

# Reading and Spelling at OMS

Reading for instruction

+

Reading for Pleasure



# Reading for instruction

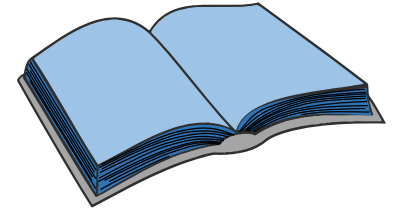
Phonics – assessed on entry to the school  
Interventions and classroom  
implementation

Links with phonics lead spelling teaching

Continues with Fresh Start phonics  
throughout the school



# Reading books



RWI Phonics books for children in phonics intervention.  
Suitable for the sounds they are working on.  
Should require them to apply decoding and blending.

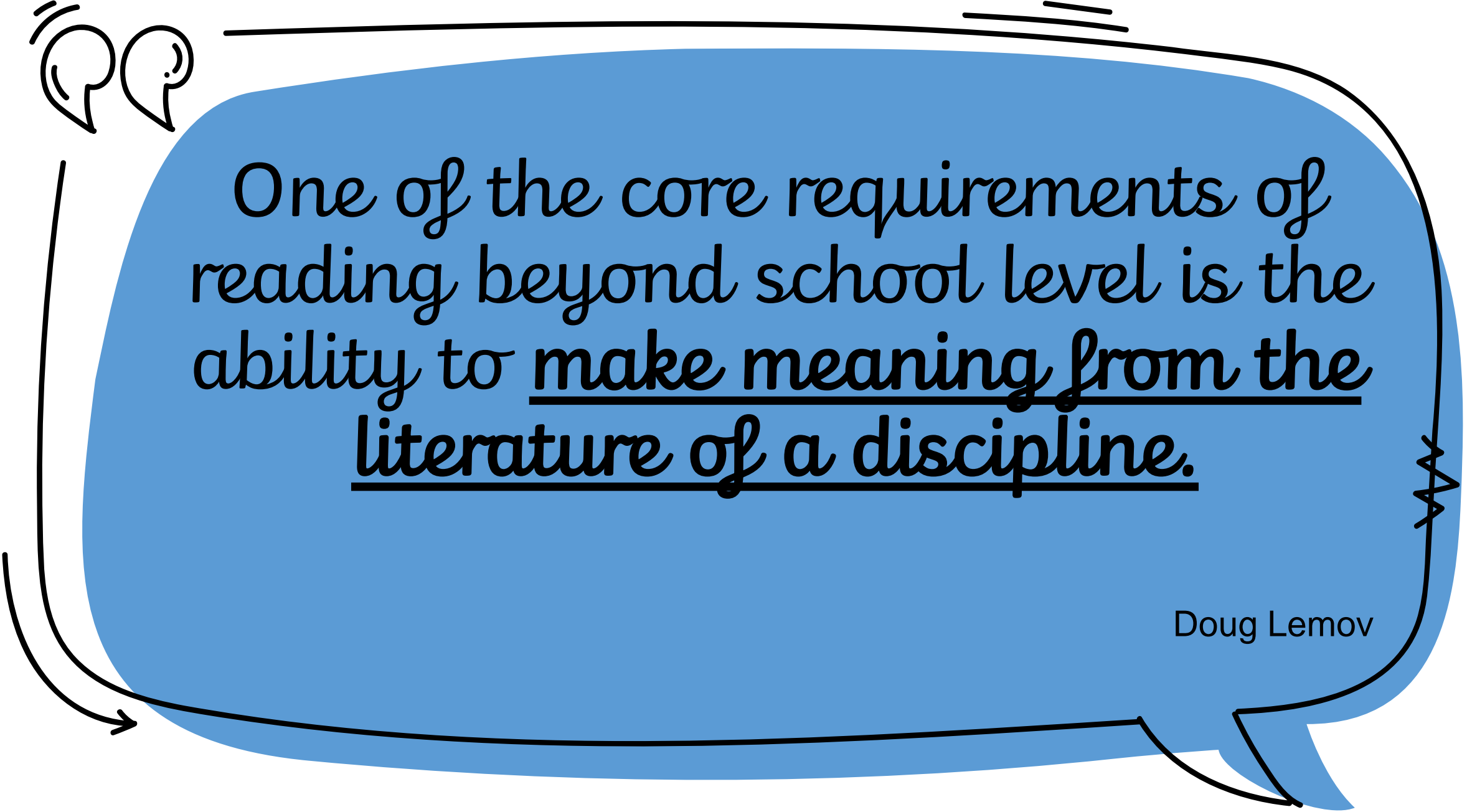
Library visit each week to select up to two more books.  
Class teachers will support them in choosing an  
appropriate level of challenge.

