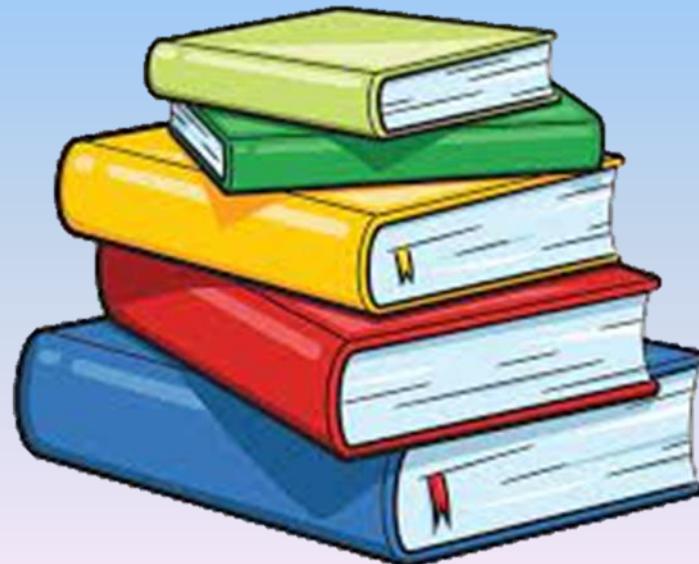


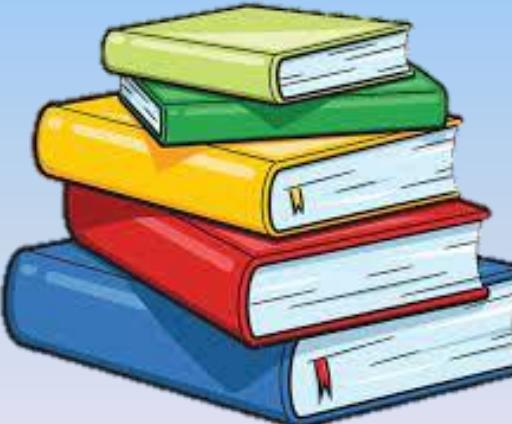
Reading at Chellaston Infant school



Success for All 

Reading is not merely the acquisition of words on a page; it is the gateway to a world of knowledge, imagination, and cognitive growth.

Reading stimulates the brain, fostering critical thinking skills, problem-solving abilities, and creativity. It is an active mental process that engages multiple regions of the brain and contributes to overall cognitive development.



Reading proficiency is a key predictor of academic success across all subjects. Students who excel in reading are better equipped to understand complex concepts in mathematics, science, and other disciplines.

Through literature, children encounter characters from diverse backgrounds and experiences. This exposure cultivates empathy and a deeper understanding of the world, contributing to the development of socially aware and compassionate individuals.

Phonics



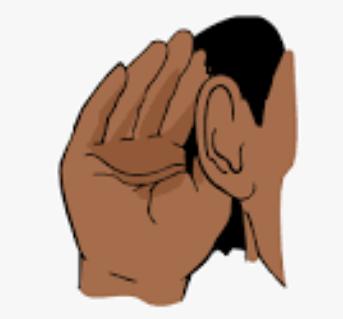
S

s S



The snake slides
and slithers.

Left around, right
around, from head
to tail.



s - a - t

S

a

t



Success for All

Vocabulary and terminology

Phoneme – The individual units of sound that make up a word.

c

a

t



Grapheme – What we write to represent a sound – this could be more than one letter

ai

ay

a_e

s n ai l

s ay

s afe

● ● – ●

● –

● –



<https://www.youtube.com/watch?v=UCI2mu7URBc>

Digraph – The single sound that two letters together make

ch

sh

ir

ee

ch air

sh i p

g ir l

b ee p

— —

— • •

• — •

• — •

Trigraph – The single sound that three letters together make

igh

ear

air

s igh t

f ear

ch air

● – ●

● –

— —

Phonics



Sherry shines
her shoes.

Brown cow.



Blow the snow.



/oa/

Phonics - Spelling

ee	ea	-y
feeling green teeth	each meal	tummy puppy

Phonics – Red words

the

said

because

I

go

could

Building on phonics in shared reading



The children begin from Reception through to Year 2 having daily shared reading lessons.

These link to phonics and begin with the teacher supporting the sounding out and blending of 'green words' and then the sight reading of 'red words.'

