



Blackwell Reading Journey from EYFS - Year 6

Introduction

Reading is at the heart of our curriculum. From the moment children start Blackwell Primary School they are immersed in language rich experiences in their learning environment so that they develop a real love of stories and reading that we hope will stay with them for the rest of their lives. We aim to provide children with the skills they need to become enthusiastic and independent readers who are confident in using a range of decoding, comprehension and inference skills. They are encouraged to read for pleasure, for information and to expand their learning in all subjects.

Phonics

Phonics is a method of teaching children how to read and write. It helps children to hear, identify and use different sounds that distinguish one word from another in the English language. We use games to make learning fun and use the Read, Write, Inc. scheme.

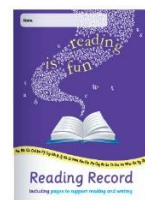
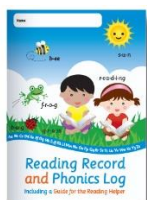
Children are taught to recognise the 44 sounds in the English language which we put together to form words. Some are represented by one letter, like 'm' , and some by two or more, like 'ck' in duck and 'oi 'in oil. We refer to these as digraphs. Once they have mastered the initial sounds children are encouraged to match them to letters, then blend these sounds together to form a word. They use their knowledge of the sounds and their blending skills to support their spelling. Children also learn to read a list of 'red' words that do not follow the rules of standard English and cannot be sounded out using phonics e.g.' the'. Rigorous pupil progress systems are in place so that children who are not making sufficient progress are identified early and focused support and interventions are put in place.

Helping your child with reading

Children will bring home a school reading book that is appropriate to their level along with a reading record book that provides open lines of communication between school and home about their child is progressing on their 'reading journey'. It also contains key phonics or words suitable for their age group. They read these books at school and are expected to read them at home

regularly. Research shows that helping your child learn to read is the single most important thing you can do to help your child's education.

We also offer workshops and drop-in sessions to parents so that you are well-informed and can more effectively support your child/ children when they are reading with you at home. If you have any concerns, please do not hesitate to contact school.



Guided Reading

Guided Reading is very effective at improving children's higher level reading skills and sessions take place across the school daily. A teacher or TA works with a selected group of children on a particular book appropriate to their level. During these carefully monitored sessions children are taught reading strategies that will help them to become confident, independent and fluent readers who read for meaning.

Pupils are taught to make links between the books they are reading to wider experience they have to support their inferential skills. Teachers and pupils use the language of 'text to text' when a link has been made from one story / book to another, 'text to knowledge' connections between something they know about to the books they are reading and 'text to self' relating a book to personal experiences.

The Library

We have a school library where children have access to a wide range of books - including the school reading scheme, fiction and non-fiction books, class readers and guided reading books. Our school library is a vibrant, inviting place that children love to use. Each class visits the library once a week to choose a book to take home to read.

Class Readers

Each class have a carefully chosen book that they share together. This gives the whole class the opportunity to discuss and think deeply about the text and explore characters, setting and plot.

Our Reading Scheme

In Foundation stage and Key Stage 1 children use books from the Read Write Inc. reading scheme, matching their phonetic ability. Following that children move onto the reading scheme which closely matches their reading ability.

We use a quality range of books from a variety of reading schemes that are colour banded/ levelled by difficulty to provide children with a wide range of progressive texts including Rigby Star, Ginn Lighthouse and Scholastic PM. Children are able to select books from different genres including information books, playscripts, poems and fiction.

Regular reading assessments take place to ensure that all children are placed on the correct book band to monitor their progress. A prompt card is placed at the front of your child's reading record book that highlights the skills they are developing and how you can help them make progress through each book band.

Book Bands

PRE-READING / PICTURE READERS

These books tell a story through pictures / a few words alone. They help children to develop speaking and listening skills through creating and telling stories and also develop book handling skills.