# Our WORDING Way

Bespoke lesson design in line with the National Primary Reading Framework

<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>I</b>	<b>N</b>	<b>G</b>
<i>Word meaning</i>	<i>Out loud reading</i>	<i>Retrieval questions</i>	<i>Discuss our understanding</i>	<i>Independent activity</i>	<i>Now apply it</i>	<i>Greater Depth challenge</i>



A hand-drawn blue speech bubble with a black outline. In the top left corner, there are two small speech bubbles with motion lines above them. A curved arrow starts from the bottom left of the main bubble and points towards the top left. The text inside the bubble is in a cursive font, with the phrase "make meaning from the literature of a discipline" underlined.

One of the core requirements of reading beyond school level is the ability to make meaning from the literature of a discipline.

Doug Lemov



*...teaching students how to struggle  
with challenging texts.*

*[children need] tools to 'solve' text  
when it is out of their comfort zone.*

Lemov,

# The 5 plagues of the developing reader

## 1. Archaic Text

The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today

## 2. Non-Linear Time Sequences

...time moves in fits and starts.

## 3. Complexity of the Narrator

Books narrated by a unreliable narrator –  
How to Train your Dragon, Cosmic

## 4. Complexity of Plot

Multi-plots working alongside each other. Distinction in plot lines are hard to figure out.

## 5. Resistant Texts

Texts written to deliberately resist easy meaning-making by readers. Poetry.





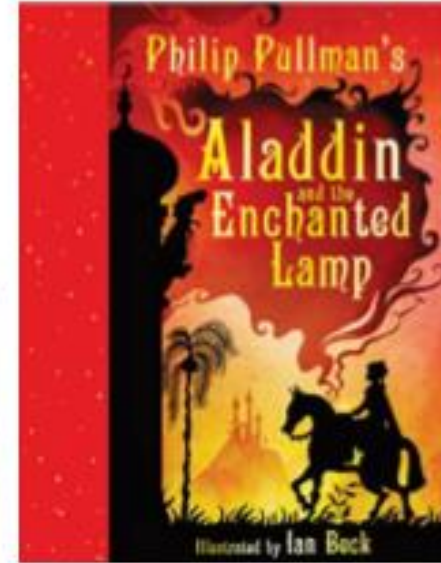
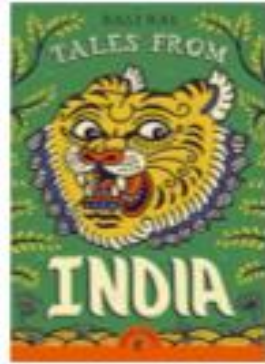
Year  
4

Summer 1— Amasia

Focus Text



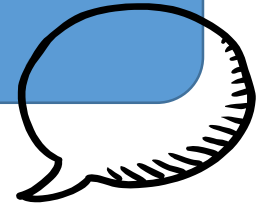
Lexile range	650L
Text type	Complexity of plot
Key Concepts	Courage



Literacy Shed+  
Comprehension



“The aim is for every child to experience the pleasure and challenge of great literature.”



Carefully selected,  
high quality texts that  
support the  
development of  
children's inner library

“ Establish the  
core of key books  
that all children will  
experience: these  
should be ‘must have’  
reads – the classics.  
The finest books that  
you can find! ”

Pie Corbett

# Reading for Pleasure

## READING IS A CATALYST

Reading for pleasure is associated with higher levels of literacy achievement. There is also a relationship between cognition and motivation, proficiency and motivation in reading. Those who are good at reading do more of it: they learn more and expand their vocabulary and knowledge. This enables them to understand more of what they read. For those who read less, or who find reading difficult, the opposite is true. Reading more makes children more academically able.



## DEDICATED TIME FOR STORIES, POEMS AND RHYMES

There should be a dedicated story time each day as well as a dedicated poetry or singing time in Reception and Year 1. This should be a priority. Extra small-group storytimes can be used as additional inputs for children with speech, language and communication needs. Schools should encourage parents to read aloud to their children and to provide opportunities for children to read at home.

