

# A parents' guide to reading

St Barnabas CE Primary School



# Stages of a reader

The emergent pre-reader (typically 6 months to 5 years)

The novice reader (typically 5 to 7 years)

The decoding reader (typically 7-9 years)

The fluent, comprehending reader (typically between 9-15 years)

The expert reader (typically 16 years +)

# Emergent pre-reader (typically 6 months to 5 years)

Learns a full range of many sounds, words, ideas, images, stories, rhymes and talk

'Learns to read' retell stories etc

Builds an interest in books

Can understand thousands of words by 6, but not read them

# The Novice Reader (typically 5 to 7 years)



Learns the relationship between letters and sounds and between printed and spoken word



At this stage, they start reading simple books that contain high frequency words and phonically regular words



Start 'sounding out'



**MUST** read the same words over and over again, repeat book not just a one read and move on (So important!)

# The decoding reader (typically 7-9 years)



In this stage, the child is reading simple, familiar stories with increasing fluency



Sounds smoother, less painful to hear!



They need to see words and automatically know what they say, rather than sounding out (automaticity)



When they can read words automatically it frees up 'brain space' to understand what they are reading

The fluent,  
comprehending  
reader  
(typically  
between 9-15  
years)



By this stage, reading is used to learn new ideas in order to gain new knowledge



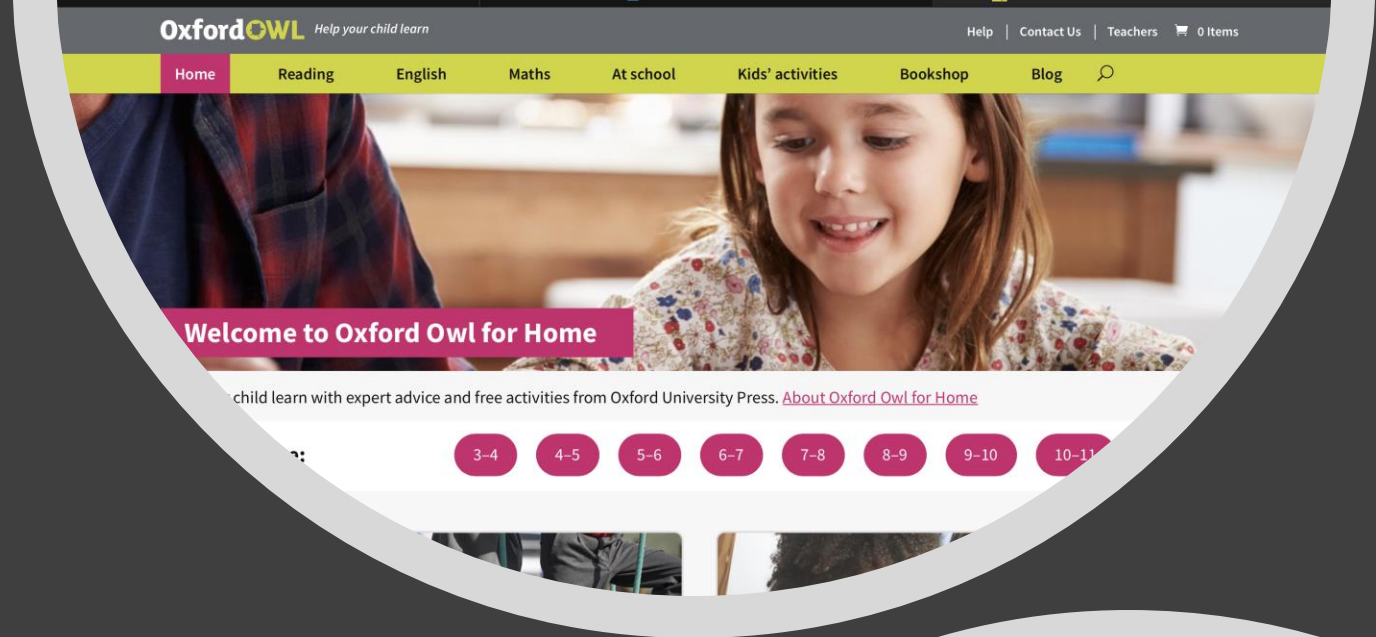
You can be lulled into think they understand more than they do!



Can often read a lot more than they understand

# Hearing lots of stories

- So important to hear words to extend developing vocabularies
- Books at bedtime!
- Free ebooks
- Audible!
- Everything is a habit, build it around other things e.g. after dinner, soon as get in etc
- Every day! 10-15 minutes



## How it works

### Partner Texts

The partner texts (Oxford Levels 1-6) are designed for an adult and child to read together. The adult reads the part with richer language, while the child reads phonically decodable text.



The page indicates it is for the adult to read

Phonically decodable text for the child

The page indicates it is for the child to read

**adult**

### Going into Space

The rocket needs a lot of fuel to fly into space. It must also be carefully packed with lots of useful supplies. A special team of people has a checklist to follow, to make sure that nothing is forgotten. Once everything is packed, the mission can begin!

**Mission checklist**  
food  
toothpaste  
shampoo  
cameras  
spacesuits  
science equipment

4

If you were going into space, what useful things would you take with you?

