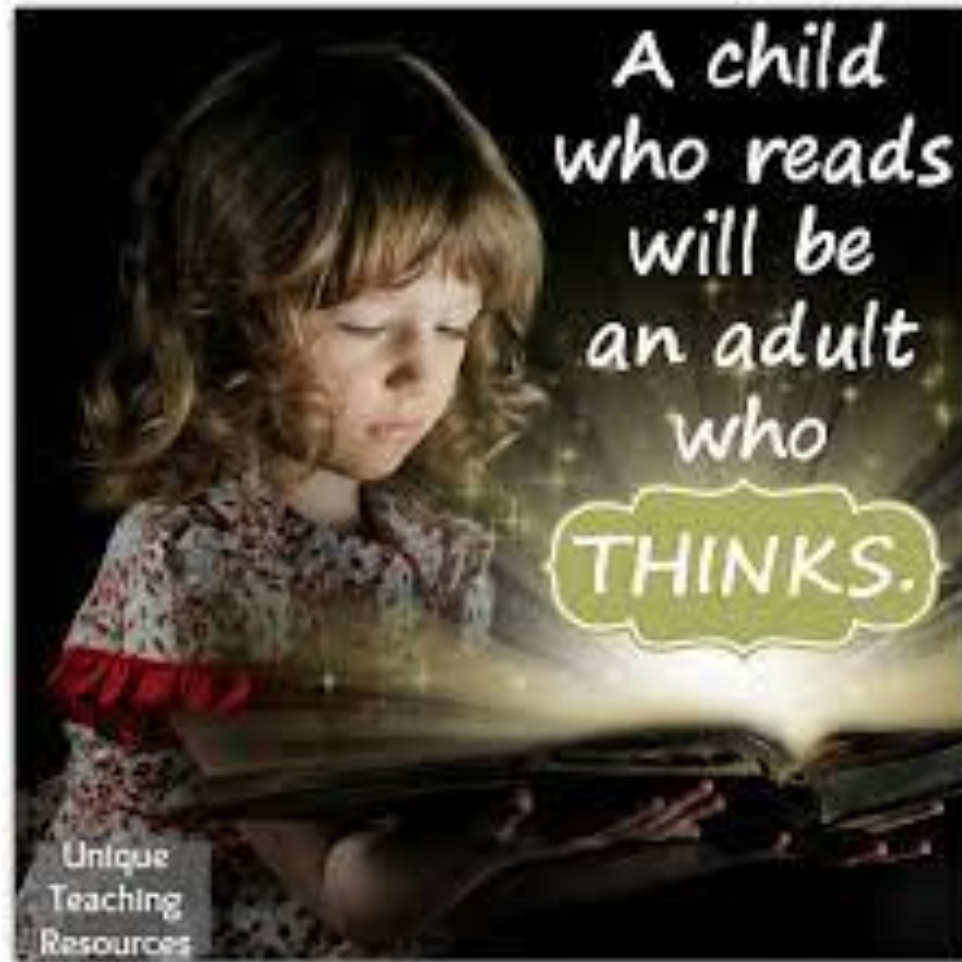




Reading Workshop
14th October 2025

Thank you



What do we do to teach Reading at WAPS?

In **Nursery**, pupils are taught to distinguish sounds through rhyme, stories, games and language development. They work towards Early Learning Goals in the expected areas of development.

In **Reception and Year 1**, we teach systematic phonics using Little Wandle. We will have workshops on this too. In Year 1, your child would have taken part in a phonics screening – nationwide assessment.

