READING AT DUNCOMBE 2025

Why is reading so important?

- 70% of pupils permanently excluded from school have difficulties in basic literacy skills.
- 25% of young offenders are said to have reading skills below those of the average seven-year-old.
- 60% of the prison population is said to have difficulties in basic literacy skills.
- There is also a link between illiteracy and unemployment.

Starting Early:

Phonics

Story times

Home reading

An environment which encourages reading

Learning stories of by heart

Phonics

- Phonics is taught in EYFS and KS1 everyday in the mornings.
- Children are assessed at the beginning of the year and are put into groups according to their reading level.
- They are then assessed every 6 weeks so that they can move groups to ensure progress in reading and decoding.
- If children are making good progress, they are assessed earlier than 6 weeks so they are placed in the correct group.

SPEED SOUNDS SET 2 & 3

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng nk

Consonant sounds – bouncy

b	c k	d	g	h	j	p	qu	t	w	x	y	ch

Vowel sounds – bouncy

a	e	i	o	u

Vowel sounds – stretchy

ay	ee	igh	ow

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk

b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch

Vowel sounds

a	e ea	i	o	u	ay a-e ai	ee e-e y ea e	igh i-e ie i y	ow o-e oa o

oo u-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure

SPEED SOUNDS SET 3

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk

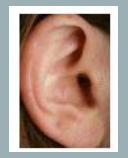
b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch

Vowel sounds

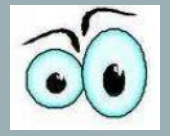
a	e ea	i	o	u	ay a-e ai	ee e-e y ea e	igh i-e ie i y	ow o-e oa o	

oo u-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure

PHONEME CARDS AND PHRASES



Phonemes are the sounds you hear



Graphemes are the sounds you see or write

ay

may I play?

2. day, play, may, way, lay, say, tray, spray

aw

yawn at dawn

3. saw, raw, law, straw, dawn, paw, crawl, jaw, claw, yawn

Pictures and rhymes are used to help the children remember

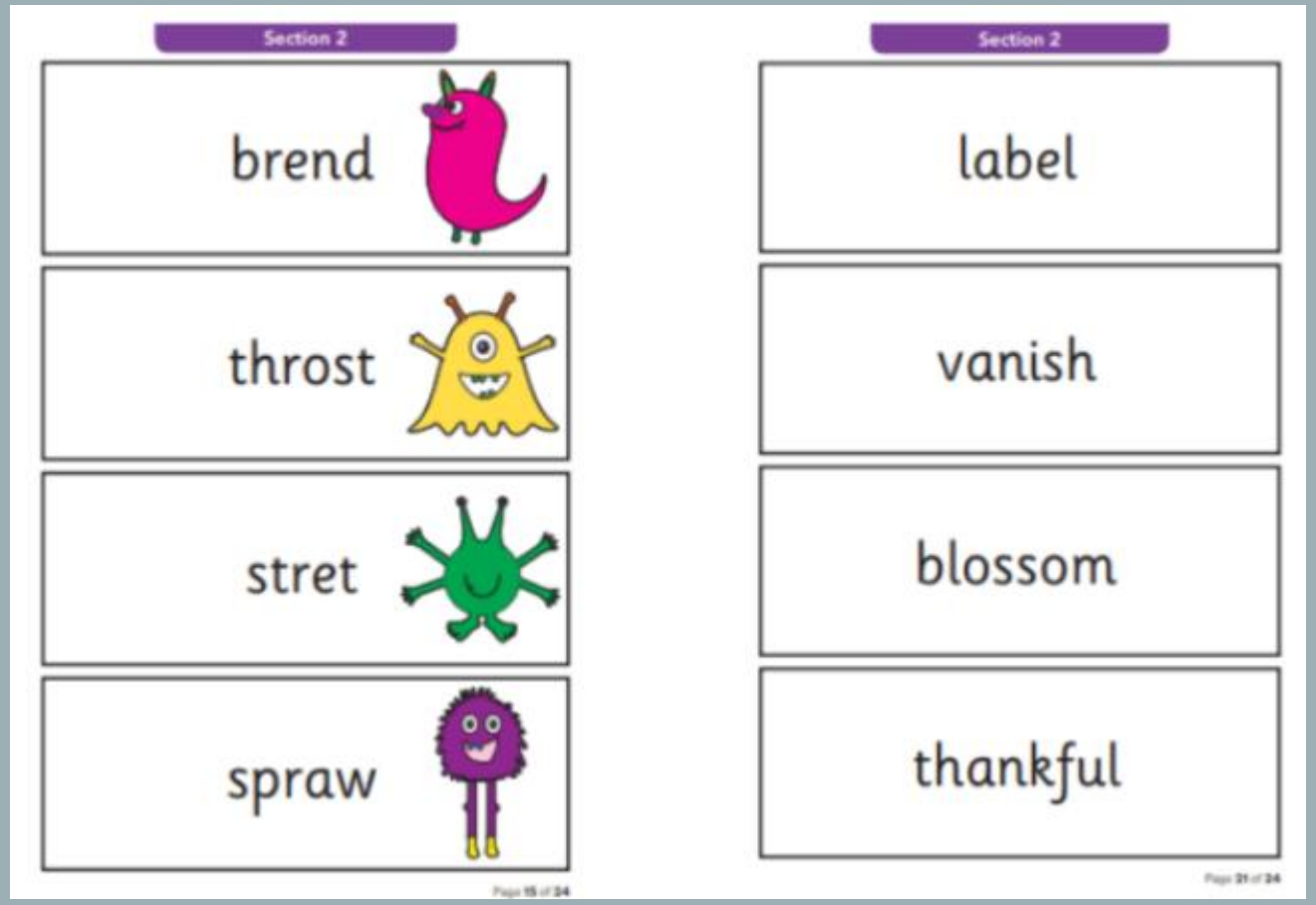
‘SPECIAL FRIENDS’, ‘FRED TALK’, READ THE WORD