**child**

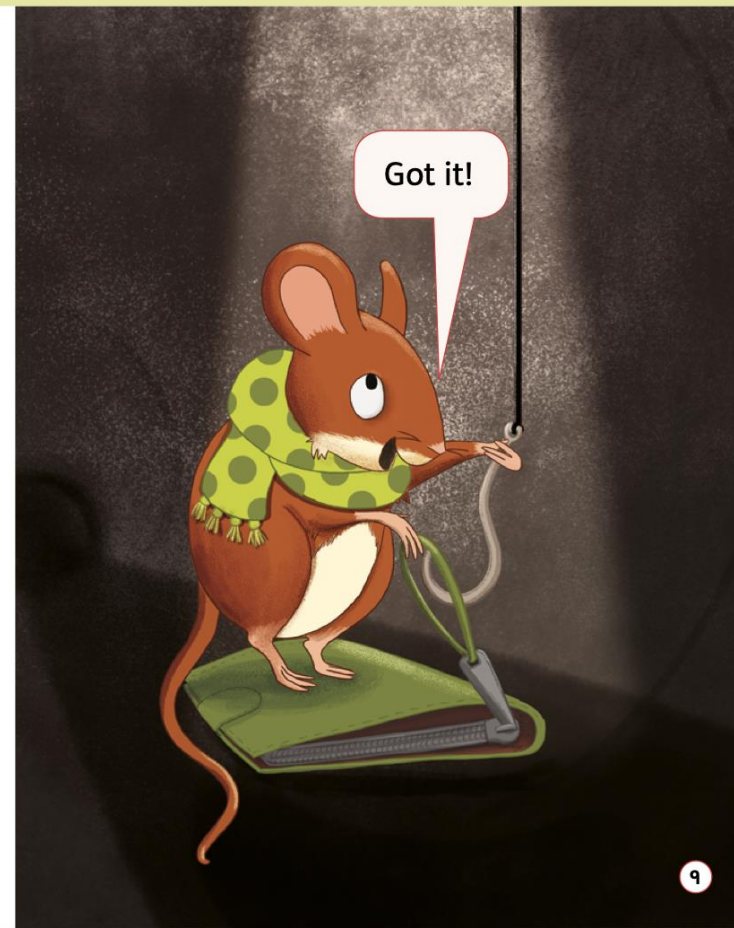
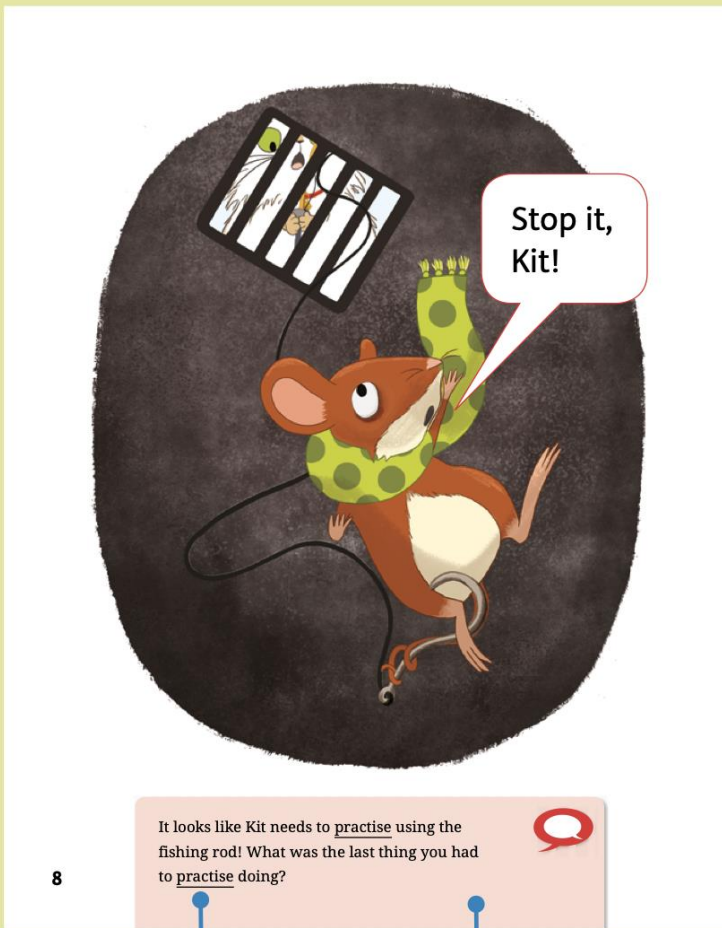
Up, up, up!

5

## How it works

### Regular Texts - Levels 1 to 6

The regular texts are fully decodable. Vocabulary is supported by 'focus word' boxes, which are designed for an adult to discuss with the child.



