Very soon out of a flash I picked up a shiny stone. It was sharp then I recognised it was a piece of flint. Then I ran and ran because the bear was still chasing me. Soon I was out of breath.



Year 4 writing sample

The first invasion

The Romans decided to conquer Gaul they made it. After they wanted to teach a lesson to Britain by helping Gaul. But the only thing was the talled Britain. So they were on the cliffs waiting when they jumped off the boats, they had heavy armor so they started to losing but when they were on the dry land the Romans were winning. The Celts ran away, but the Romans didn't have horses back. They couldn't make them surrender and there was a storm they went back to Gaul.

The 2nd invasion

One year later the Romans invaded Britain again. This time he brought more soldiers and horses back. This time they did not know they were coming this time they were about to catch them, they were about to get to London. The Celts said if you leave us alone we will give you money. He said yes. He went back to Gaul, he still didn't make it.

The 3rd invasion

A hundred years later Claudius tried to conquer Britain he was about to conquer Britain. Now Britain was part of the Roman empire.



Year 5 Writing Objectives at the expected standard by Year end (Plan, do, review.)

- recognising vocabulary and structures that are appropriate for formal speech and writing.
- using the perfect form of verbs to mark relationships of time and cause e.g. I had/have found a necklace.
- using expanded noun phrases to convey complicated information concisely. e.g. the paisley patterned tie with a Windsor knot....
- using modal verbs or adverbs to indicate degrees of possibility e.g. could, might, should-he could (verb) probably (adverb) help us a lot or I will (verb) definitely (adverb) call you tomorrow.
- using relative clauses beginning with who, which, where, when, whose, that e.g. I want to live in a place where there is lots to do or with an implied (i.e. omitted) relative pronoun e.g. the boy who was feeling very ill...the boy feeling very ill....Using some variety in subordinating conjunctions: because, if, which e.g. because the rain can damage their skin....which was strange...if she could.....



Year 5 writing sample

Wednesday 11th October 2023

LC: To write a non-chronological report about Tudor fashion

Tudor clothes & fashion

In this report I will be talking about Tudors, what they wore and how that reflected their status.

(P) Basic Tudor clothes / garney clothing and how they dressed. Why did Tudors care so much about clothes?

(P) It showed if someone was rich or poor. In historic Tudor times what you wore reflected on your life and you. Tudor clothes were a symbol of power. Tudor's clothes were so interesting and fun to learn about.

(P) Richer Tudors You might wear a necklace with precious gems and rings. They were dirty higher class people would wear platform shoes. This was to keep their shoes clean until they got to their location. Tudors, with more status and middle class people would wear plattform shoes. Makeup was made by mixing minerals and liquid and grinding them into a paste!

(P) Basic clothing Men who were less wealthy or perhaps middle class you would wear a shirt and doublet (a jacket). A hose which are like very thick tights and usually that would be all bigger clothes meant you were wealthy and small clothes meant you were poorer.

PTO



Year 6 Writing Objectives at the expected standard by Year end (Plan, do, review.)

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²



Year 6 writing sample

18th October

LC: to apply the features of pace and tension to my writing.

p/ Hiding behind the trees, Alex suddenly ran after the coast was clear. He swiftly but quickly jumped on to the closing cargo plane, just in time. Alex could hear voices coming towards him. He quickly hid behind the first

sp/ ^{boxes} ~~boxes~~ he could see. Then Alex realised that the box was

sp/ too small for him and his hair was sticking out. Silently

Alex moved to a box a perfect size for him and hid.

Alex could feel the plane landing. He knew he had to run to the back before anyone else. If he couldn't do

p/ it in time, he would be caught. Unless he wanted to

sp/ be caught, he had to jump off the plane after the

sp/ gap was big enough for him. He jumped off, not knowing

if there was someone there. Then he knew he had jumped safely. ✓



How can you support writing at home?

- Build a climate of words at home
- Let children see you write often
- Help your child where appropriate
- Provide a suitable place for children to write
- Encourage frequent writing and editing
- Praise writing efforts
- Share letters from friends and relatives
- Encourage your child to write for information
- Be alert to occasions when your child can be involved in writing, eg. Taking messages



Spelling and Punctuation

- There are spelling and punctuation expectations for each class and these form part of the expected standards for writing in each class.
- Difficulties include lazy texting (lol), TV programmes which contain lack of capital letters for names, incorrect spellings, American spellings and a lack of use of the correct (or any!) punctuation on our screens, TVs and phones.
- Please correct your children whenever you see incorrect spelling and punctuation.



Final thought...

Children who enjoy reading and writing have significantly better mental wellbeing than their peers



25 Sep 2018