How you can support your child at pre -reading /picture story level

Your child is just beginning to discover the excitement of books. Although these books have no or few words, they are an important introduction to reading. Please encourage your child to:-

- Look at the pages in order, and talk about what is happening on the left hand page before the right hand page
- Talk about what is happening on each page, rather than just talking about what they see in each picture.
- Tell you who or what the book is about.

PINK LEVEL

Pink level is the very first level of 'reading books' which has words. The books have short, simple, highly predictable text involving familiar objects and actions. The sentence structures include high frequency words and the illustrations

provide full support for the text. The print size is reasonably large with large spaces between words.

How to support your child at Pink Level

Your child is beginning to learn to read. As they read please help them to:-

- Read the words carefully. Ask your child to 'Fred talk' and blend only the words they can't read yet, not every word. Eventually, almost all words will become part of your child's 'sight memory', and they won't have to sound them out at all
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word.
- Make a story out of a whole book, rather than focusing just on what is happening on each page
- Tell you about something that happened in the book, or about something they found out in the book

RED LEVEL

Red level books have slightly longer texts but are still highly predictable. There is simple story development in fiction and non-fiction may include more than one type of print format. The sentences are repetitive, short and straightforward with a greater range of punctuation.

How to support your child at Red Level

Your child is beginning to learn how to read. As they read, please help them to:

- Read the words carefully. Most of the words can be recognised or sounded out. Ask your child to sound out and blend only the words they can't read yet, not every word. Eventually almost all words will become part of your child's 'sight memory', and they won't have to sound out at all.
- On second and third readings of the book, encourage them to read with more pace and with less focus on sounding out the letters in each word.
- Make a story out of a whole book, rather than focusing just on what is happening on each page.
- Tell you about something that happened in the book, or about something they found out in the book.

YELLOW LEVEL

Yellow level books have a slightly increased number of words and the story lines include more episodes following a time sequence. They may include imaginary

happenings in framework of familiar experiences and have more variation in sentence structure. The illustrations still support the text quite closely. Non-fiction book still use personal experience and children's language patterns.

How to support your child at Yellow Level

Your child is now beginning to read with more confidence. As they read aloud, you can help them by:

- Giving them time to sound out words they don't know. If they still struggle, encourage them to try sounding out the whole word first, rather than guessing from the pictures or from the first letter.
- Giving them time to recognise and correct their own mistakes.
- Asking them to talk about what's happening in the book, encouraging them to make links to events on previous pages.

BLUE LEVEL

Blue level books have a greater variation in sentence patterns and content with some variation in sentence beginnings. They may use ellipses and other punctuation. The story lines are more complex, including more than one event, and the stories are less dependent on picture cues. There may be more lines of text on page, sometimes up to 6 or 8 lines. Non-fiction texts include some abstract terms and impersonal sentence structures.

How to support your child at Blue Level

Your child is now developing into a more confident reader. Encourage them to select from books at the library or bookshop as well as those from school. As they read, you can help by encouraging them to:

- Sound out quickly - and silently - inside their heads, if they need to sound out words.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.

GREEN LEVEL

Green level books have varied and longer sentences with little or no repetition of phrases. Stories have a wider variety of characters and events which develop

over a number of pages. Sentences may include lists of things or actions, and adverbs are used to begin sentences. They may have larger number of words on page. In non-fiction texts less familiar or specialised vocabulary used and illustrations may provide only moderate support for the text.

How to support your child at Green Level

Your child is now developing into a more confident reader. Encourage them to select from books at the library or bookshop as well as those from school. As they read, you can help by encouraging them to:

- Sound out quickly - and silently - inside their heads, if they need to sound out words.
- Look at the punctuation marks. You may want to model how to read a page of writing, paying attention to punctuation, such as full-stops and question marks.
- Tell you about what the characters in the story are doing and why they are acting in that way.
- Show you how they can find particular things that interest them in non-fiction books.