Each **focus word** has a dictionary definition on the inside front cover of the book

These **focus word** boxes provide discussion points throughout the book. Whenever it feels right, pause and talk about the **focus words**

## How it works

### Regular Texts - Levels 7 to 12

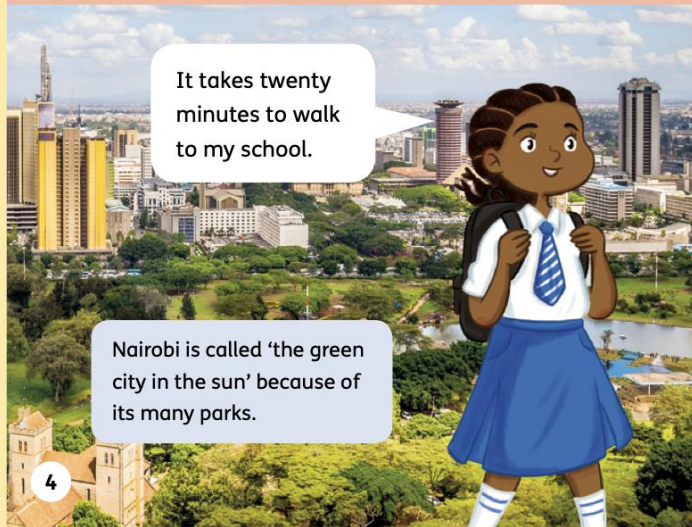
The regular texts are finely levelled. Vocabulary is supported by 'focus word' boxes, which are designed for an adult to discuss with the child.



#### Going to School



Grace is eleven, and lives with her family in the suburbs of Nairobi. Nairobi is the capital city of Kenya. She lives in a two-bedroom house with her family and shares a room with her little sister Mary. At 6.30am, after a breakfast of bread and tea, Grace leaves for school.



4



At 6.30am, Hana and Farel's dad takes them to school in his car. The roads in Denpasar can get very busy with traffic. Sometimes Hana gets anxious that she is going to be late.



If you feel anxious about something, are you happy or worried?

5

At higher levels, independent readers are supported with **focus word** boxes to help them understand and extend their vocabulary

Each **focus word** has a dictionary definition on the inside front cover of the book

These are the **focus words** included in the book. Where used, **focus word boxes** prompt discussion and aid vocabulary and comprehension development

Before, during and after reading support offers suggestions to develop comprehension and ensure understanding

## How it works

The inside cover notes give useful suggestions to help familiarise children with the text.



Focus GPCs are listed here and on the back cover of the book. Once children have learned these GPCs in their whole-class teaching, they can practise reading them in this book.

### Word Sparks

**Focus words**  
This series features 300 carefully selected words from the Oxford Children's Corpus. The following **focus words** appear in this book.

**direction**  
NOUN  
A direction is the way you are going or pointing.

**interest**  
VERB  
If something interests you, you think it is exciting and you want to see it or learn about it.  
> **interested** ADJECTIVE

**perfect**  
ADJECTIVE  
Something that is perfect is so good that it cannot be any better.

**stable**  
ADJECTIVE  
steady or firmly fixed; not wobbly

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### How to use this book

Encourage your child to read the words using their phonics knowledge to help them. Don't be afraid to prompt them if they get stuck.

These **focus word boxes** are for adults to read. Whenever it feels right, pause and talk about the **focus words**.

It is useful to read the book more than once to help build fluency and consolidate new words.

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### Phonics

Say the sounds:  
j v w x

Blend the sounds together, e.g. j-a-m, jam!

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**Common word:**  
**will**

This is a common word that your child will encounter in this story.

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### Vocabulary

Say the **focus word** and encourage your child to say the word too. Talk about what the word means. You can use the **focus word box** and the definition/s to help you.

After you've finished the book, talk about the **focus words** and any other words that you or your child found interesting. Carry on talking about the **focus words** whenever a chance comes up in real life, or when reading other books.

Please see the inside back cover for before, during and after reading support.

### Comprehension

**Before reading**

- Talk about the title of the book and the information on the back cover.
- Look together at page 2. Say: *Jan will need Pip and Kit's help. I wonder what the problem might be?*
- Use the phonics information on the inside front cover to check that your child is familiar with the sounds listed. You might like to rehearse the 'Common word' too.

**During reading**

- Encourage your child to be 'in charge' of the book – they could hold the book, turn the pages etc. Make sure that you and your child can both see the book without straining.
- Encourage your child to sound and blend the words, giving lots of praise and prompting them if needed. Talk about what is happening in the pictures.
- On page 4, ask: *What has Jan lost?* (a key)
- On page 7, ask your child what Pip is doing with her x-ray glasses. (She is looking inside Jan's pocket to see if the key is there.)

**After reading**

- When you come to the **focus word** boxes, it's fine to wait until there is a natural moment before talking about the **focus words**. Don't worry if your child doesn't know the meaning of the word. It takes lots of encounters with a word for children to understand it and be able to recall its meaning.
- Encourage your child to ask their own questions, as well as discussing the ones suggested in the book.
- Look at page 16 together. Ask your child to read the words. Help them with any words they find difficult.
- Ask: *Where did Pip and Kit look for Jan's lost key? (Jan's jacket, Jan's van) Where did they find it? (on a shelf in the factory)*
- Look at page 15. Talk about why Jan's pot of jam was the perfect gift for Kit. (He was eating jam on toast at the start of the story, and his jar was almost empty!)