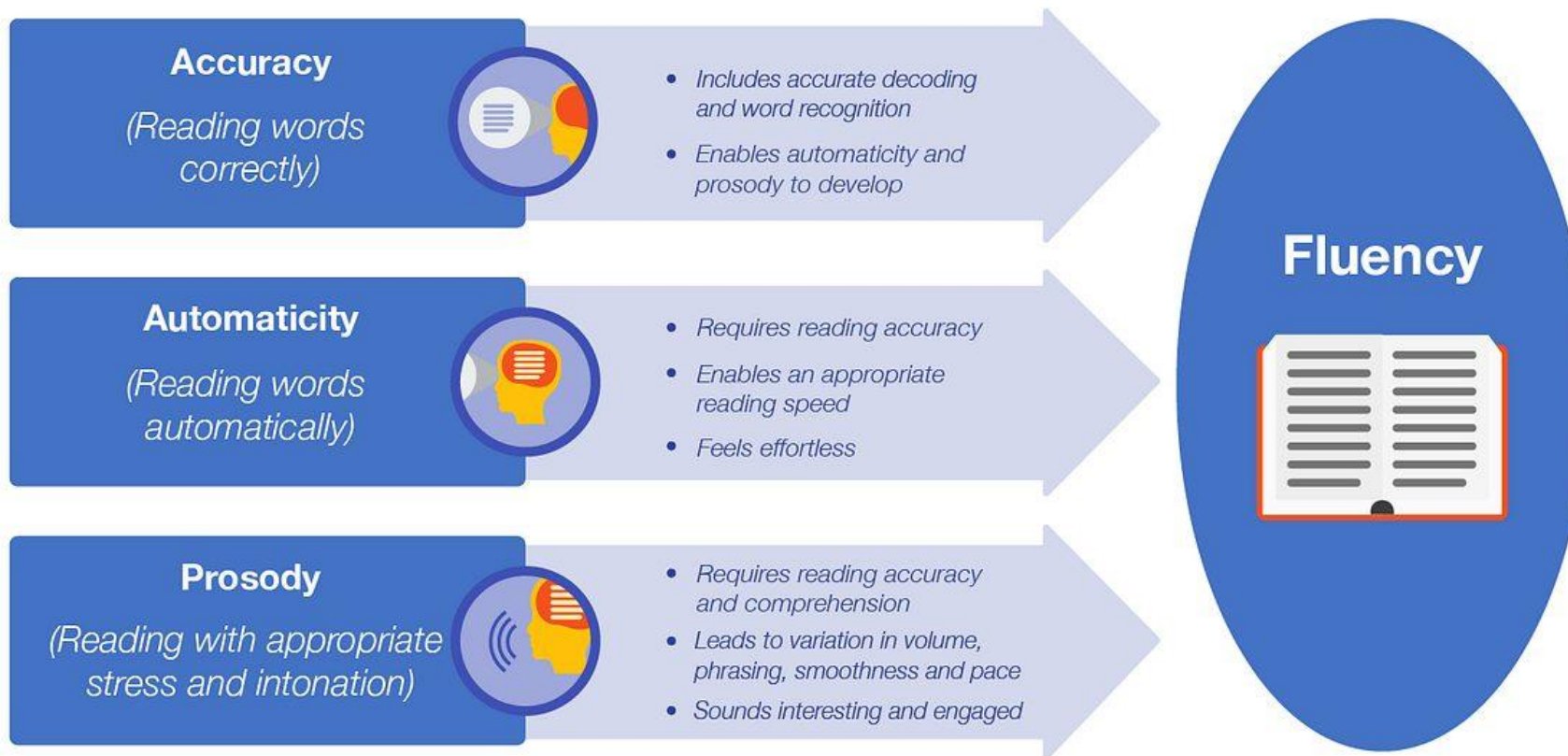
In **years 2 to 6**, pupils who haven't passed the phonics screening (as they may be new to the school, new to learning English, need more time to learn if they have additional needs) still continue to take part in regular phonics lessons.

Using **phonics** – matching sounds to English spoken letters – to read and spell is absolutely crucial in a child's development. We use phonics to decode new words through our whole life-time.

What happens from Years 2 to 6?

We build pupil's **fluency, comprehension** and **love of reading**.

Figure 5: Reading fluency



This relates to pupils' home reading too.

Short books should be read at least **3 times** in the week, where possible.

1. Phonic development and sight reading tricky words by sight to build vocabulary.
2. Read to develop prosody – expression. This helps comprehension.
3. Read fluently and talk about book. Answer questions.

The use of phonics is always there – forever!

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

We model sounding out new words to read and spell all the way through the school – all the way to Year 6.

Here is a copy of our *Grow the Code* chart.

Please continue to remind them to sound out words and chunk up longer words when they are stuck.

Teaching Comprehension at WAPS

At West Acton primary School, we have designed an approach to teaching Reading, where pupils are taught to think about their own thinking and learning process – this is called **metacognition**.

This is so they can be confident, resilient, independent readers, who enjoy reading because they know how to make sense of what they are reading.

