



READING CANON INTRODUCTION AND READING WORKSHOP KS1



WHY IS READING OUR FOCUS?

Low reading skills in adulthood currently costs the country approximately 20 billion pounds a year.

Key contributor to poverty and intergenerational cycle of poverty.

Earn 60% than those with basic literacy.

Less likely to access health, housing and social care support which lead to poorer health outcomes.

Higher chance of divorce, health issues, incarceration, homelessness and unemployment.

WHY IS READING OUR FOCUS?

There should a distinctive shift from the age of around eight to learning to read to reading to learn.

To access the secondary curriculum and finish school, you have to reach at least a reading age of 13. If you do not, you are more likely to not complete Secondary Education. 80% of children who 'drop out' of education are poor readers.

Poor readers are 60% more likely to underachieve in all subjects including maths.

The best readers read the most and those that read the most make more progress than their peers in almost all cases.

Those children that read every day at home make 6 months more progress than those that don't.

PHONICS

Since Jim Rose conducted a review of early reading in 2005, and reported that phonics is the most consistently successful approach to teach reading, phonics has been used as the main way to teach children to read in English schools.

Synthetic phonics is where children learn the letter sounds as building blocks to reading and writing words.

At Newton we use Read Write Inc. as the scheme to teach synthetic phonics.

Much of its success comes from the consistent approach the programme uses and the way in which it makes such strong links between what children are reading and what they are writing.

RWI sessions are positive, inclusive and foster lots of confidence in children.

It gives the children all the skills required for Reception and Year 1, and even exceeds the national curriculum requirements in some areas.

FRED TALK AND READ

Meet Fred!



Fred can only talk in sounds, such as m-a-n and helps children learn to blend and segment words so they can read and write them. If you ask a child to 'Fred talk and read' that would mean saying the sounds in a word, blending them together and then saying what the word is: m-a-t, mat. Children may need to Fred talk the sounds repeatedly before they can hear the word. Encourage them to do it faster if they are struggling.

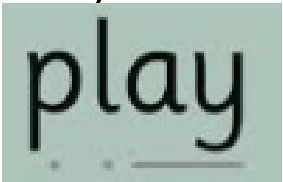
RED WORDS AND GREEN WORDS

RWI calls 'tricky words' red words. These are words that cannot be sounded out with Fred talk (these may change through your child's English journey as sounds they have not been taught yet get taught later in the program, such as 'e' making the 'ee' sound. So he is a red word until children have learnt 'e'). Said is always a red word. Other examples in children's early learning are 'the' and 'of',



said

Green words are those that can be sounded out using phonics. Children will only be expected to read green words with sounds they have been taught. As children are learning to read words with a new sound, word cards have dots and dashes to show if they are a single letter grapheme or a digraph. RWI calls digraphs special friends, 2 letters making 1 sound.



play



play

As children become more confident, the dots and dashes are taken away.

FRED IN YOUR HEAD

As children become more familiar with recognising sounds and Fred talking them out loud, they are encouraged to internalise this process in 'Fred in your Head'. This is where children say the sounds in their head and then only say the complete word aloud. The transition to this stage requires some encouragement and whispering or mouthing the sounds silently can really help your child take this step to becoming a more fluent reader.