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British Library Cataloguing in Publication Data  
Data available:  
978-0-19-90543-7  
10 9 7 6 5 4 3 2 1

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Printed in China

**Acknowledgements**  
**Series Editors:** James Clements and Sharon Wilkinson  
**Oxford Reading Tree Word Sparks** has been developed using insight from the Oxford Children's Corpus and Oxford Children's Dictionaries.  
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# Oxford Levels 1 to 6

Books at Oxford Levels 1 to 6 are fully decodable and aligned to Letters and Sounds Sets from Reception/PI to Year 1/P2. This helps you match your phonics teaching with children’s reading practice, ensuring that they progress in small steps with confidence.

Each level contains **4 regular texts** (child text, with vocabulary prompts) and **4 partner texts** (adult text + child text)

Reception/PI

Year 1/P2

		Partner texts				Regular texts				
		Familiar Settings	Funny Stories	Non-Fiction	Folk Tales	Adventure Mouse mini series	Non-fiction			
Phase 1, Phase 2 Set 1	1	Lilac	wordless	wordless	s a t p	s a t p	wordless	wordless	s a t p	s a t p
Phase 2 Sets 2, 3, 4, 5	1+	Pink	i n m d	g o c k	c k e u r	h b f, ff, l, ll, ss	i n m d	g o c k	c k e u r	h b f, ff, l, ll, ss
Phase 3 Sets 6 & 7, Phase 3	2	Red	j v w x	y z, zz qu	ch sh th ng	ch sh th ng	j v w x	y z, zz qu	ch sh th ng	ch sh th ng
Phase 3	3	Yellow	ai ee igh oa	oo oo ar or ur	ow oi ear ure air er	ow oi ear ure air er	ai ee igh oa	oo oo ar or ur	ow oi ear ure air er	ow oi ear ure air er
Phase 4	4	Light Blue	cvcc	ccvc	ccvcc	ccvcc	cvcc	ccvc	ccvcc	ccvcc
Phase 5	5	Green	Alternative pronunciations	Alternative pronunciations	Alternative pronunciations	Alternative pronunciations	Alternative pronunciations	Alternative pronunciations	Alternative pronunciations	Alternative pronunciations
Phase 5	6	Orange	Alternative pronunciations / spellings	Alternative pronunciations / spellings	Alternative pronunciations / spellings	Alternative pronunciations / spellings	Alternative pronunciations / spellings	Alternative pronunciations / spellings	Alternative pronunciations / spellings	Alternative pronunciations / spellings

# Oxford Levels 7 to 12

Books at Oxford Levels 7 to 12 adhere to a reliable structure that supports their progress and helps you match every child to the right book. These books are designed to support comprehension and fluency while further developing children’s vocabulary.



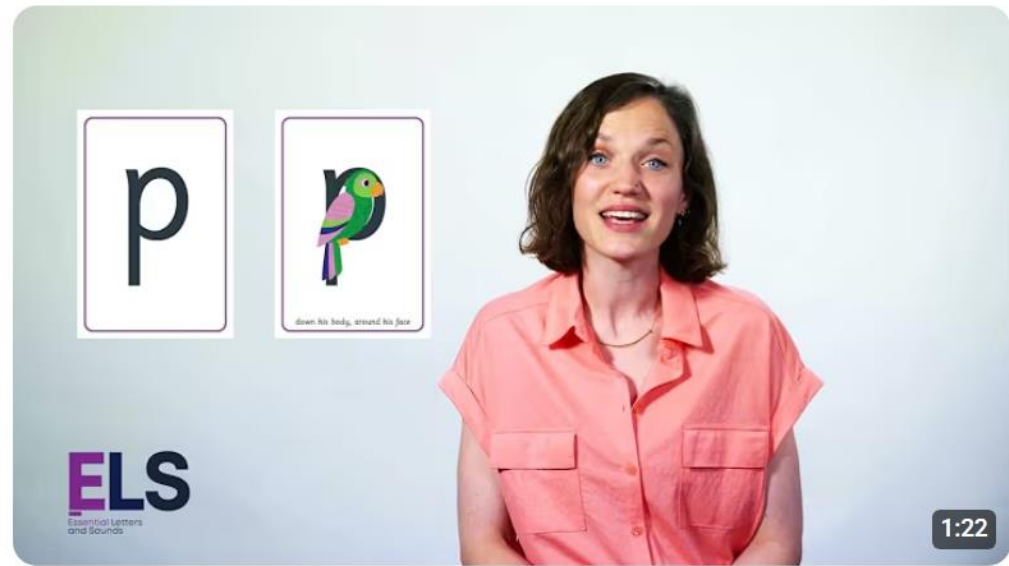
Year 2/P3

		Familiar Settings	Funny Stories	Folk Tales	Adventure Mouse mini series		Non-fiction		
7	Turq								
8	Purple								
9	Gold								
10	White								
11	Lime								
12	Lime+								

# How to support phonics teaching?

Common practice for reading with emergent and novice readers:

- Point to each sound in a word, swipe along it to blend
- Go back to the beginning of the sentence after each word/few words and re-read the sentence as a whole
- Encourage them to chop up words (use syllable count to support)
- Identify suffixes ('s', 'es', 'ed', 'ing' 'er') to support decoding longer/complex words
- If the sound has an alternative, rather than give them the sound, try both and see which sounds correct