Green words

Practises sh, th, ng

bang	dipping	hush
bash	long	shall
smash	then	sing
this	rush	with
thin	dash	song
that	thud	
thick	crash	

Red words

Previous red words

his	of	to
I	is	he
the	you	

Building fluency

Choral reading

Fluency is defined by the [EEF](#) as reading with 'accuracy, automaticity and prosody', the Shared Reader lessons develop all three of these aspects. [The Reading Framework](#) (July 2021) was clear on how repeated reads support with children's fluency to enable them to use their cognitive resources on comprehension rather than decoding. In line with this, we ensure children have opportunities to re-read the text across the week within the Shared Reader lessons. In the majority of the programme, children will read the whole book three times during the week.

Building fluency

Choral reading



Can Nan and Sam and the bag
fit on?



He is hot.

Building fluency

Echo reading

Echo reading builds on choral reading but has a ‘my turn, your turn element’ so the children can model a particular skill.

This will usually be something the teacher has identified as a skill which needs to be worked on.

This could be responding to punctuation or adding expression to the story.

Building fluency

Echo reading



Zig and zag off, back to the den.
Wet mud on the van. Yuck.



Mum yells, "Yig!"
Yig gets the job.

The benefits

Shared reading allows children to work with a partner to read through a given text:

For the more confident reader this allows them to develop a 'mastery approach' to reading.

They can develop further fluency and automaticity and develop the skill of being able to teach and support others in what they know.

For less confident readers they can feel more confident to 'have a go' after the pre-teaching of words and the repeated re-reading of words.

Shared discussion builds the vocabulary and comprehension with all children accessing the same text.

Working together gives the children more confidence and allows the teacher to model pronunciation, expression and fluent reading.

Reading at home

Reading exposes children to a rich and varied vocabulary, helping them develop language skills. It introduces new words, sentence structures, and ideas, contributing to enhanced communication skills.



Reading helps children develop the ability to concentrate and focus for extended periods. As they engage with a story, they learn to follow a narrative, track characters and events, and understand cause and effect.

Reading at home

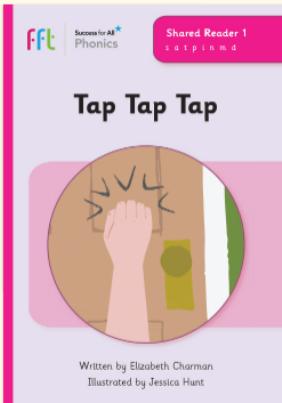
Link to shared reading texts.

fft Success for All®

Home Shared Readers Library Further Readers Library Year 2 Readers Library

Click on the book to read it. Press "esc" to exit the book.

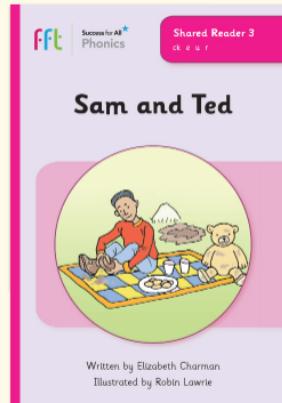
Shared Readers 1-8 Shared Readers 9-20 Shared Readers 21-32 Shared Readers 33-44 Shared Readers 45-56 Shared Readers 57-68 Shared Reader Videos



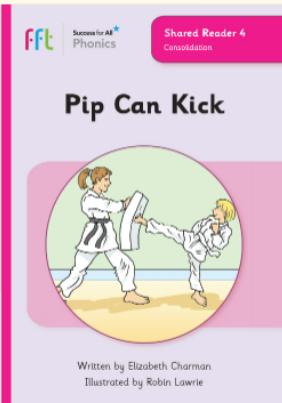
Tap Tap Tap
Written by Elizabeth Charman
Illustrated by Jessica Hunt



Kim Cat
Written by Elizabeth Charman
Illustrated by Robin Lowrie



Sam and Ted
Written by Elizabeth Charman
Illustrated by Robin Lowrie



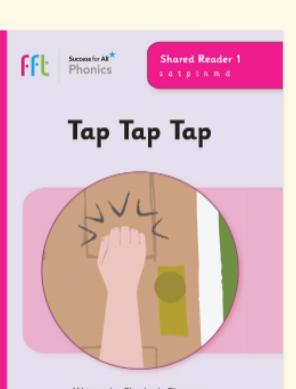
Pip Can Kick
Written by Elizabeth Charman
Illustrated by Robin Lowrie