## THE LANGUAGE OF STORIES

Listening to stories enables children to encounter vocabulary they are unlikely to hear in everyday speech (Tier 2 vocabulary). Teachers can support this vocabulary acquisition by explicitly explaining the meaning of new words and providing additional examples of their usage to enforce their meaning. Listening to stories also allows children to hear a wider range of sentence structures which not only supports their grammatical understanding, but also the bank of sentences they can draw from when they come to speak or write.



# Reading at Home

Vital to read at home to help build confidence with reading.

- Ask questions about what they have read. “How does \*character\* feel here? How do you know?”

Temporary reading records to record at least 15 minutes of reading each day.



# Reading Ninja Belts



READING



**NINJA**

I am working towards my:



White Belt



1 2 3 4 5 6  
7 8 9 10 11  
12 13 14

**15** Reads

Congratulations on earning your first belt.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Every child in the school is working towards a Reading Ninja belt.

Children earn a “read” for each day they read for at least 15 minutes and record it on their reading record.

Children can only earn one read per day.

Once they have ticked off all of the “reads” on their Reading Ninja bookmark, they move to the next coloured belt.

# Whole School Reading Celebration

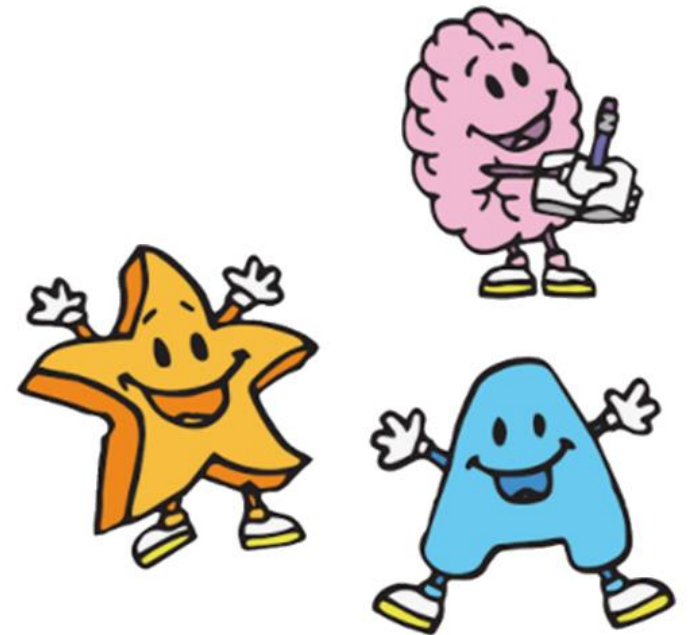
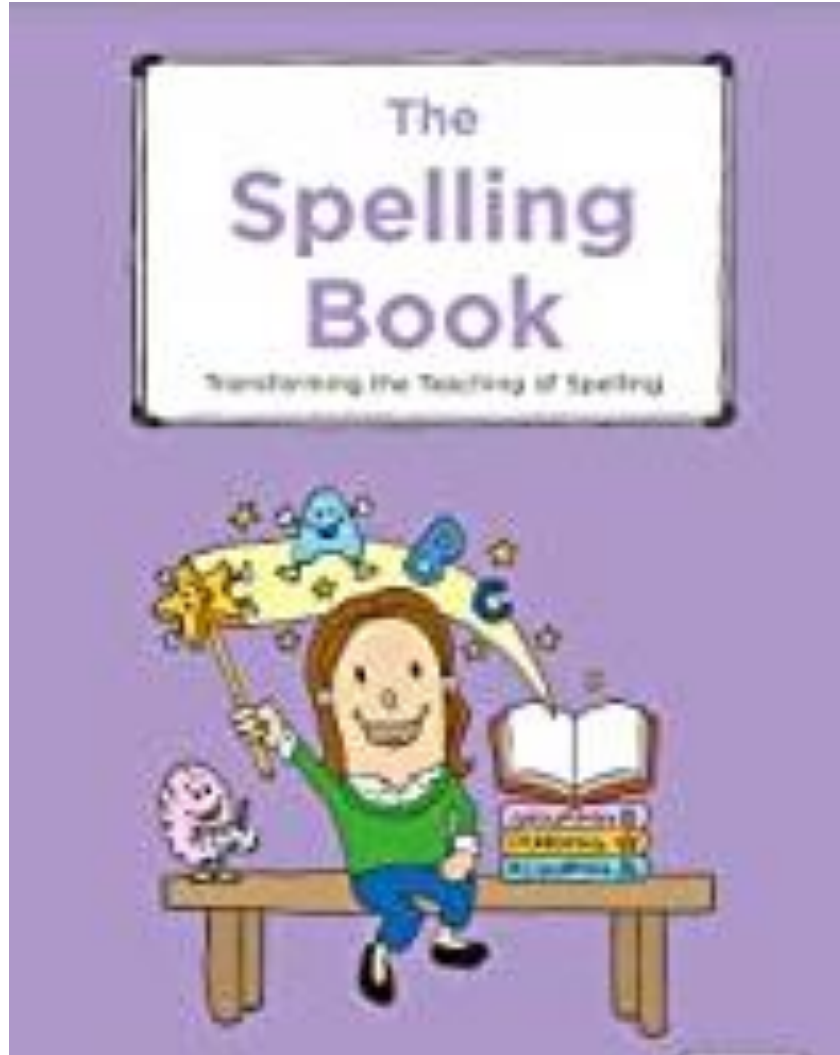