Figure 5: Reading fluency

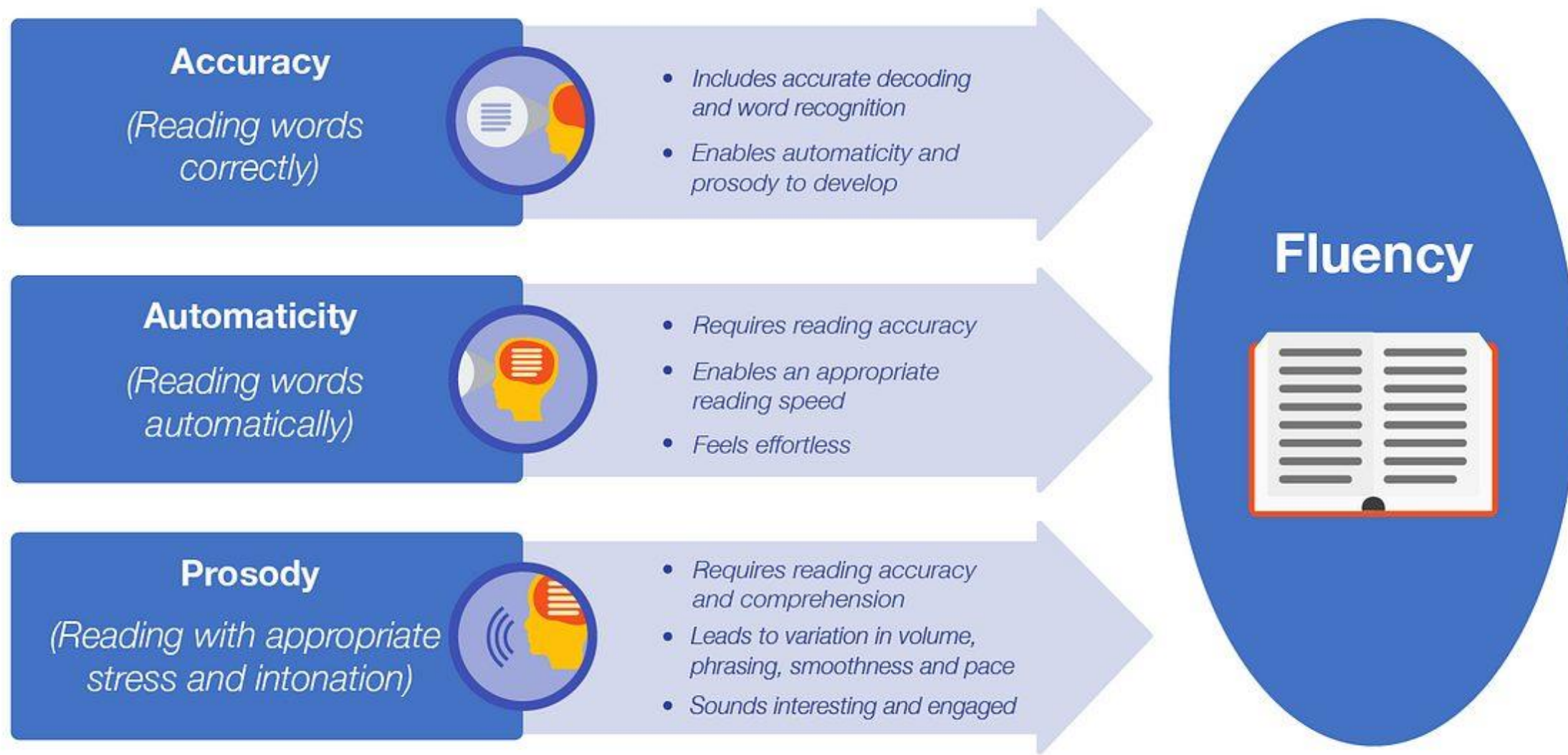


Figure 7: The fluency rubric—adapted from Zutell and Rasinski (1991)³⁷

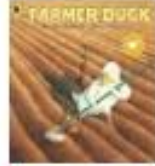
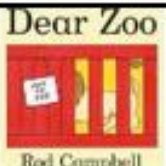
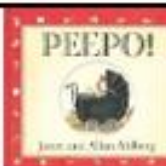
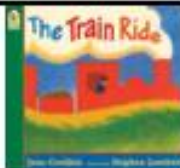
	Expression and volume	Phrasing	Smoothness	Pace
4	Reads with <i>good expression and enthusiasm throughout the text</i> . Varies expression and volume to match his or her interpretation of the passage.	Generally reads with <i>good phrasing</i> , mostly in clause and sentence units, with adequate attention to expression.	<i>Generally reads smoothly</i> with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at <i>conversational pace</i> ; appropriate rate throughout reading.
3	Make text sound like <i>natural language</i> throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a <i>mixture of run-ons</i> , mid sentence pauses for breath, and some choppiness, reasonable stress and intonation.	<i>Occasionally breaks smooth rhythm</i> because of difficulties with specific words and/or structures.	Reads with an <i>uneven mixture of fast and slow pace</i> .
2	<i>Begins to use voice to make text sound like natural language</i> in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of <i>choppy reading</i> ; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences <i>several 'rough spots'</i> in text where extended pauses or hesitations are more frequent and disruptive.	Reads <i>moderately slowly</i> .
1	<i>Reads words as if simply to get them out</i> . Little sense of trying to make text sound like natural language.	Reads in a <i>monotone</i> with little sense of boundaries; frequently reads <i>word-by-word</i> .	Makes frequent <i>extended pauses, hesitations, false starts, sound outs, repetitions</i> , and/or multiple attempts.	Reads <i>slowly and laboriously</i> .