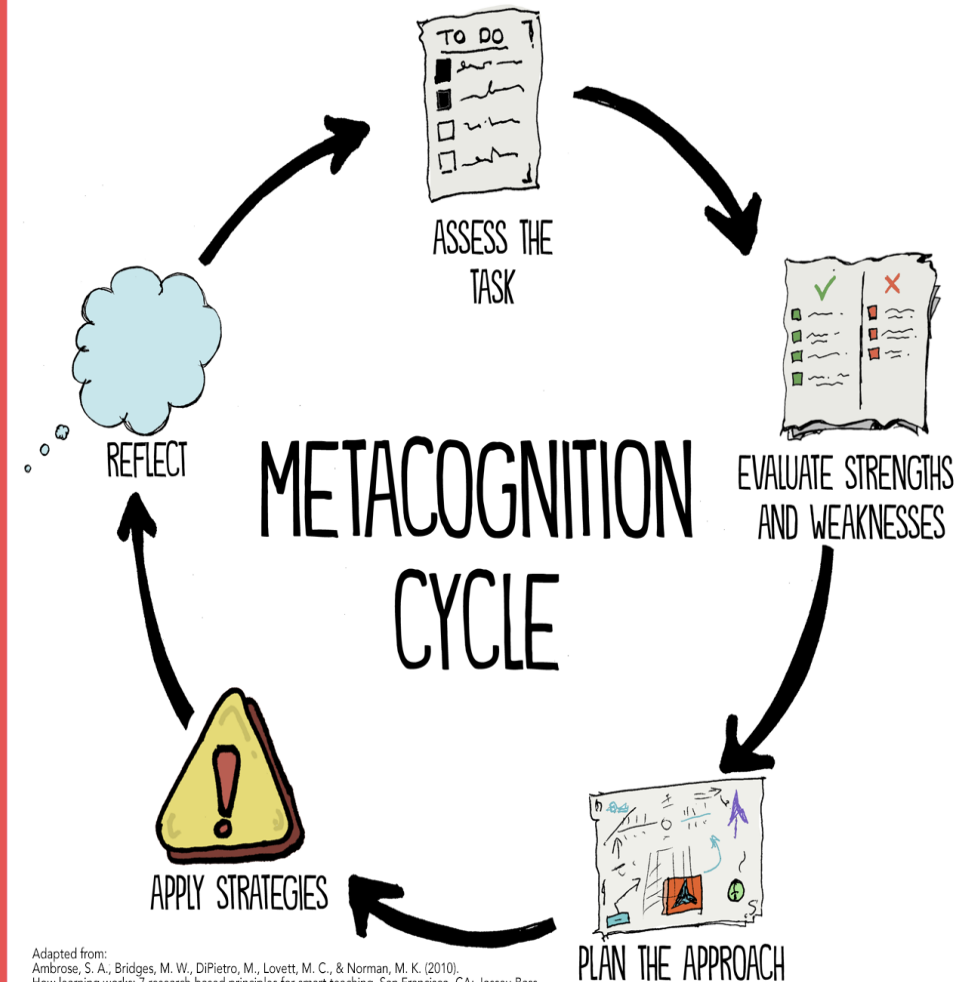
THE POWER OF METACOGNITION

Metacognition is vital for students to thrive in college, in their careers, and in life-long learning. It helps promote autonomy and resiliency. When students improve their metacognitive skills, they are more likely to embrace a Growth Mindset and learn from mistakes.

If we want students to grow into problem-solvers and critical thinkers, we need to help them develop metacognition.



JOHN SPENCER



What does this look like at WAPS?

Year 2	Key Stage 2 (years 3, 4, 5 and 6)
Retrieval Sequence Vocabulary Predict Infer	Retrieval Summarise Clarify Predict Infer Justify

The reading curriculum is largely the same in terms of these reading skill domains from Years 3 to 6, but pupils learn to develop these skills each year and apply them to increasingly challenging texts as they progress.

What does this look like at WAPS?

Key Stage 1

To **retrieve**



Find information from a text.

- Find key words in the question.
- Skim and scan the text.
- Find the right answer.