Love of fiction –  
challenge to encourage a  
love of stories.

Each finished chapter  
book earns a loyalty  
stamp



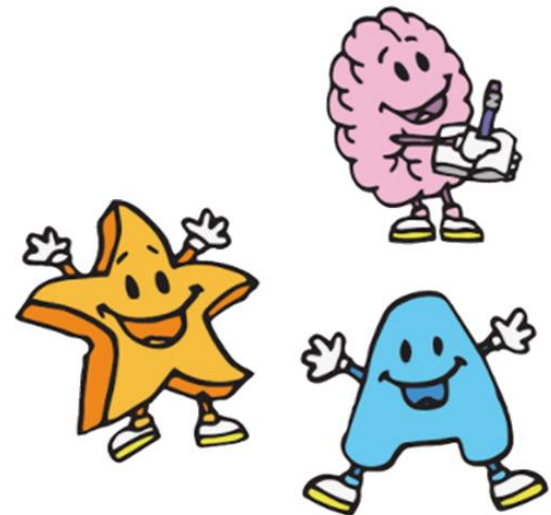
# Spelling



# The Spelling Book

- Two week rotation
- Sustainable
- Spaced retrieval across all four year groups.
- Focus children's thinking of spelling

“develop the wonder of words”



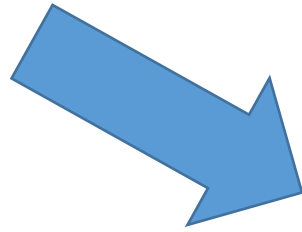


# Three step process of learning

1

*encoding*

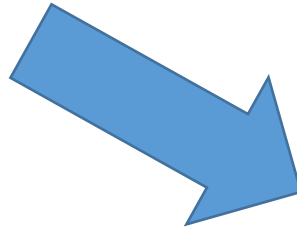
How we get  
information  
into pupils



2

*storage*

Retaining  
information  
and not  
forgetting it



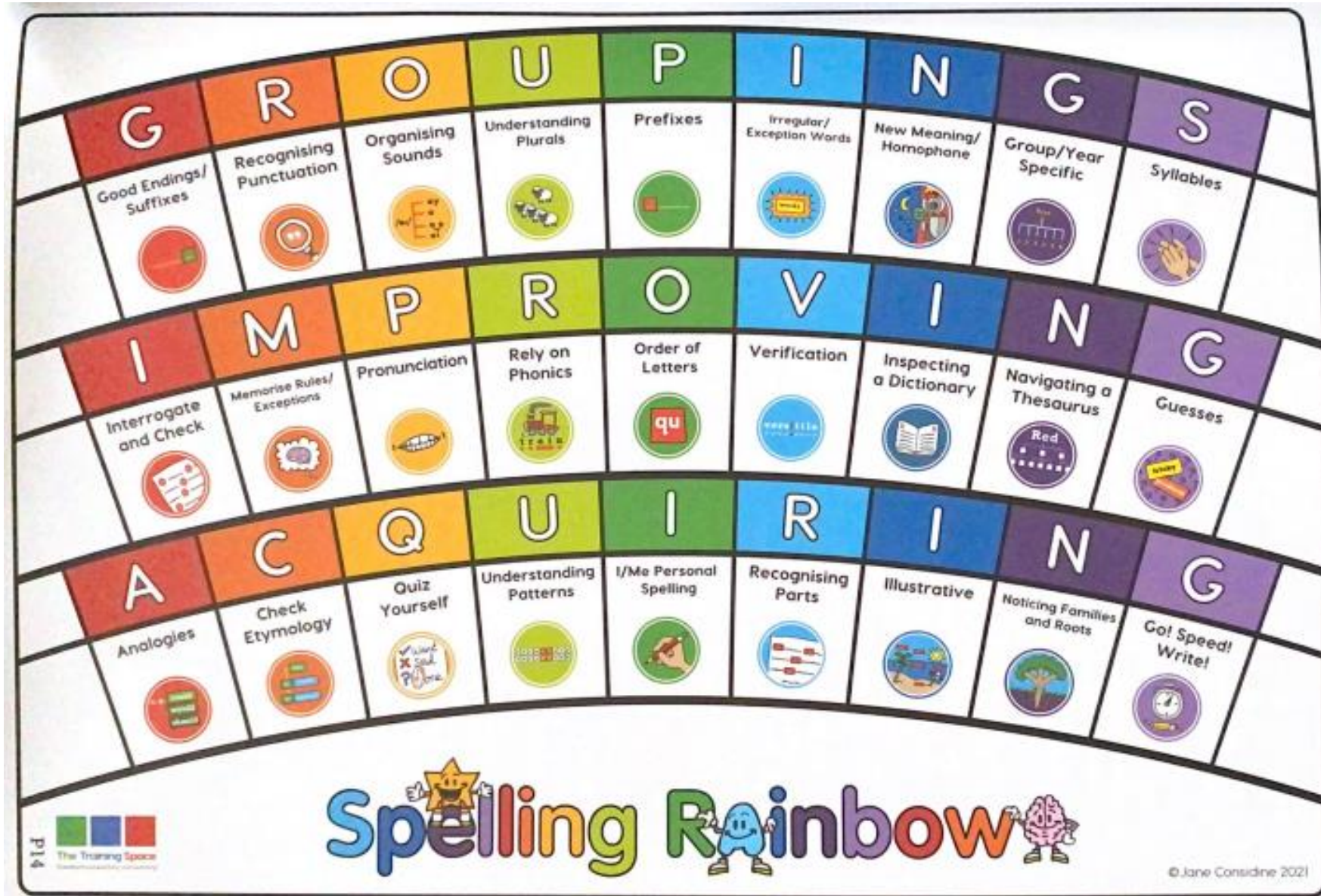
3

*retrieval*

How we get the  
information out again  
from our long term  
memory.

(Agarwal and Bain, 2019)