SO WHAT SHOULD WE BE READING, APART FROM DAILY READS OF PHONICS BOOKS

This is where our Newton Canons come in!!

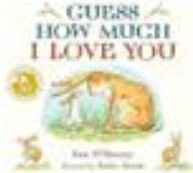
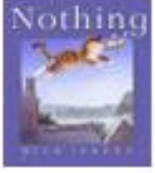
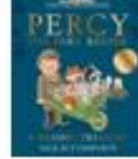
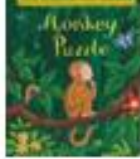
NURSERY

Nursery

Maisie Goes Camping		Each Peach Pear Plum		Dr Seuss		Nursery Rhymes		Tales From Acorn Wood		Mog	
We're Going On A Bear Hunt		Hairy Maclary		Farmer Duck		There's A Bear On My Chair		Cock-a-Moo-Moo		So Much	
Meg and Mog		Brown Bear, Brown Bear What Do You See?		Harry and the Bucketful of Dinosaurs		Animal Families Series: Snow		A Squash and a Squeeze		Jasper's Beanstalk	
Peace at last		Owl Babies		Does A Kangaroo Have A Mother Too?		Where's Spot?		Hug		Rosie's Walk	
Dear Zoo		What the Ladybird Heard		Five Minutes' Peace		Peepo		Puff the Magic Dragon		Ten in a Bed	
The Pig in the Pond		Pip and Posy		The Train Ride		Elmer		Big Red Bath		Blue Balloon	

RECEPTION

Reception

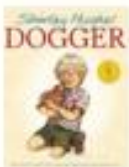
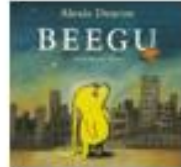
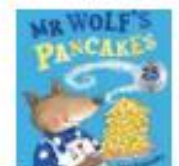
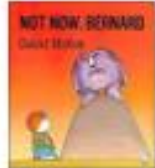
Wiggle and Roar 	Triangle 	Six Dinner Sid 	Guess How Much I Love You 	The Very Hungry Caterpillar 	Nothing 
Supertato 	My Mum and Dad Make Me Laugh 	Rumble in the Jungle 	Don't Let the Pigeon Drive the Bus 	Bog Baby 	Giraffes Can't Dance 
You Choose 	On Sudden Hill 	Barry the Fish With Finger 	Avocado Baby 	Little One 	Tad 
The Proudest Blue 	We're Going to Find The Monster 	Percy the Park Keeper 	The Lonely Giant 	Lost and Found 	Monkey Puzzle 
Traditional Tales 	Penguin 	Daddy Do My Hair 	There's A Dragon In Your Book 	The Runaway Pea 	The Gruffalo 
Shh! We Have a Plan 	Oi Frog 	Whatever Next 	Does A Kangaroo Have A Mother Too? 	Where's My Teddy? 	I want My Hat Back 

YEAR 1

Year 1

Big Blue Whale 	Usborne Atlas 	Chocolate Cake 	Cinnamon 	The Dot 	Here We Are 
Shuffle and Squelch 	Lights on Cotton Rock 	Gorilla 	Grendel A Cautionary Tale About Chocolate 	Mixed 	Tiddler 
Amazing Grace 	Stickman 	Emily Brown and the Thing 	The Flower 	Rainbow Fish 	White Owl Barn Owl 
The Dark 	Martha Maps it Out in Time 	What Do You See When You Look At A Tree? 	The Velveteen Rabbit 	The Bad Tempered Ladybird 	Zog 
Funny Bones 	Orion and The Dark 	I Can Only Draw Worms 	The Lighthouse Keeper's Lunch 	Look up 	Rabbit and Bear 
Mad About Deadly Creatures 	Traction Man 	Man on the Moon 	The Emperor of Absurdia 	Dougal's Deep Sea Diary 	Katy Morag 