Big Red Bus
Written by Elizabeth Charman
Illustrated by Robin Lowrie

Reading at home

Choral reading and echo reading

Home	Shared Readers Library	Further Readers Library	Year 2 Readers Library	
<p>Click on the book to read it. Press "esc" to exit the book.</p>				
Shared Readers 1-8	Shared Readers 9-20	Shared Readers 21-32	Shared Readers 33-44	
Shared Readers 45-56	Shared Readers 57-68	Shared Reader Videos		
 <p>Shared Reader 1 Success for All® Phonics</p> <p>Tap Tap Tap</p> <p>Written by Elizabeth Charman Illustrated by Jessica Hunt</p>	 <p>Shared Reader 2 Success for All® Phonics</p> <p>Kim Cat</p> <p>Written by Elizabeth Charman Illustrated by Robin Lawrie</p>	 <p>Shared Reader 3 Success for All® Phonics</p> <p>Sam and Ted</p> <p>Written by Elizabeth Charman Illustrated by Robin Lawrie</p>	 <p>Shared Reader 4 Success for All® Phonics</p> <p>Pip Can Kick</p> <p>Written by Elizabeth Charman Illustrated by Robin Lawrie</p>	 <p>Shared Reader 5 Success for All® Phonics</p> <p>Big Red Bus</p> <p>Written by Elizabeth Charman Illustrated by Robin Lawrie</p>



Reading at home

Your child's reading book



All children will be bringing home two books a week. Whilst working on their phonics skills the books will be phonetically decodable and reflect what the children have learnt so far in phonics.

When the children have gained more confidence, they will bring home a non-decodable text which contain more sight words and words with alternative pronunciations.

Different books allow the children to access a wider variety of texts including non-fiction and work on their comprehension skills as well as their decoding.

Reading each book twice will support the children in decoding and recognising words in their initial read and then re-reading with more understanding and fluency.

Reading at home



- Help your child to enjoy reading by also sharing books/ non-fiction/ magazines that interest them.
- Reading doesn't need to be for a long time. Short bursts may be better for a child who is reluctant.
- Choral or echo reading can take the pressure off your child if they don't feel confident.
- Give your child lots of positive encouragement.
- Play games such as eye spy.
- Add phonics games to tablets.

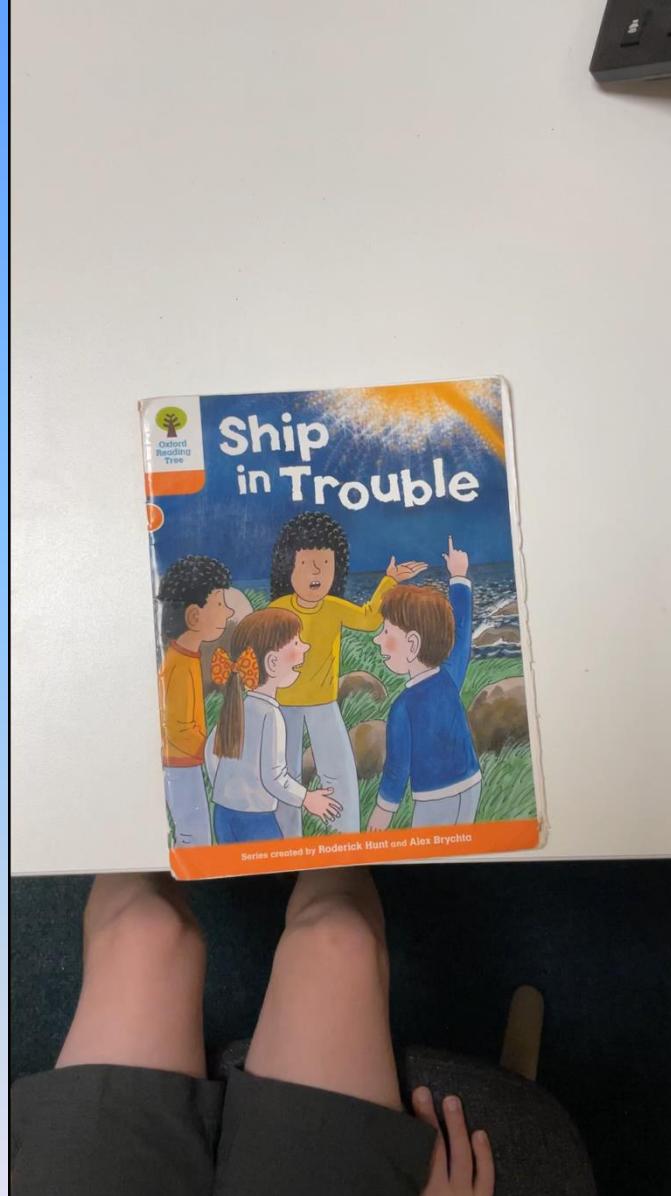
Reception

This video shows
an average child's
reading at the
end of Reception.