# Spelling Rainbow



**Encoding**  
Patterns in spelling

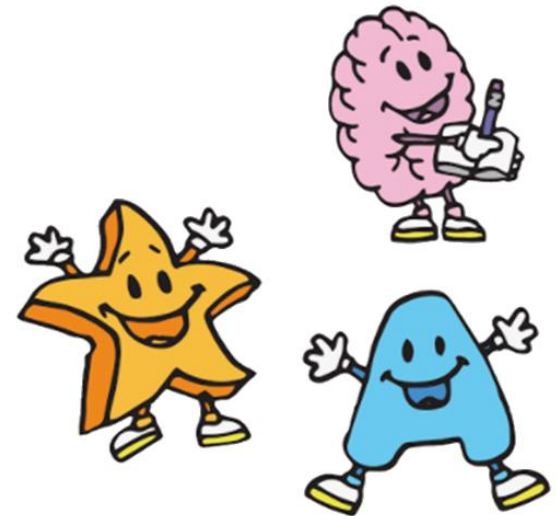
**Retrieval**  
Autonomy

**Storage**  
Stickability.  
Prevent forgetting,

Week 1

30min Investigation based on a hypothesis

20min independent spelling activity based on sound associations



Week 1

30min Investigation based on a hypothesis






# Investigation 1



The most common ending for 'shun' words is **-tion**.

## Believe it or not?

Do you think this hypothesis is correct?

True 	False 	Sometimes 

# How can you prove it?

In your partners, gather as many words ending in the 'shun' sound as you can.

**PROOF**

The most common ending for 'shun' words is **-tion.**

Look at your list. Underline the part of each word that makes the 'shun' sound. How many different ways can you spot?



