



SCHOLES

Scholes (Elmet)
Primary School

**Welcome to
our reading
and maths
workshop**

Year 2

- Continuous process building on the range of experiences and knowledge that children bring from Year 1
- Active engagement in the process of **constructing meaning** - which is the key purpose of reading

Phonics and Spellings

- Daily phonics/spelling sessions in Y2
- Children continue to work through DfE Letters and Sounds, Phase 5 then 6
- Shift to focus on spelling patterns, root words (and prefixes and suffixes)

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.



Fluency and independence

- Regular reading – **average** 90 words per minute https://youtu.be/w4c_DMS-3IE
- Moving away from reading 'scheme'
- Library books (school and Scholes)
- Comprehension - RIC
- Reading lessons – variety of texts
- Group/guided reading
- Learning by heart, singing/reading



National Curriculum

Years 3 and 4

1. Beginning of year 3 - reading books at an age-appropriate interest level.
2. Developing understanding and enjoyment of stories, poetry, plays and non-fiction (wide range of subjects), and learning to read silently.
3. Accuracy and at a speed enabling them to focus on understanding what they read rather than on decoding individual words.
4. Vocabulary, breadth and depth of reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.
5. Justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

How?

- Class novel (usually fiction)
- School library and Scholes library – choosing own books (encouraging children to choose non-fiction to ensure breadth)
- Most children left reading ‘scheme’ books (Stage 9) at beginning of year 3 (new approach in school)
- Group reading (more information on next slide), discussions, follow-up activities, questions, RIC
- Three words of the week, word studies
- Specific daily reading lessons



Group Reading

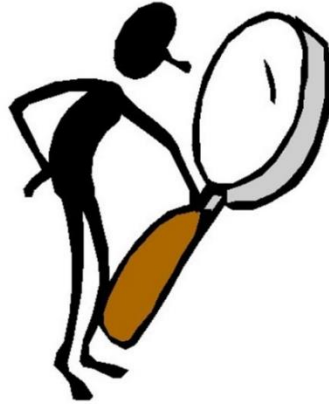
- Group reading sessions each week
- Work in groups, each child has a copy of the same book
- **Target pages** set to be read at home – parent/carer involvement recorded in reading diary (little and often)
- Discuss and question to develop comprehension and understanding
- Followed up at school – questions, tasks, activities



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RIC – new initiative



RETRIEVE

- Can you find information in the text?
- What do certain words mean? (Dictionary)

Look through the text carefully and highlight or underline the words which answer the questions.



INTERPRET

- How are the characters feeling?
- Why did they do or say that?
- What might happen next?

Unlock information from the clues given in the text.



CHOICE

- Which words help you understand what is happening?
- What techniques has the author used to describe?
- How has the author organised or presented the text?

Think carefully about the author's choice and what they have done to make the text interesting and enjoyable to read.



Love of reading

- Bringing books from home
- Discussing group books
- Broadening the range of reading (library, First News)
- Reading something different (script/song etc)
- Speaking and listening - drama

Reading circle

likes/dislikes

- words and phrases
- characters
- scenes
- ideas
- anything

connections

- reminds me of...
- similar to a book?
- similar character?
- links within the text
- links with anything!

puzzles or surprises

- events
- author's words
- character's words
- anything!

questions

- anything!



Most importantly...

- Model a positive attitude and love of reading
- Enjoy reading together (anything!), take turns reading, read to your child, talk about the text, use different voices, act – have fun!

Times tables

- Y2 x2 x5 x10 and corresponding division facts
- Y3 x3 x4 x8 and corresponding division facts
- Y4 x6 x7 x9 x11 x12 and corresponding division facts

Most importantly...

- Model a positive attitude and love of maths