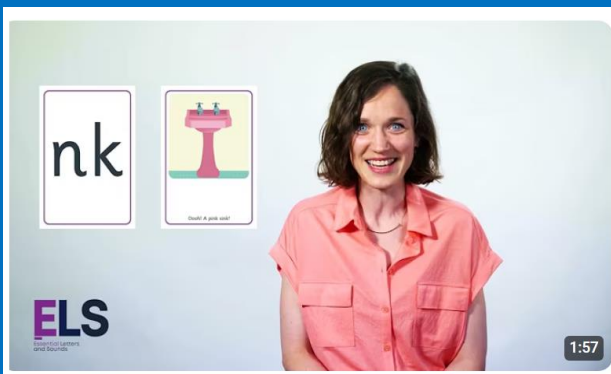


## ELS: Phase 2 pronunciation

36K views • 2 years ago

 Oxford Owl - Learning at Home

Essential Letters and Sounds or ELS is a synthetic phonics programme for learning to read. In this video you can hear the ...

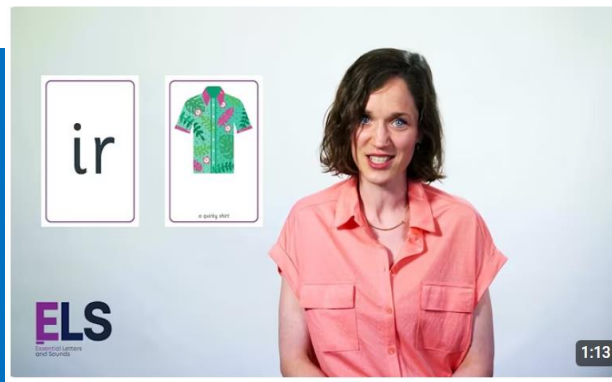


## ELS: Phase 3 pronunciation

33K views • 2 years ago

 Oxford Owl - Learning at Home

Essential Letters and Sounds or ELS is a synthetic phonics programme for learning to read. In this video you can hear the ...



## ELS: Phase 5 pronunciation

26K views • 2 years ago

 Oxford Owl - Learning at Home

Essential Letters and Sounds or ELS is a synthetic phonics programme for learning to read. In this video you can hear the ...



Handy tools to practise sounds at home and to use to check if the phonics videos you watch at home are aligned with our scheme!

# How to support vocabulary?

You may find vocabulary words that are not 'identified' In focus boxes, but that your child is still unfamiliar

Defining these for your child is great practice, but why not also...

- Show it (pictures, videos)
- Find it (if a household item)
- Act it out (excellent for emotions)
- Connect with your own/your and your child's shared experiences
- Discuss the words' opposite (eg. Excited vs. Dreaded)



# This again?

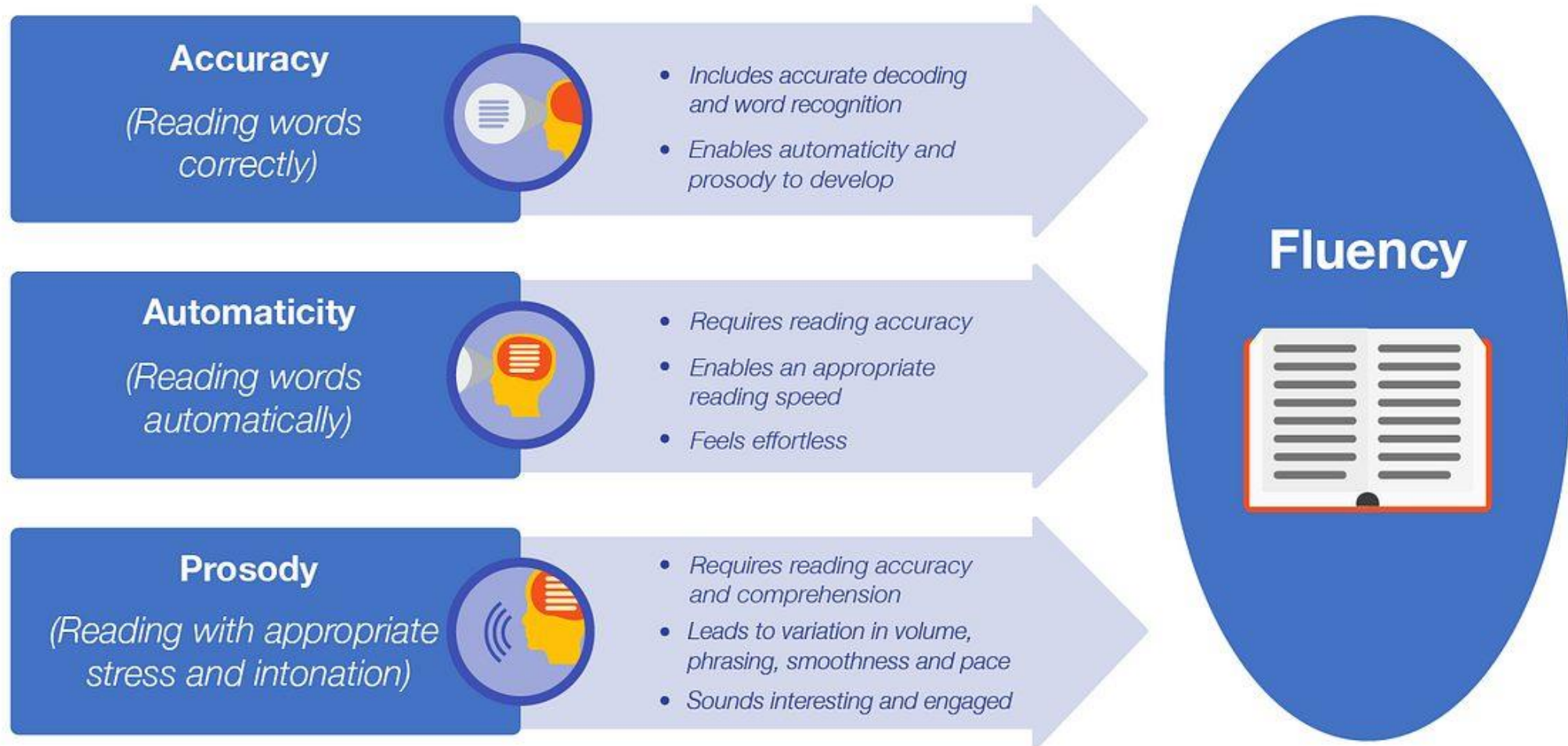
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- Not a race through books/levels!
- Need to read words 5-10 times
- Children do not mind repetitions
- Adult in school 1-2 weekly