spray

crawl

PHONICS SCREENING CHECK

- Children are expected to read 20 real words and 20 ‘alien’ words using their decoding knowledge.
- We encourage children to ‘spot the special friends, fred talk and then read the word’.
- This test takes place in June.



HOW CAN I HELP AT HOME?

1. Use pure sounds, not letter names
2. Use Fred Talk to read and spell words
3. Listen to your child read their Storybook every day
4. Read stories to your child every day

ONLINE RESOURCES AVAILABLE

Ruth Miskin Parents' Page:
http://www.ruthmiskin.com/en/parents/

Ruth Miskin Facebook:
https://www.facebook.com/miskin.education

Free e-books for home reading:
http://www.oxfordowl.co.uk/Reading/

Transition into KS2

At this point we hope children will know all their phonics sounds and that they will be able to read fluently and confidently.

Most children will move onto longer texts and focus on developing other skills you need to be a good reader.

Prediction: What do you think the prince will do next?

Do you think Sita will find her friend?

Inference: How do you know she is feeling sad?

Can you find a word that shows she is angry?

Vocabulary: Can you find a word that means strange?

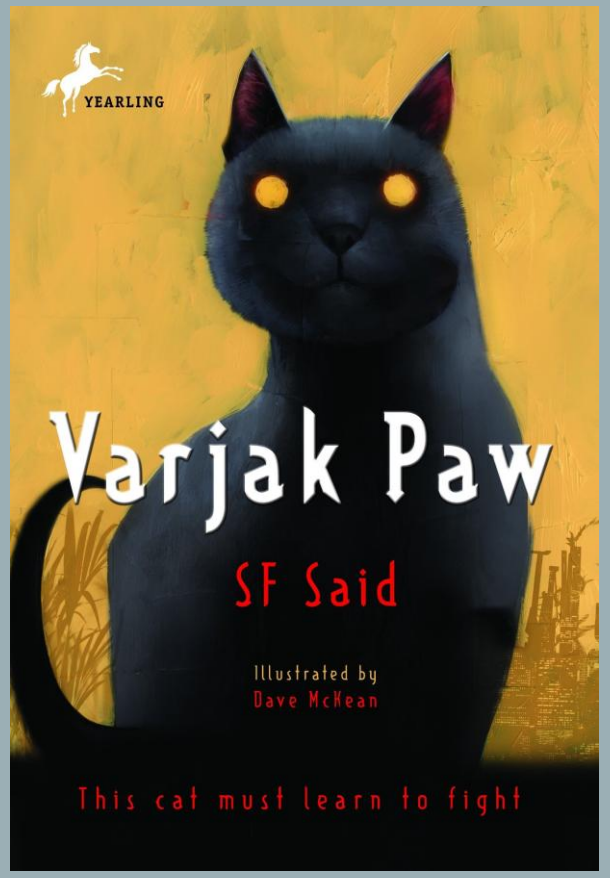
Which word means the same as terrified?