To **identify and explain the sequence**

of events in a text



- Identify the **key** information
- Select the **important ideas**
- **Sort** events into chronological order

To **draw on knowledge of vocabulary**

to understand a text

- Use **phonics** and **reading strategies** to read the word
- **Explain** what the word means
- Use **own experiences** to talk about the word



Key Stage 2

To **clarify** meaning of words and phrases

- Read around the word
- Use **root** words, **prefixes** and **suffixes**
- Identify the **word class**
- Apply knowledge of **synonyms**
- Use the **context** of the story
- Use your own **experiences**



To **retrieve** information from a text



- Identify the **key words** from question
- **Skim** for these key words to help identify the relevant **section**
- **Scan** within section for relevant **words or phrases** to include in your **answer**
- **Check** answer is **concise** and **relevant** to the actual question



To **Summarise** a text

- Identify the **key information**
- Select the most **important ideas/items**
- **Order** them (intro, key points, conclusion)
- Use **clear, coherent sentences** (no adjectives)
- Consider some of the **SW's**: who, what, where, why and how



To make **inferences** from actions and expressions

- Analyse facial expressions
- Analyse body language
- Consider the **setting**
- Use the **context** of the story
- Use your knowledge of your own **experiences**



To **Predict** what will happen in a text

- Refer to evidence in the text.
- Use previous knowledge and experiences.
- Make inferences.
- Review predictions once more evidence is collected.
- Decide upon what is most likely.
- Make your prediction, proving your point with evidence from the text.



To **justify** with evidence

- Identify **supporting evidence**
- Quote using specific example(s)
- Provide **relevant detail**
- Identify the part of the **text** that I am **justifying**
- Consider the **context** (for example the **setting** or situation)



They will **predict** and **infer** too.

What can you do at home?

We teach pupils to read and work with focus groups to give them targeted feedback.

They **must** practise regular reading at home daily to make expected progress.

Please ensure they read at least 5 times a week at home.

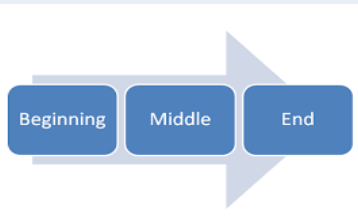
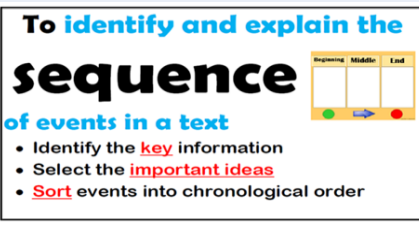
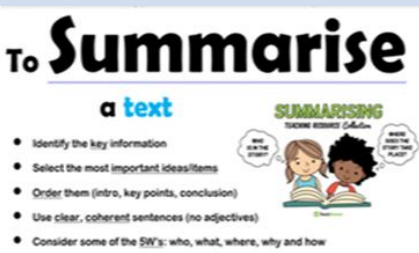
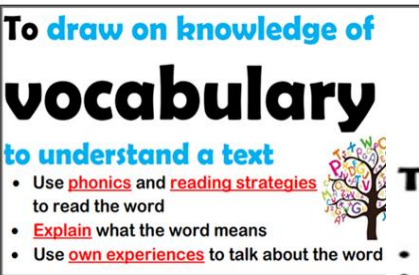
Ask them which reading skill they are learning.

You can talk about their reading in any language.

Remind them to sound out new words. Talk about what they might mean. Ask them questions.

They can sign their reading records sometimes.

What type of questions could you ask?

Reading Skill Domain	Key Questions To Ask
Retrieve: go to the text and find the answer	Who is the main character? What did they do? Where did they go? When did that happen? 
Sequence: re-tell events in order	What happened first? Tell me the main parts of the story. Can you tell me what happened at the beginning, the middle and then the end? 
Summarise: make a long story short	Tell me the main parts of the text. Who? What? Where? When?
Build Vocabulary and Clarify meaning of new and unfamiliar words	What does that word mean? Can we think of another word with that meaning? Which word on this page/paragraph means ...? Shall we read around the word to make sense of it? Which word could we replace this new word with?
    	

What type of questions could you ask?

Reading Skill Domain

Key Questions To Ask

Predict: use evidence from the text to guess what you think will happen next

To Predict what will happen in a text

- Refer to evidence in the text.
- Use previous knowledge and experiences.
- Make inferences.
- Review predictions once more evidence is collected.
- Decide upon what is most likely.
- Make your prediction, proving your point with evidence from the text.