# Why do we encourage children to read and re-read?

Figure 5: Reading fluency



# An example reading experience at school

Don't rush past the front cover! You can refer back to when you read the text

You can model everything, even a love of reading

Echo read- technique to model expression and get children to rehearse it


Point out punctuation- why was it used, re-read sentence to reflect how it impacts tone

# The Peer Framework

This is a simple sequence that can be used to support shared, or ‘dialogic’, reading. When reading together, adults can pause and:

- Prompt the child to say something about the book;
- Evaluate their response;
- Expand their response by rephrasing or adding information to it; and
- Repeat the prompt to help them learn from the expansion.

For example, if an adult and child were looking at a page in a book, you might point at a picture and say, ‘*How do you think the boy is feeling?*’ **[prompt]**. The child replies, ‘*sad*’, and the adult responds, ‘*That’s right [evaluation]—he seems sad because his mouth is turned down and he is looking at the floor [the expansion]; can you pretend to be feeling sad, “makes a sad face”?*’ **[the repetition]**.



We need to coat the fish.

Look at my foot!  
It is a mess!

*'Why is the boy's foot a mess? [prompt].*

The child replies, *'he got messy' or 'the flour fell on it' ...*

the adult responds, *'That's right [evaluation]—the bag was very full so when he carried it the flour spilled out [the expansion];...*

*...was the bag full or empty"?' [the repetition] "full!".*

# Automatic reading

- Reading words without having to sound them out or pause
- NOT speed reading. Use expression and pause at punctuation etc.
- Time for a minute and repeat same passage regularly and record times

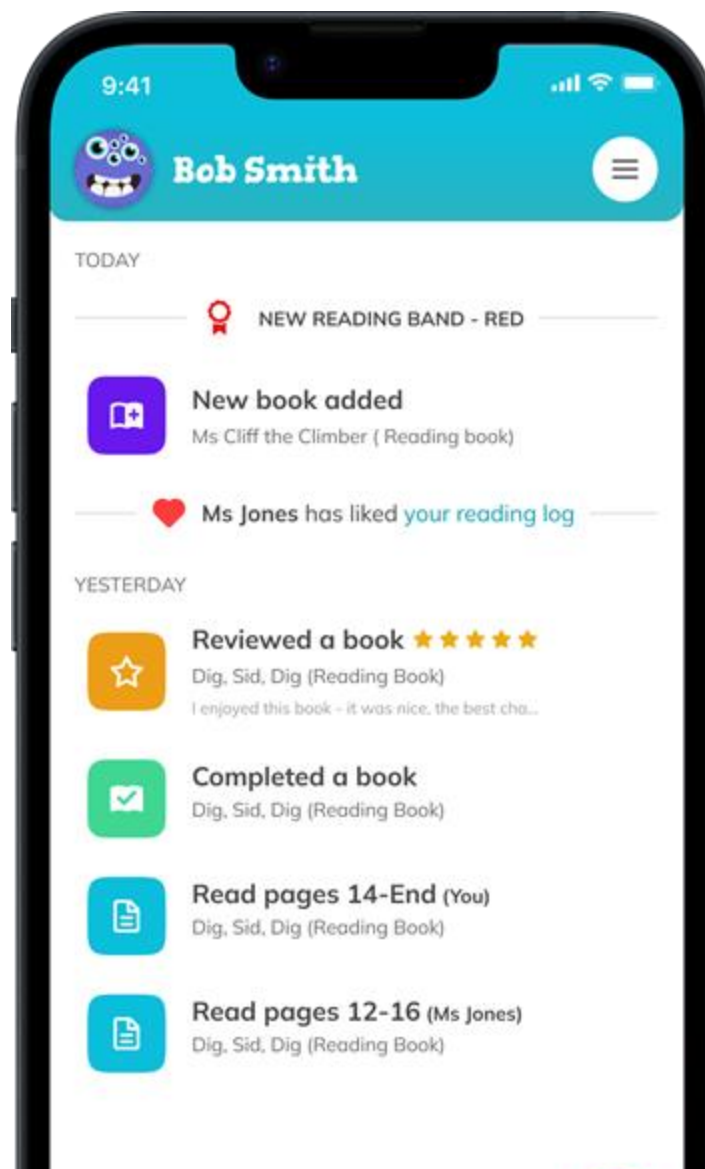
	Word count per minute (wcpm)		
	Autumn	Spring	Summer
Y2	5	25	50-60
Y3	53	78	84-94
Y4	79	93	104-114
Y5	99	112	98-118
Y6	105	118	118-128