ORANGE LEVEL

At Orange level, stories are longer with up to 250-300 words, and there may be an increased use of dialogue to encourage reading with expression. There is an increased proportion of space allocated to print rather than pictures however the illustrations support the overall meaning of the text. Orange Level books introduce some more complex sentences -use of 'if', 'so' and 'because'- and include italics to show emphasis. Slightly more literary language is used. Children are increasingly encouraged to infer meaning from the text in order to gain full enjoyment from the story. Non-fiction texts contain more formal sentences and a widening range of unfamiliar terms.

How to support your child at Orange Level

Your child is now beginning to read with more independence. They should be feeling more confident and will rarely need to sound out words. You can help them by:

- Listening to them when they read aloud. If they make mistakes, but they keep the sense of the text, don't interrupt. You can revisit that page at the end of the session to check certain words.

- Reminding them of useful strategies if they can't read a word, for example:
 1. Sounding the word out silently, under their breath
 2. Dividing a longer word into syllables, or looking at the word without an -ing or an -ed ending
- Don't allow them to worry about a word. Tell them what it says and revisit the word once you have completed the book.
- Encouraging some use of expression, especially for character-speech in fiction books. You may wish to model reading some pages aloud for your child to copy.
- Talking about how characters are feeling.

TURQUOISE LEVEL

Turquoise level books include an increasing range of adjectives and more descriptive verbs to replace 'said'. There is an increased proportion of space allocated to print rather than pictures although the illustrations still provide a level of support in fictional texts. Turquoise level books include words chosen for appropriateness and impact rather than being easy to decode, with more extended descriptions. Paragraphs begin to develop and more unusual and challenging vocabulary is included. Non-fiction texts contain longer, more formal sentences and a widening range of unfamiliar terms.

How to support your child at Turquoise Level

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and showing you where the information is in the book.

PURPLE LEVEL

Purple level books include an increased proportion of longer sentences, with a more challenging vocabulary. Some Purple books have short chapters to challenge and encourage reading stamina. Purple level books include longer and

more complex sentences with a greater range of connectives. Story features such as plot, character and setting are developed in more detail, and the text in the non-fiction books is presented in a variety of ways. The story plot may be more involved and reflect the feelings of the writer.

How to support your child at Purple Level

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and showing you where the information is in the book.

GOLD LEVEL

Gold level books include more sophisticated and challenging vocabulary, including word play and the introduction of figurative language. Some Gold books have longer chapters for more sustained reading. Children reading at this level are confident independent readers who can tackle increasingly complex language, story structures and text layout. There is a wider variety of text genre but the books are still illustrated. The characters are more distinctive and rounded than at earlier levels. The non-fiction texts cover an increasing curriculum range.

How to support your child at Gold Level

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Asking them to read some pages of the book aloud to you so that you can enjoy hearing them reading with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.

- Asking for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.

WHITE LEVEL

In White level books there is a widening range of genre and writing style. Some books have longer chapters for more sustained reading. The stories included at White level encourage children to empathise with the characters and consider why they behave as they do, and how they change during the course of the story. Information or action may be implied rather than spelled out whilst more than one point of view may be expressed within the text. Clauses in longer sentences are separated by commas to encourage developing intonation. Non-fiction books are divided into sections that require more sustained reading and there is increased challenge in the layout of the information.

How to support your child at White Level Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Asking them to read some pages of the book aloud to you so that you can enjoy hearing them reading with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.

LIME LEVEL

Lime level books include a widening range of writing styles and an increased variation in sentence structure, including -ing clauses and longer sentences with more than two clauses. Children reading at Lime level are able to interpret more sophisticated word plays and puns. The narrator's voice in a fiction story may be distinguished from the characters' voice through figurative, idiomatic and literary language. The story is often told through dialogue and action to 'show' instead of 'tell' as the plot develops.

How to support your child at Lime Level Although your child is now taking off as a reader, it is still important that you read with them and talk to them about their reading. This reassures them that their reading is still important to you, as well as giving you an opportunity to share an enjoyment of books. You can still help them by:

- Asking them to read aloud some parts of the text which they particularly enjoy. This may include action or description. Talk about how the writer made those parts so enjoyable.
- Talking about how characters develop or how they react to different people, places or events.
- Reading the book yourself so that you can talk together about the smaller details of the book.

