

Reading at St Mary's

Why is reading important?

“The ability to read and the acquisition of language is essential for one to participate fully as a member of society” - Department for Education.

- ▶ Underpins the whole school curriculum.
- ▶ Stimulates imagination and creativity.
- ▶ Widens their knowledge and understanding about the world.
- ▶ Develops and widens vocabulary and language skills.
- ▶ Aids their cognitive development.
- ▶ Promotes achievement in other subjects across school.
- ▶ Improves concentration.

Our intent:

- ▶ To instill a love of reading, through exposure to a range of high quality, varied texts.
- ▶ To provide opportunities for children to be exposed to wide ranging vocabulary, which will enable them to communicate effectively and confidently with others.
- ▶ To ensure that children are provided with the best opportunities to access and progress through our curriculum.

Reading domains:

Fluency

- Decoding words -
Phonic awareness
- Word recognition
- Speed and stamina
- Accuracy
- Expression

Comprehension

Processing the text to understand its meaning.



- Knowledge and understanding of vocabulary.
- Understand the text as a whole.

How we teach reading:

Fluency

- ▶ From Reception upwards, children have a reading book phonetically matched to their ability.
- ▶ Both fluency and comprehension need to be evident to move onto a new stage.
- ▶ Children are taught to segment (sound out) and blend words they are unsure of throughout all years.
- ▶ At each stage, books increase in difficulty and length to develop pupils speed and stamina.

How we teach reading:

- ▶ Each class has a focused guided reading session at least 3 times a week.
- ▶ In Reception, this is a small group session focused on a particular reading skill. In Y1-Y6, this is mainly a whole class session.
- ▶ In Reception & KS1, they all have the same text/extract and they work through it with the class teacher to decipher meaning.
- ▶ Questioning is used throughout the session to stimulate and progress children's understanding.

How we teach reading:

Comprehension

Reception & KS1:

- ▶ Children are questioned about their understanding of the text using questions based on the key reading skills. These are: **Retrieval; Prediction; Sequencing; Vocabulary and Inference.**
- ▶ Children in KS1 will associate these skills with our “Pawsome Reading gang” to help familiarise them with these key skills.



Rex Retriever might ask...

Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

Is there a dilemma in this story? What is it?

How is the dilemma resolved?

How does the story end?

What do you think is happening here?

Which is your favourite/worst/funniest/scariest part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?

What happened when _____?

Why is this story/poem/non-fiction text/section/chapter called _____?

Can you think of a different title for this story/poem/non-fiction text/section/chapter?

What do you remember about _____?

What happened to make _____?

What sticks most in your mind about _____?

What moment do you remember most from _____?



How we teach reading:

KS2:

- ▶ Children will have a high quality reading book for school, suitable for their level.
- ▶ Whole class guided reading sessions. These all focus on a key reading skill. Children study the text in depth and answer questions linked to their focused reading skill.
- ▶ The key reading skills for KS2 are: Retrieval, prediction, summarising, vocabulary, inference, making comparisons between texts, authorial intent and language choice.
- ▶ Children will be exposed to different question types, preparing them for the questions they will encounter in the Y6 SATS.

How do we promote reading for pleasure?

- ▶ Book areas in all classrooms, with high quality texts of different genres.
- ▶ Access to the school library to borrow a book for pleasure.
- ▶ Book fairs.
- ▶ Reading aloud in class & assemblies.
- ▶ Daily story times in class.
- ▶ Visits/experiences linked with reading.

How can you help?

- Reading at home regularly with your child 4 times a week.
- Asking them questions about what they have read or what you have been reading to them (question mats)
- Encourage them to sound out and blend unfamiliar words.
- Explore meanings of new words with them.

Regular reading impacts a child's success at school.
If not addressed early the educational gap widens...

Child A



Reads 20 minutes
per day

3,600 minutes
per school year

1,800,000 words
per school year



Child B



Reads 5 minutes
per day

900 minutes
per school year

282,000 words
per school year



Child C



Reads 1 minute
per day

180 minutes
per school year

8,000 words
per school year



How can you help?

- ▶ Encourage them to read a variety of texts at home that interest them e.g. newspapers, non-fiction, comics, magazines, picture books, e-books, online articles etc.
- ▶ Libraries - take advantage of the array of books these have on offer.
- ▶ Make reading fun! It should be something they look forward to, rather than a chore.
- ▶ Let them see you reading!

Thank you for listening.

Any questions?

**Understanding Relationships
and Health Education :
a guide for parents**

Why?

In order that children grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain.

From September 2020, all primary age children will be taught Relationships and Health Education.

What will this do for our pupils?

Knowledge

Wellbeing

Health and relationships

A successful adult life

- in an ever changing world.

We have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and backgrounds of our pupils.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Relationships Education



NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR

The PANTS rules

PRIVATES ARE PRIVATE

ALWAYS REMEMBER YOUR
BODY BELONGS TO YOU

NO MEANS NO

TALK ABOUT SECRETS
THAT UPSET YOU

SPEAK UP, SOMEONE
CAN HELP

Good and bad touch

- Touch can be **good** or **bad**.
- People touch you for different reasons.
- Sometimes touch feels bad, but is necessary.
- You should never be asked to keep secrets about touch.