# Benefits

- ▶ No more lost paper reading diaries!
- ▶ No more damaged paper reading diaries- the '*water bottle leaked in the bag*' diaries are gone! EYFS an exception
- ▶ All reading you log will be saved for the entire time your child is in school so no logs are lost.
- ▶ Only one parent account needed for your family





# Getting started

Please use the login details letter sent home by your child's teacher

Follow the instructions to download the app

Create an account quickly and easily

Connect to your child (with the school code/login code on the letter)

That's it - you're all set!

Please use the one page guide for help as needed.



The screenshot shows a letter from BoomReader to the parent of Abigail Coleman. It includes the BoomReader logo, a welcome message, and three numbered steps: 1. Download the app (with App Store and Google Play icons and a QR code), 2. Connect to Abigail Coleman (with school code 17963 and PIN 73495), and 3. Done! (with instructions to set a reading schedule). The letter ends with a thank you message.

**boom reader**


**Dear Parent/Carer of Abigail Coleman**

Welcome to BoomReader! Axe Edge School has chosen BoomReader for their digital reading records. You'll be able to log your child's reading by downloading the app or via your device's web browser.

**1. Download the app**

Search 'BoomReader Parents' or go to:  
[boomreader.co.uk/parents](http://boomreader.co.uk/parents)



**2. Connect to Abigail Coleman**

When prompted, use the details below to connect to your child's account:  
If you have other children in the school? No worries - you can add them by tapping '+ child' on the app.

**School code: 17963**  
**PIN code: 73495**

**3. Done!**

Set a reading schedule, add any books you're reading with Abigail and enjoy some quality reading time together.

**Thank you for using BoomReader!**

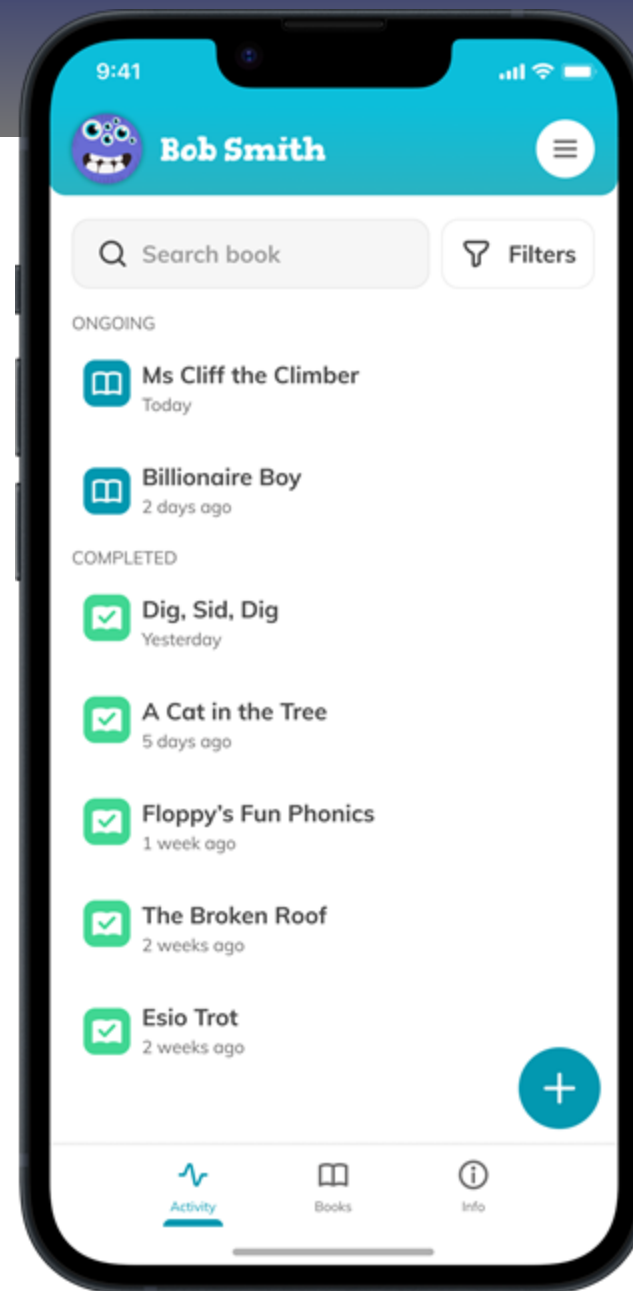


## Books



All current and completed books are listed here.