YEAR 2

Dogger 	Cops and Robbers 	Cornbread and Poppy 	Oliver Moon 	Frog and Toad 	Beegu 
The Tiger Who Came to Tea 	Poles Apart 	Bear and Bird 	The Mermaid Moon 	Big Red Balloon 	Fungus the Bogey Man 
Pumpkin Soup 	The Snail and The Whale 	Mr Wolf's Pancakes 	Happy Families Series 	Pip and Egg 	Harry the Poisonous Centipede 
Once Upon a Fairytale 	The Day the Crayons Quit 	The Bear and the Pains 	Badger's Parting Gifts 	Grandad's Campervan 	Not now, Bernard 
There is no Wolf in This Book 	The Bee Book 	Spike Milligan's Silly Verse For Kids 	What if series 	Winnie the Witch and Wilbur 	Click Clack Moo Cows That Type 
Rapunzel 	Mr Penguin and the lost treasure 	Where the Wild Things Are 	Hachette early reader non-fiction series 	Knuffle Bunny 	The Secret of Black Rock 

We have primarily created a Newton Canon to ensure that children are getting a rich and broad diet to build vocabulary and allow them to access knowledge and worlds beyond their current world.

In our minds, reading is already reward enough, however, to incentivise the children further we are going to award points for completion. It is not a race, and points will only be given out at the end of the year. Teachers will be guiding and supporting children on appropriate book choices and it may be they do not feel a book is appropriate for a child to read until further in the school year.

AT HOME

Reading canon reading book

School phonics books/book band book to aid decoding, automaticity and fluency

Bedtime stories (canon or different)

Read again and again and again!

AT HOME

- Readers are made by hearing an expert storyteller. Reading the same book again and again means they can hear and learn story telling patterns.
- Getting you child to join with parts they know with a story telling voice.
- Practising story telling voices
- Letting go of any second-hand embarrassment-children don't care about you in that way and will just enjoy the story.
- As they become more proficient you can work on echo and choral reading.
- Provide your children with books!
- 1.7 million children do not own one book.

QUESTIONS?



READING CANON INTRODUCTION AND READING WORKSHOP KS2



WHY IS READING OUR FOCUS? FLOURISHING FOR LIFE!

Low reading skills in adulthood currently costs the current approximately 20 billion pounds a year.

Key contributor to poverty and intergenerational cycle of poverty.

Earn 60% than those with basic literacy.

Less likely to access health, housing and social care support which lead to poorer health outcomes.

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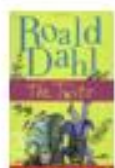
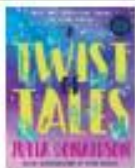
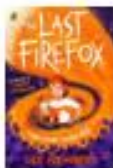
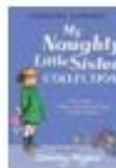
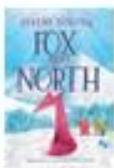
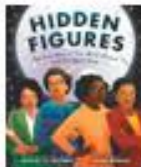
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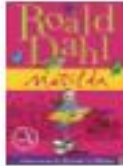
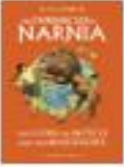
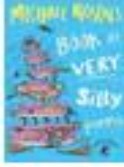
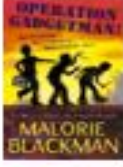
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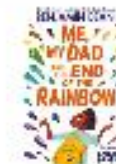
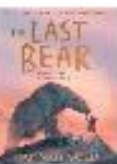
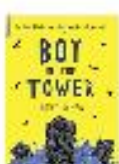
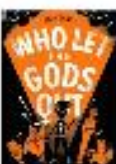
YEAR 3