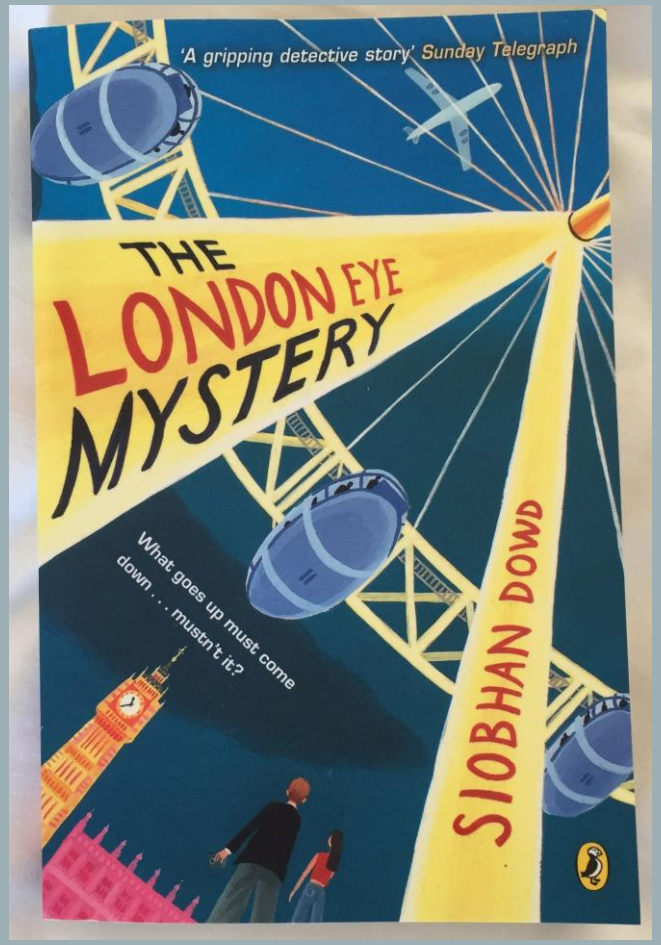
Writer's Choice: Why did the writer include _____

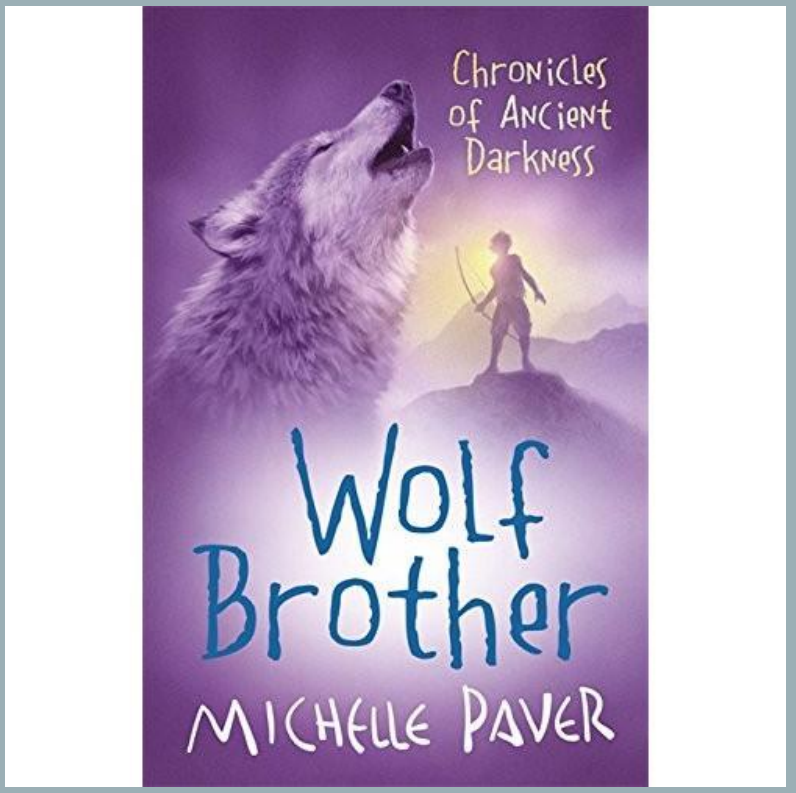
Why did the writer repeat the word ____.