Year 1

This video shows an average child's reading at the end of Year 1.



Year 2

This video shows an average child's reading at the end of Year 2.



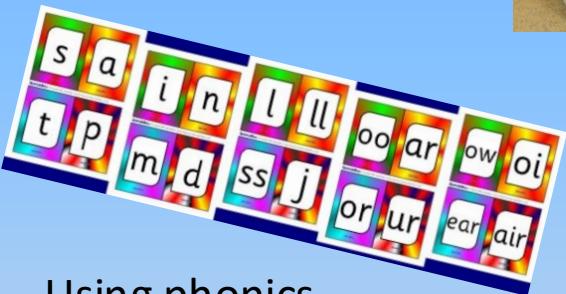
What can you do to help?



Use chalk outside



Using objects to go
to correct sound
around the room.



Using phonics flash cards



Playing with magnetic letters



Lists of words with the same phonemes, digraphs or trigraphs.



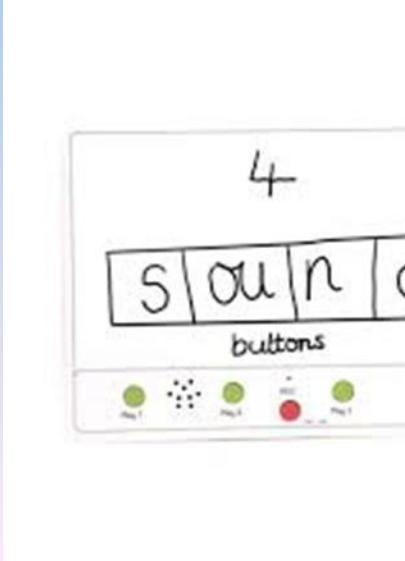
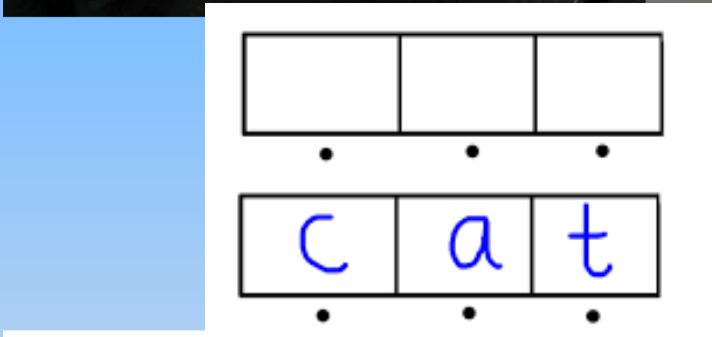
Reading



Sorting objects by their sound

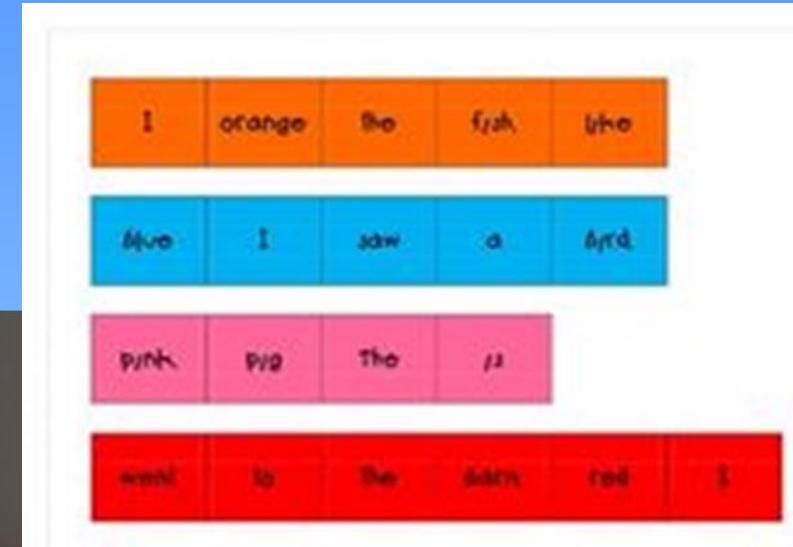


Play I spy



Phoneme frames using counters for each sound.

Writing and making words.