Worst Witch 	Sheep pig 	Esio Trot 	The Twits 	Famous Five colour short stories 	The Magic Finger 
A Twist of Tales 	Dirty Bertie 	13 Storey Treehouse 	Dottie the Detective 	Mrs Peppercot 	Anne Fine 
Sam Wu 	The last Firefox 	Paddington Bear 	The Boy in a Jar 	My Naughty Little Sister 	Flat Stanley 
Fox goes North 	Adventures on Deckwood Drive 	Out of this world 	Revolting Rhymes 	Horrid Henry 	Conker 
Malala-my story of standing up for girl's rights 	Hidden Figures 	Children who changed the world 	Bad Guys 	The boy who grew dragons 	The Hodgehogs 

YEAR 4

Horrible Histories 	The Borrowers 	The Tale of Despereaux 	Charlie and the Chocolate Factory 	Lizzie Dripping 	James and the Giant Peach 
The Butterfly Lion 	The Girl who Stole an Elephant 	Indigo Wild 	Matilda 	Podkin One Ear 	Famous Five 
Chronicles of Narnia 	Cobweb 	The boy at the back of the class 	The Queen's Nose 	The Graveyard Book 	How to train your dragon 
The Highland Falcon Thief 	Fairy Tales 	Book of very silly poems 	The Land of Roar 	Variak Paw 	Operation Gadgetman 
Into the Volcano 	Amazing islands 	Young Heroes 	Charlotte's Web 	The Suitcase Kid 	The Wonder brothers 

YEAR 5

Alice's Adventure Wonderland 	Beetle Boy 	Asha and the Spirit Bird 	The Clockwork Crow 	A Boy Called Hope 	Dragon Mountain 
The Ghost of Thomas Kempe 	Malamander 	Me, My Dad and the End of the Rainbow 	The Last Spell Breather 	Goldfish Boy 	The Last Bear 
The Phantom Tollbooth 	Rooftoppers 	The Secret Garden 	A Series of Unfortunate Events 	The Wizards of Once 	When the Sky Falls 
Boy in the Tower 	Crater Lake 	Who Let the Gods Out 	The Day I Fell into a Fairytale 	The Last Chance Hotel 	The Treasure Hunters 
Amazing Evolution 	Dr Maggie's Grand Tour of the Solar System 	Moth 	Artemis Fowl 	Cloud Soup 	Brightstorm 

YEAR 6

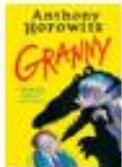
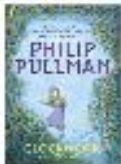
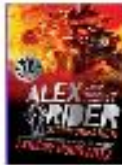
Granny 	October, October 	Skellig 	Harry Potter and the Philosophers Stone 	Rumaysa 	Clockwork Or All Wound Up 
Skander and the Unicorn Thief 	Copheart 	The Midnight Guardians 	Percy Jackson and the Lightning Thief 	Bumblestar 	The Shark Caller 
Alex Rider 	Impossible Creatures 	A Pinch of Magic 	The 1000 Year Old Boy 	Wild 	Cirque de Freaks 
The Railway Children 	The Hobbit 	The Silver Sword 	The Twig Man 	Evenfall 	Xanthe and the Ruby Crown 
Tales of Ancient Worlds 	The Silly Book of Side-Splitting Stuff 	Absolutely Everything 	I Don't like Poetry 	The Taylor Turbochaser 	The Lion Above the Door 