COPPER / TOPAZ LEVEL

Children reading at Copper/ Topaz Level should be able to:

- *interpret more sophisticated word-play and puns*
- *distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language*
- *understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot*

How to support your child at Copper / Topaz Level

Your child may well not want to read aloud to you anymore because they probably enjoy silent reading more. This is fine as long as your child continues to read actively and not just pass their eyes over the words. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Establishing an expectation of a conversation at the end of each reading session: can they tell you what's happening in their book?
- Ask questions which make your child go back to the book to find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.

RUBY LEVEL

Children reading at Ruby level are able to interpret more sophisticated word-play and puns. At this level, they should be able to:

- *explain a character's motivations*
- *discuss the points of view of the character and the narrator*
- *better understand a range of narration styles*

How to support your child at Ruby Level

Your child may well not want to read aloud to you anymore because they probably enjoy silent reading more. This is fine as long as your child continues to read actively and not just pass their eyes over the words. You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Establishing an expectation of a conversation at the end of each reading session: can they tell you what's happening in their book?
- Ask questions which make your child go back to the book to find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- Continuing to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.

EMERALD / SAPPHIRE LEVEL

Children reading at Emerald / Sapphire level will be able to gather information from more than one place in the text and use inference based on what is shown rather than being told. This allows for greater complexity in building character and setting.

How to support your child at Emerald / Sapphire Level

The books at this level are written in a much more subtle way than in previous levels which means that it is important that the reader is fully engaged with the process of reading and alert to the language and vocabulary the writer is using. This level is more advanced than many books that are sold to adults but these stories are not intended to be just 'leisure reads'. Although your child should enjoy them, the books need the reader to be fully alert and willing to learn.

You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- There are lots of questions you can ask which don't mean you have to know the book yourself, but just serve to alert your child to its possibilities. Check that your child has fully understood the book and can give a detailed recount.
- Discuss with your child how a particular character might feel or think from what they say and do.
- Encourage your child to read a wide range of books - myths, legends, traditional stories, modern fiction, books from their own culture and the culture of others.

DIAMOND LEVEL AND FREE READERS ONE AND TWO

Children reading at Diamond level and Free Readers One and Two will be able to synthesise information from different places in a text. They are beginning to recognise how layers of meaning allow for the build-up of humour or tension and are able to discuss how the author has achieved the effects.

How to support your child at Diamond, Free Readers One and Two Levels

The books are often written in a much more subtle way than in previous levels which means that it is important that the reader is fully engaged with the process of reading and alert to the language and vocabulary the writer is using. This level is more advanced than many books that are sold to adults but these stories are not intended to be just 'leisure reads'. Although your child should enjoy them, the books need the reader to be fully alert and willing to learn.

You can help them by:

- Continuing to make a time available for regular quiet reading sessions, and reading your book while your child reads.
- Encourage them to use reference sources when they are unsure about unfamiliar vocabulary
- Before a reading session, ask your child to find and note down some particular information. It could relate to the plot or it could be something like: a really good descriptive passage; three words which are adventurous; two words you want to use in your next piece of writing; an example of something typical a character does or says; how one character's reaction to another shows their relationship ... There are lots of questions you can ask which don't mean you have to know the book yourself, but just serve to alert your child to its possibilities.

- Encourage your child to read a wide range of books - myths, legends, traditional stories, modern fiction, books from their own culture and the culture of others.

Individual Reading

All children are taught to read using a variety of different strategies. We encourage children to use both their phonic skills and their comprehension skills to develop their understanding of the text. Children read regularly to an adult. If we feel that a particular child is not making sufficient progress we will discuss our concerns with you and offer them targeted support on either a small group or one-to-one basis.

Celebrating Reading

We hold lots of events that help us to celebrate reading throughout the year. This includes World Book Day, Summer Reading Challenge, Reading Challenges, Roald Dahl Day and many more.