Here are some words to help you:

optician

possession

position

lotion

devotion

mission

attention

discussion

politician

passion

station

collision

profession

mansion


direction

Record each word on your list in the correct part of the table:



-cian	-tion	-sion	-ssion

What did you learn?

True 	False 	Sometimes 

The most common ending for 'shun' words is **-tion.**

# Words of Wisdom from the Word Wizard



- **-tion** is the most common **'shun'** ending!
- **-cian** is used when words end in **'c'** and is common for occupations.  
    **magic** – **magician**                      **music** – **musician**
- When the root word ends in **'d'/'de'**, **'s'/'se'**, then use **-sion**.  
    **explode** – **explosion**                      **confuse** – **confusion**



**Week 1**

20 min independent spelling sounds  
(instead of “spelling test”)

Grapheme Grafters

## Week 3 – New Focus Phonemes

bible	bomb	bowled
border	boarder	buffer
bold	borough	category
climb	collectable	comb
commercial	community	compatible

9 Silent Spell (25 second)

Partner Phonemes (45 seconds)

10 Silent Spell

Partner Phonemes

1	<u>obedient</u>	deceive <u>me</u> she descendant dependent	9	stop - <u>off</u>	coffee <u>toffee</u> office <u>official</u>
2	<u>practise</u>	moose <u>release</u> goose	10	<u>subtle</u>	doubt <u>doubtful</u> subtly
43	<u>practice</u>	ice <u>lice</u> idepedence	10	<u>thorough</u>	<u>borough</u> thoroughly
4	<u>preference</u>	reluctance nuisance	12	<u>thumb</u>	<u>umb</u> <u>climb</u> climbing
5	<u>repetitious</u>	multiplication cautious	13	<u>torturous</u>	torture <u>nature</u> nature
6	<u>ridiculous</u>	though <u>infectious</u>	14	<u>transference</u>	twice <u>voice</u>
7	<u>seam</u>	gleam <u>sea</u> dream <u>creature</u>	15	<u>unofficial</u>	facial <u>spacious</u>
8	<u>seem</u>	<u>cheese</u> <u>tree</u>			

# SPELLING

## Week 2



- 5x 10 min quick tasks
- Interleaving retrieval
- Taken from previous year group, previous term etc



# Quick 10

## Day 1 – investigating endings

invent	hesitate	extend	discuss	politics
act	inject	music	electric	complete
magic	expanse	express	mathematics	decide

These words can all have the ending /ʃən/ spelt -tion, -sion, -ssion and -cian.  
Can you identify the correct ending for each word? Can you see any patterns?



# Quick 10

## Day 2 – Investigating endings

pic	crea	enclo	plea
mea	furni	disclo	adven
lei	na	trea	mix

These words either end in the sound /ʒə/ 'sure' or the sound /tʃə/ 'ture'.

Can you finish off each word with the correct spelling?

# Quick 10

## Day 3 – Interrogate and check



Miss. Take is practising her spellings but keeps making little errors.  
Which letter is **wrong** in each word? What should it be?

<u>pur</u> ticular	qu <u>i</u> ne	de <u>s</u> ide	ma <u>n</u> tion	wa <u>i</u> ght
<u>kn</u> owlidge	expur <u>i</u> ment	surp <u>r</u> ese	opp <u>s</u> ite	pu <u>s</u> ition
<u>e</u> igth	ma <u>t</u> urial	pot <u>o</u> toes	se <u>n</u> tense	al <u>t</u> heugh
stre <u>n</u> ge	fru <u>t</u>	bre <u>e</u> the	pro <u>b</u> ebly	oc <u>c</u> asionally

# Quick 10

Can you provide the contracted form and expanded forms for each missing part?



## Day 4 – Contraction Chaos!

we'd	→	
	→	we will
we're	→	
	→	we have
there's	→	
	→	you had

you'll	→	
	→	you are
you've	→	
	→	do not
they'll	→	
	→	should have

How many other contractions and their expanded forms can you think of?



# Quick 10

Can you sort these ou words into the 'oh' sound (though) or 'ow' sound (sow)?



## Day 5 – Pronunciation

round	hound	although
flour	hour	proud
outer	doughnut	though
found	aloud	south
ground	sound	cloud
round	dough	house
shroud	trout	lorry
ounce	bounce	sour



Can you find any more ou words with these sounds?

# Spelling Shed



Statutory words for year groups

Year 3&4 and Year 5&6

Spelling games

Typing skills