What do you see on the cover?
What do you think the book will be about?
What has happened so far?
Based on what has happened so far, what do you think might happen next?
Do you think this could happen, or this?
Now we have read more, has your prediction changed?

Infer: use evidence from the text with your own knowledge and experience to infer how what a character might feel, think or infer their motive.

To make inferences from actions and expressions

- Analyse facial expressions
- Analyse body language
- Consider the setting
- Use the context of the story
- Use your knowledge of your own experiences



What did the character do?
Why might they have done that?
Have you ever done that?
How did you feel?
How might they feel?
What might the character be thinking in this part of the book?
Why do you think the character might have done that?
What would you do if you were them?
Would you do or ? Why?

Justify: prove your answer with evidence from the text

To justify with evidence

- Identify supporting evidence
- Quote using specific example(s)
- Provide relevant detail
- Identify the part of the text that I am justifying
- Consider the context (for example the setting or situation)



What is your point/opinion? (This relates to what they predicted or inferred)
Can you use evidence from the text to prove that point?
Can you explain how that evidence proves your point?

Reading at WAPS: Key messages

- We give feedback to the children through the week to target their learning needs and move their learning on.
- Pupils **must** read daily at home too for expected progress to be made.
- Please listen to your child read and talk to them about their reading.
- Read to them/with them – they have library books for this.
- We read to your children daily too. We share poetry and have started a Book Club in class. All this is important to develop a love of reading.
- Children choose books from our book corners in class too.
- Pupils read across the curriculum. As you know, reading is a core skill that is essential for development.
- One out of 5 reading homework sessions a week should mean using Bug Club online.
- We have recommended reading lists on our school website.

We have recommended reading books on our school website. Children are encouraged to try these from our school library

- <https://www.westactonprimaryschool.org/curriculum/subjects/reading>



Year 5 Reading Lists 2020/21





- **The Secret Garden**
by Frances Hodgson Burnett
 - Mary Lennox is a young English girl who returns to England from India, having suffered the immense trauma by losing both her parents in a cholera epidemic.



- **The World According to Humphrey**
by Betty G. Birney
 - You can learn a lot about life by observing another species. That's what Humphrey was told when he was first brought to Room 26. In addition to having FUN in class, each weekend this amazing hamster gets to sleep over with a different student.



- **Five Children and It**
by E. Nesbit
 - The five children find a cantankerous sand fairy, a psammead, in a gravel pit. Every day 'It' will grant each of them a wish that lasts until sunset, often with disastrous consequences.



- **First Term at Malory Towers**
by Enid Blyton
 - Darrell Rivers begins her happy life at Malory Towers two terms later than the other girls, but she soon makes firm friends with Sally, the steady one, and the adoring Mary Lou.