Why did the writer end the chapter _____.

Whole Class Guided Reading







Children who need extra support

Reading in a small group at their own level.

1:1 reading with an adult in reading for pleasure

Phonic interventions in the afternoon.

Extra support in lessons through scafolding

Intervention from SLT

Reading at home:

Year 1

Date, book and page number	Comments
13-09-2021 come on, Dad	Sounded it words like, hill, steep, cara, Dad, mum. Also read tricky words the and said.
18-09-2021 -19-09-2021 six of us	Was able to sound out nearly all the words in the book with some pro- -mting. Struggled with, She, he chicken.

Year 2

15/9	The strange box	I wonder what's in the box. I wonder why it looks like olive

Year 2

6/9	The Strange box	I liked when mr mor work d. sabud the mum.
7/9	Hero Academy (Miss Tota)	I liked when miss Tnd a Transformed.

KS2

Date	Book and page number	Comments
5/5/21	Harry Potter pages 40 - 60	I eyged the part where there was a flashback about Harry's parents at Hogwarts. New word: perturbed
6/5/21	Harry Potter pages 60 -100	

What can you do?

School is not enough!

- Read with/to your child every day!
- Ask your child questions about what they are reading.
- Ensure they have a quiet relaxing area to read in. No television, no tablets, no mobile phones!
- Show them pictures when they come across a new word.
- Take them to the library.
- Communicate with your teacher about your child's progress.
- The only thing that makes a child better at reading, is more reading.

What do you have to help you?

- Books from classrooms and the school library.
- Home reading books from RWI.
- Words and strategies in your child's reading diary.
- A list of question stems to help ask questions.
- Support from your class teacher so you know what your child needs to practise.
- Remember to be patient, we want our children to LOVE reading.

Question Stems for Parents

Word Meaning

Find the word which means...
What does ____ mean?
Can you think of a word which means the same as_____?
True/False questions.

Retrieval

True/False based on text
How many...? When? Where? What?
Give one example of _____.
Which character/place/date_____?

Prediction

Look at the pictures/read the blurb. What will this book be about/include?
What do you think will happen in the next chapter?
How do you think the character will feel when ____?
How do you think the book will end?
Look at the subtitle/chapter title. What will you expect to read in this section?

Inference

What does this suggest about...?
What impression do you get of the feelings of this character from the text?
Why did...?
Why did he feel___?
How did the character feel before... and after...?
How did the characters feelings change?
How do you know that___? / How do you know that____?

Summarising

What is this paragraph about?
What happened in this chapter?
Summarise the last three chapters with a partner.
Use three bullet points to summarise this page.
Circle the sentence which is a summary of this chapter.

Writer's Choices

How does the first sentence help the reader?
How does the writer build up to the conclusion?
Label these parts of the text.
How does the timeline / image / diagram / layout make it easier to understand?
Why is this element in bold / underlined / in italics?
Why has the writer chosen to use the word ____?
How has the writer captured the imagination?
How has the writer created suspense?
Why did the writer choose this title?
Why has the writer used a simile/metaphor/alliteration/repetition?
How can you tell this is a letter, poem, non-fiction text etc.

Book Discussion

What do you think of?
Why do you think?
What do you like best about this book?
Who is your favourite character and why?
What alternative ending can you think of?
Can you make any links with real life/films/other books?
Would you recommend this book to someone else? Why/Why not?