People you can trust

- Who do you trust most in the world?
- Trusted people are different for everyone.
- Write down a list of the people you trust.

<https://www.youtube.com/watch?v=-IL07JOGU5o&list=PLvYzeYJypVjl4WWyy-cLcNnxMoKkzjaVt>

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Health Education

PSHE CURRICULUM FRAMEWORK

Term	Autumn			Spring			Summer		
Core Theme	Health and Wellbeing <i>Minimum of 10 lessons</i>			Relationships <i>Minimum of 10 lessons</i>			Living in the Wider World <i>Minimum of 10 lessons</i>		
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
Big Questions	<i>What can we do to stay healthy?</i>	<i>How do we grow and change?</i>	<i>What can we do to stay safe?</i>	<i>How do we feel?</i>	<i>What makes happy, healthy relationships?</i>	<i>How are we the same/different?</i>	<i>What are your rights and responsibilities?</i>	<i>How can we look after <u>our</u> world?</i>	<i>What can you do with money?</i>
Year 1	What helps keep bodies healthy: hygiene routines	Recognising what they are good at; setting goals. correct names for body parts (including external genitalia)	Keeping safe around household products; how to ask for help if worried about something	Behaviour; bodies and feelings can be hurt; teasing, bullying	Special people, caring; touch, acceptable and unacceptable	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 2)	Where money comes from; how to use money - saving and spending money
Year 2	Healthy choices; different feelings; managing feelings; healthy eating, physical activity, sleep, dental health	Recognising what they are good at; setting goals. Growing; changing and being more independent; Change and loss and how it feels	Keeping safe in different situations – online, road, water etc.; how to ask for help if they are worried about something; privacy in different contexts	Communicating feelings, empathy; fair/unfair, right/wrong; teasing, bullying	Secrets, surprises, safety; cooperating, resolving arguments	People, similarities and differences in others; sharing, discussions, views, opinions	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 2)	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits; bacteria, viruses, hygiene	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings; change, transitions	School rules on health and safety; basic emergency aid; advice, support, asking for help; safety online, personal info, passwords	Recognising feelings in others; responding to how others are feeling; confidentiality, surprises, secrets, personal safety	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively; touch, acceptable and unacceptable	Recognising and responding to bullying; listening, viewpoints, opinions, respect; stereotypes	Human rights, children's rights; people, places, values, customs; diversity, identity, UK; rules, laws, making and changing rules; communities, volunteers	Responsibilities; rights and duties, home and school environment	Enterprise; what it means; developing skills in enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 5); spending, saving, budgeting

Year 4	What makes a balanced lifestyle and making choices; drugs common to everyday life; media images, reality/fantasy, true/false;	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change; conflicting emotions	How to keep safe in local area – roads, cycle etc. and safety online, personal info, passwords; people who help them stay healthy and safe; pressure, managing influences, media, peer	Keeping something confidential or secret; when to break a confidence; recognise and manage dares; feelings, empathy	Actions, behaviours, consequences; collaborative working, shared goals; privacy, sharing, personal boundaries; disputes, conflict, feedback, support	Listen and respond effectively to people; share points of view; bullying, discrimination, aggressive behaviour	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world; media, social media, information forwarding	Sustainability of the environment across the world; fair trade/local produce (CROSS YEAR-GROUP PROJECT with Y5)	Role of money; managing money (saving and budgeting); what is meant by interest and loan; resources, sustainability, choices
Year 5	What positively and negatively affects health and wellbeing; making informed choices; different influences on food - media; skills to make choices; bacteria, viruses, hygiene; caffeine; habits;	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief; puberty; reproduction	Strategies for managing personal safety in the local environment; risk, danger, hazard, responsibility, safety; online safety; including sharing images; mobile phone safety; emergency aid, help, safety, rules	Responding to feelings in others; confidentiality, secrets, surprises, personal safety; dares, challenges	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback; touch, acceptable and unacceptable; friendships, families etc.	People, identity, equality, stereotypes, discrimination; bullying, discrimination, aggressive behaviour	Human rights, children's rights; Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences; communities, volunteers, pressure groups	Different rights; responsibilities and duties for home, school, environment; fair trade/local produce (CROSS YEAR-GROUP PROJECT with Y4)	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax
Year 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs, alcohol etc.; balanced diet, choices, food, influences	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents; conflicting emotions, managing feelings	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy; committed; loving relationships; marriage; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others; resolving difference, points of view	How resources are allocated; effect of this on individuals; communities and environment; fair trade	Enterprise; setting up an enterprise (CROSS YEAR-GROUP PROJECT)

- * Teaching at school will complement and reinforce the lessons you teach your child as they grow up.
- * We are required to consult with you when developing and renewing our policies on Relationships Education.
- * You can express your opinion, and this will help us decide how and when to cover the content of the statutory guidance.

Your rights as a parent

- * You cannot withdraw your child from Relationships Education because this is statutory.
- * If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn.
- * Human development, including reproduction is also statutory.

Right to withdraw your child

- * Our teaching of RSE is couched in the teachings of the Church and its values on family and relationships.**
- * You are invited into school to view the content that your children will access before they see it.**
- * Y5 is the key year for RSE.**

Journey in Love

You can find further detail by searching **'relationships and health education'** on GOV.UK.