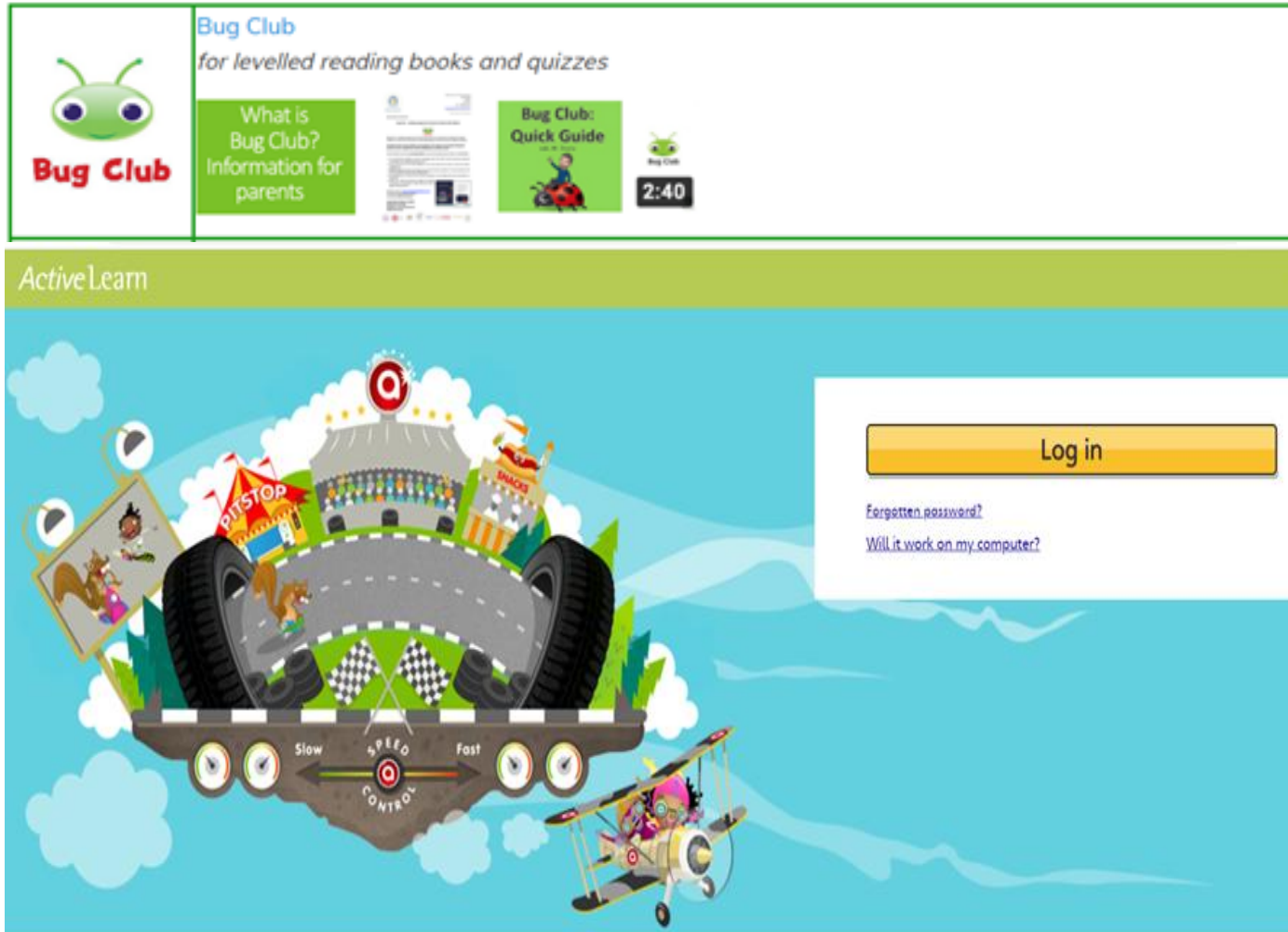


- **The London Eye Mystery**
by Siobhan Dowd
 - When their cousin Salim goes missing, it comes down to Kat and Ted, whose brain runs on its own unique operating system, to find the key to the mystery.



- **Demon Dentist**
by David Williams
 - Darkness had come to the town. Strange things were happening in the dead of night. Children would put a tooth under their pillow for the tooth fairy, but in the morning they would wake up to find hundreds of earwigs creeping and crawling beneath their pillow.

Using Bug Club



What is it?

Who uses it?

When?

How is it checked?

How does this support your child's progress in reading?

Making Routines

- After school, snack and refresh.
- 4:00 do 20 minutes reading with you or more by themselves as they get older (this includes Bug Club once a week)
- Spellings and other homework, e.g. CGP pages.
- Relax.
- Get ready for bed.
- Between 7 and 8 (depending on their bed-time) read library book/book for pleasure. You could read to them, with them and they may read by themselves sometimes.
- Home reading books at their reading level and free choice of library book are 2 different things. Children will be too tired to do reading homework before they go to bed.



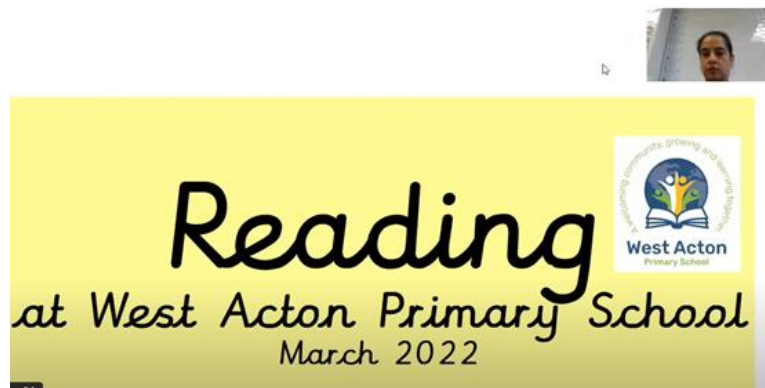
Helpful Videos About Reading on Our Website



Reading to your child



Logging on Bug Club –
short and detailed versions



Reading Comprehension at WAPS

What does Ofsted say?

