



Stafford Leys Primary English Newsletter

INSPIRING CONFIDENCE, COMPASSION, CHARACTER AND FUN.

Dec 2018

Welcome to the very first English newsletter!

We have had an amazing Autumn term so far at Stafford Leys with lots of exciting English changes and events to update you on.

Whole Class Reading

In years 2 – 6 we have launched a new approach to the teaching of reading where the emphasis will move from 'small group guided reading' to 'whole class reading'. In Whole Class Reading, there is a high level of interaction between teachers and pupils. Children are exposed to and take part in reading high-quality texts every day and discussion in an immersive environment. Texts are carefully chosen by teachers to provide appropriate challenge that builds on pupils' existing knowledge and understanding.

Reading and exploring the same text as a whole class has generated a lot of enthusiasm from the children so far, who thoroughly enjoy these sessions throughout the school. The opportunities to then use author's language and sentence construction as part of writing sessions are vast.

In their daily whole class reading session, we have introduced VIPERS (please see overleaf for more information) Our reading sessions involve children developing their vocabulary and critical thinking skills whilst improving their inference, deduction and comprehension skills. The children take part in a range of activities both oral and written that include: clarifying unknown words and phrases; inferring and deducting to form an opinion; predicting; explaining authors' intent; retrieving information; summarising and answering comprehension questions.

Teachers will continue to use their professional judgement to identify children requiring basic skill development who would therefore benefit from individual reading to a teacher or LSA.

Vivacious Vocabulary

Our first vocabulary day was a tremendous success. The whole school embraced the importance of vocabulary and everybody was buzzing about adventurous and exciting words! Children and staff looked fantastic and the children spent the day immersed in new vocabulary and learning about the importance it has in reading and writing. We can already see how the children are thinking carefully about their vocabulary choices in their writing. We also have a wonderful display in the hall to celebrate the children's vocabulary choices and the impact it is having on their writing!

Crow Castle Reading Adventure

All Stafford Leys children had the opportunity to experience the Crow Castle Reading Adventure to highlight the importance of reading and the skills we can gain from it. It was a truly exciting event where the children had to solve clues through reading/phonics to escape from the castle. The feedback from staff and teachers has been really positive with 100% of children surveyed saying they would love to experience another reading adventure soon!

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Reading book bands

Across the school, we have made positive changes to our reading book band scheme making it easier for children to choose the correct book for them at an appropriate level. EYFS and KS1 has always been a colour banded system but the colour banded system now follows on into KS2. Children in Year 6 have the opportunity to move on to be a free reader. Thanks to the PFA we have been able to invest in range of age appropriate and engaging texts for them to choose from in their very own Year 6 micro library. In the summer term in Year 5, children reading at a greater depth can also be given the opportunity to be a free reader.





Stafford Leys Reading Bands		
Colour band	Oxford Reading Tree Levels	Where children should be reading by the end of the year group
KS1 Reading Books		
Lilac	Level 1	EYFS
Pink	Level 1+	EYFS
Red	Level 2	EYFS Expected Standard
Yellow	Level 3	EYFS Expected Standard
Blue	Level 4	
Green	Level 5	Year 1 Expected standard
Orange	Level 6	Year 1 Expected standard
Turquoise	Level 7	
Purple	Level 8	
Gold	Level 9	Year 2 Expected standard
White	Level 10	Year 2 Expected standard
Lime	Level 11,12	
KS2 Reading Books		
Brown	Level 8, 9, 10,11	Level 10/11 Year 3 Expected standard
Grey	Level 12, 13, 14	Year 4 Expected standard
Dark Blue	Level 15,16	Year 5 Expected standard
Dark Red	Level 17,18	Level 17 Year 5 Expected standard
Dark Red +	Level 19,20	Year 6 Expected standard

KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that.....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that....
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



KS2 Reading Vipers

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