Ordering cut up sentences



Useful websites

<https://www.bbc.co.uk/cbeebies/games>

<https://www.phonicsplay.co.uk>

<https://www.busythings.co.uk/>

<https://home.oxfordowl.co.uk/reading/free-ebooks/>

<https://www.phonicsbloom.com/>

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<https://parents.fft.org.uk/>

Tips for Home Reading

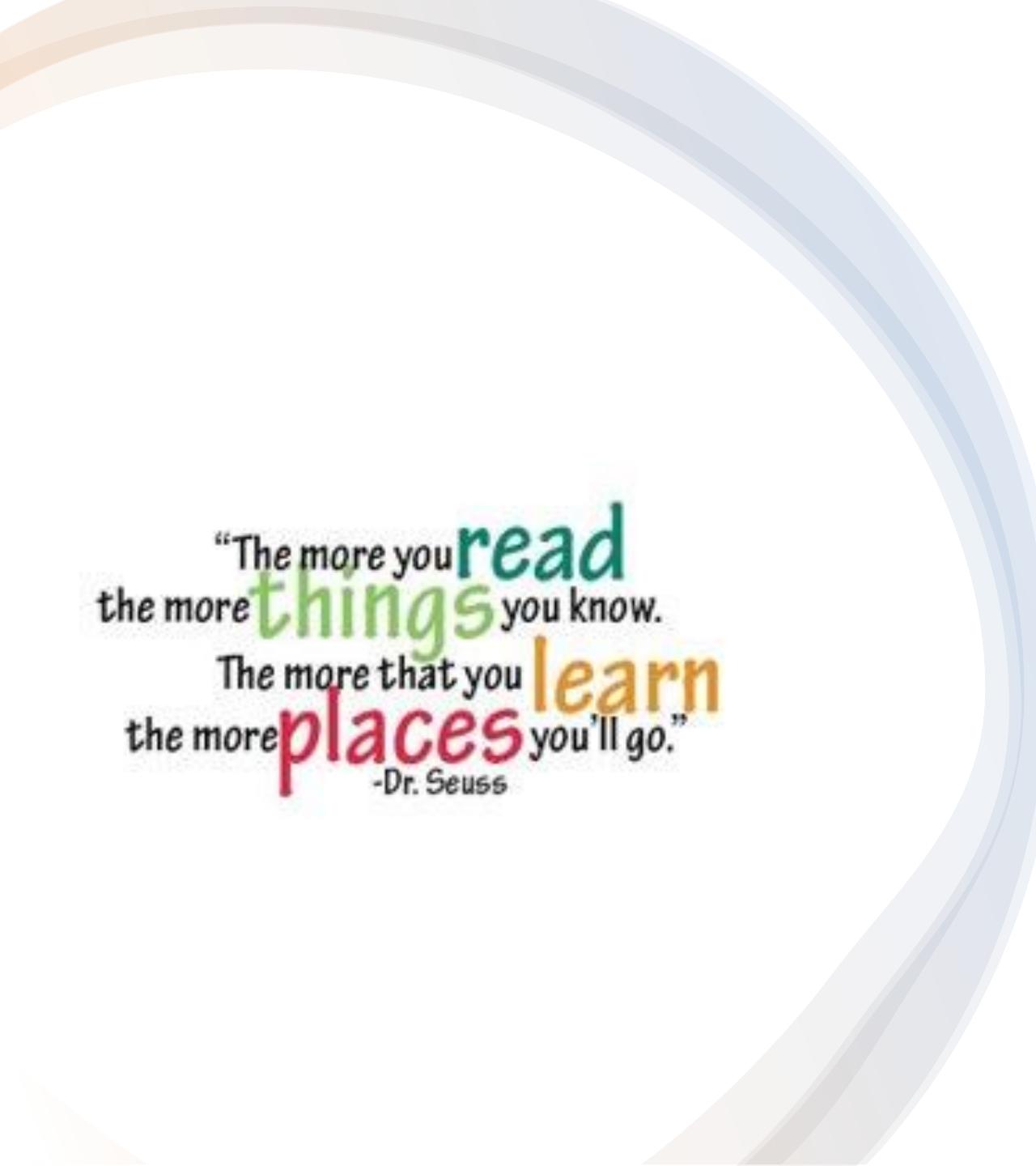
The following guidance is intended to help you support your child's phonics and early reading at home. We hope you find it useful.

- + What is Phonics?
- + Key Phonics Terms
- + Why is phonics not taught in alphabetical order?
- + How to say the phonemes correctly
- + Using the Shared Readers at home
- + What sort of questions can I ask my child when we read?
- Developing Fluency

Follow the link below and use your school code to access our shared readers for children

[Shared Readers Library](#)
[Further Readers Library](#)
[Year 2 Readers Library](#)

[Information for parents](#)
[Helpful Videos](#)
[Phonic and Writing Phrases](#)
[Tips for Home Reading](#)
[Parent Carer Guide](#)



“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go.”
-Dr. Seuss

Thank you for your
time and support.