Ofsted

All teachers and teaching assistants have been trained in the teaching of early reading. Leaders ensure there are consistent and well-established routines so that pupils develop their use of phonics and reading fluency. Staff provide strong support for targeted pupils to meet their individual needs, including pupils who speak English as an additional language and those who join the school with little prior knowledge of phonics. Leaders organise a range of activities to encourage pupils' interest in reading. Pupils have access to high-quality books in the classroom collections and school library.



Reading Workshop Evaluation

1. Did you find the workshop useful? Yes/No

2. What did you find most useful?

.....

.....

3. What else would you find useful to help your child with reading?

.....

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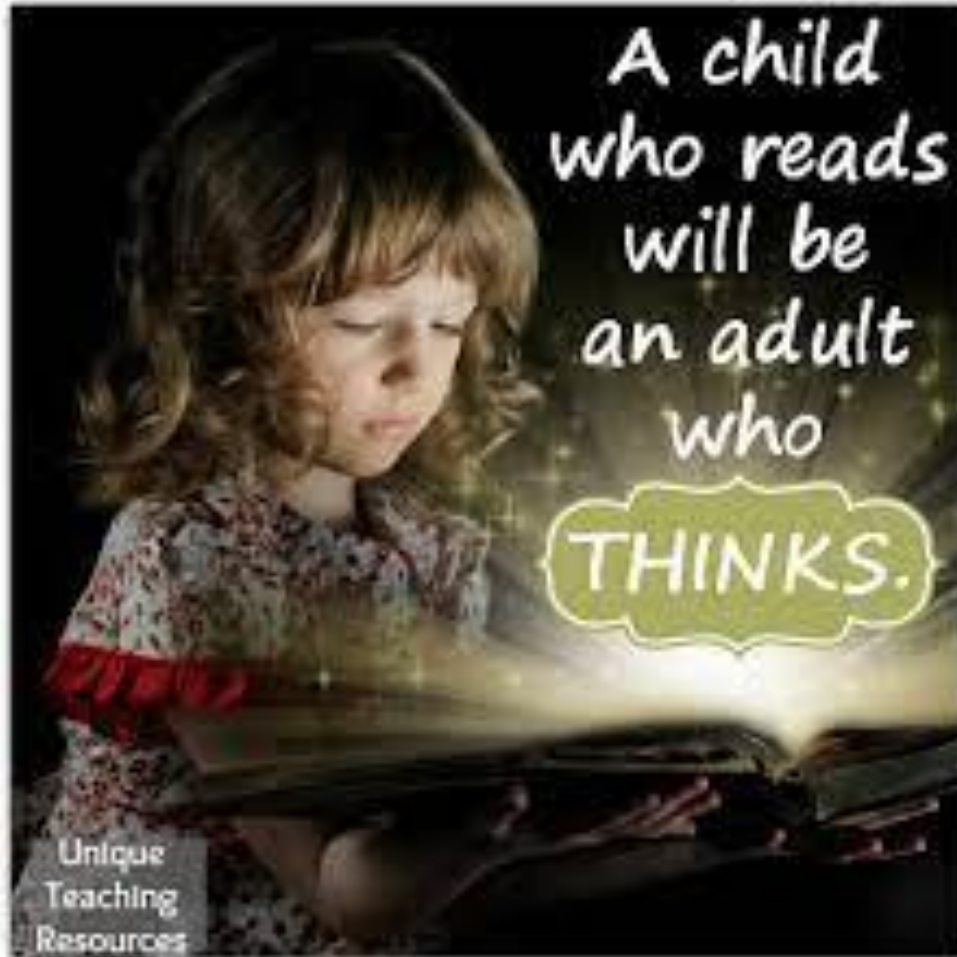
4. Any other comments:

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Thank you



Talking and reading are 2 of the main life skills we must all develop to help us be successful in life.

Thank you for working collaboratively with us to develop our children's reading fluency, comprehension and enjoyment.

Our website has lots of reading resources and your child should come home with a home reader and a library book each week.