Figure 5: Reading fluency

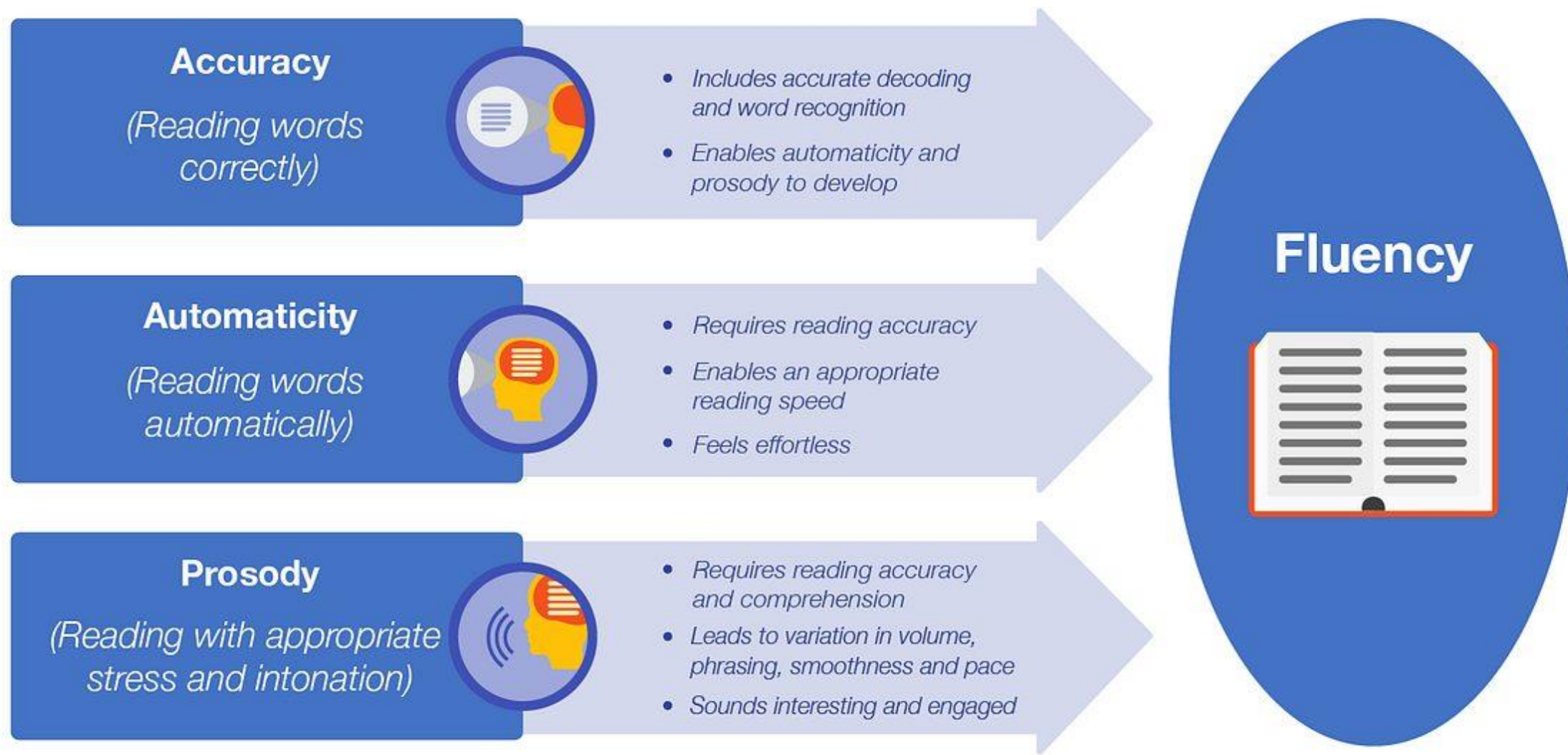


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3	Make text sound like <i>natural language</i> throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a <i>mixture of run-ons</i> , mid sentence pauses for breath, and some choppiness, reasonable stress and intonation.	<i>Occasionally breaks smooth rhythm</i> because of difficulties with specific words and/or structures.	Reads with an <i>uneven mixture of fast and slow pace</i> .
2	<i>Begins to use voice to make text sound like natural language</i> in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of <i>choppy reading</i> ; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences <i>several 'rough spots'</i> in text where extended pauses or hesitations are more frequent and disruptive.	Reads <i>moderately slowly</i> .
1	<i>Reads words as if simply to get them out</i> . Little sense of trying to make text sound like natural language.	Reads in a <i>monotone</i> with little sense of boundaries; frequently reads <i>word-by-word</i> .	Makes frequent <i>extended pauses, hesitations, false starts, sound outs, repetitions</i> , and/or multiple attempts.	Reads <i>slowly and laboriously</i> .

AT HOME

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THINGS TO CONSIDER AS YOUR CHILD MOVES INTO KEY STAGE TWO

Book Choice

Reading Aloud

Read to your child-Protected Story Time

Echo Reading and Choral Reading

Protected reading time