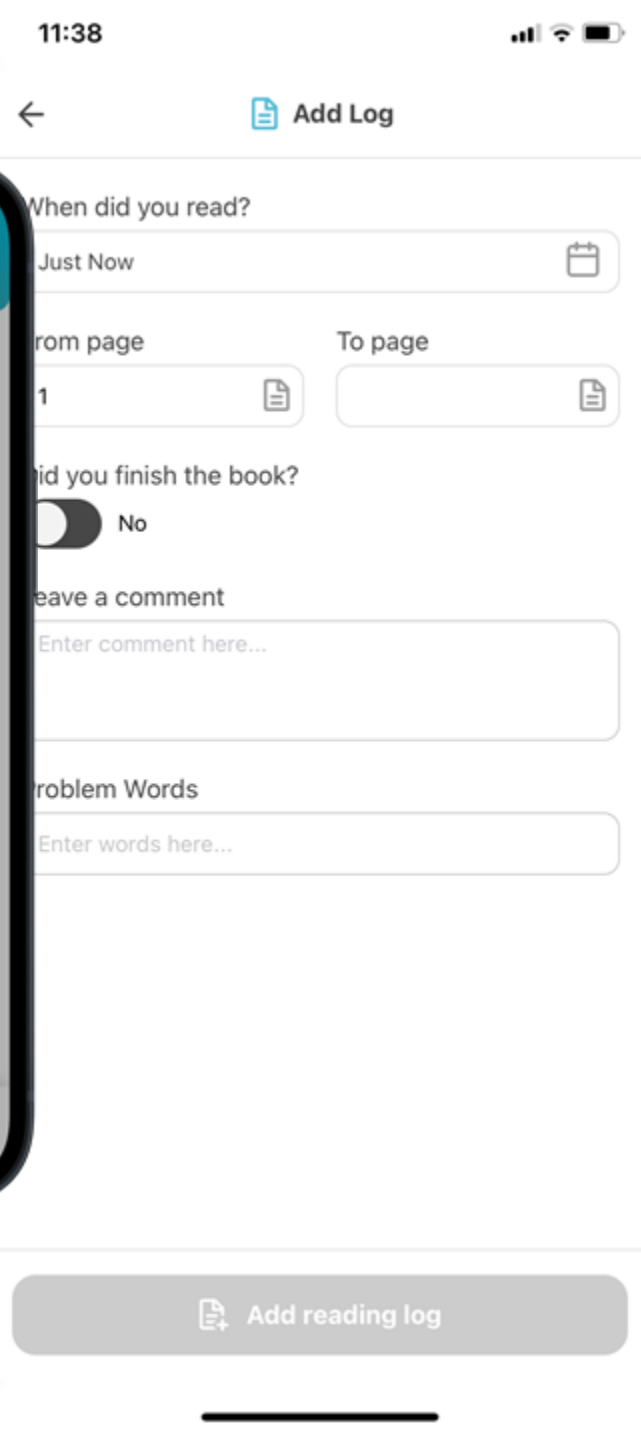
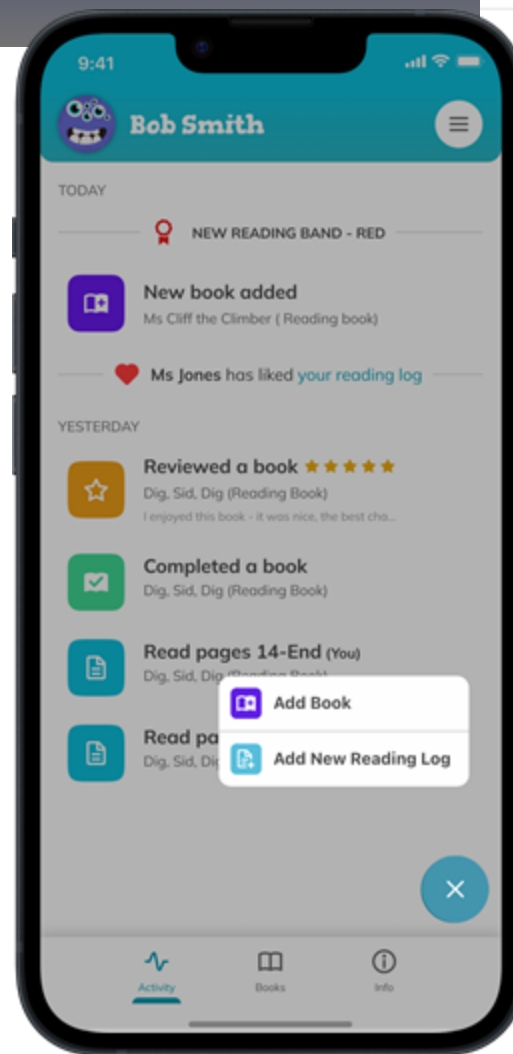
Tap a book to view the reading history.





## Add Reading Log

Choose the book and then fill in the log. Minimum requirement is the page number your child read to. Tap edit log to make any changes.



# Check homework expectations for reading and other subjects on our website



St Barnabas CE  
Primary School

About Us ▾ Our School ▾ Our Learning ▲ Our Community ▾

Home > Our Learning > Homework

# Homework

Our Curriculum

Children's Code of  
Conduct

Ethos Committee

School Council

The Brilliant Club

Class Pages

English as an  
Additional Language  
(EAL)

Homework

Prayer Wall

Children's

English as an Addition