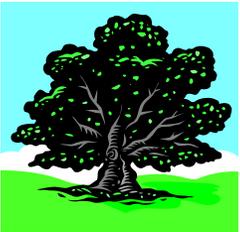




Reading at Woodford Green Primary School

Workshop for parents

19.9.16





The Power of Reading!

“There is more treasure in books
than in all the pirates’ loot on Treasure Island.”
(Walt Disney)

- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.





Reading memories

- Do you have a good childhood memory about books and reading?
- Do you have an unpleasant memory?
- It is the conditions and feelings associated with your good memory that should be recreated for reading with your child.





Reading

- Success in reading is fundamental to success in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.
- It is not a performance.
- It is not a test or competition.
- *Every time you finish a book - do you always choose a harder one next time?*



Reading requires two skills



Word reading

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

Comprehension

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.





Word reading v Comprehension

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.
- The next slide is easy to read – does anyone understand what it means?





An extract from a computer manual

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.



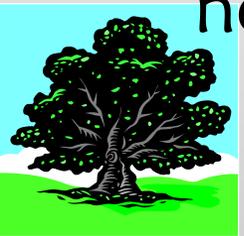


The National Curriculum

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.





Year 1 – word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

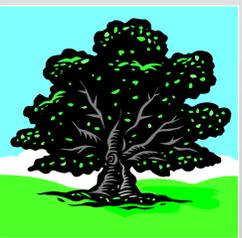




Year 1 - comprehension

Pupils should be taught to:

- **develop pleasure in reading**, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known





Year 1 – comprehension cont/d

- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - **discussing** the significance of the title and events
 - **making inferences** on the basis of what is being said and done
 - **predicting** what might happen on the basis of what has been read so far
 - **participate in discussion** about what is read to them, taking turns and listening to what others say
 - explain clearly their understanding of what is read to them.

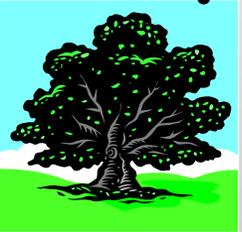




Year 2 – word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.





Year 2 – comprehension

Pupils should be taught to:

- **develop pleasure in reading**, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - **discussing** the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - **discussing and clarifying** the meanings of words, linking new meanings to known vocabulary
 - **discussing** their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear





Year 2 – comprehension cont/d

- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - **making inferences** on the basis of what is being said and done
 - **answering and asking** questions
 - **predicting** what might happen on the basis of what has been read so far
- **participate in discussion** about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- **explain and discuss** their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.





Years 3 and 4 – word reading

- Pupils should be taught to:
- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.





Years 3 and 4 - comprehension

Pupils should be taught to:

- **develop positive attitudes** to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - **discussing** words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]





Years 3 and 4 – comprehension cont/d

- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - **asking questions** to improve their understanding of a text
 - **drawing inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - **predicting** what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and **summarising** these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- **participate in discussion** about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.





Years 5 and 6 – word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.





Years 5 and 6 - comprehension

Pupils should be taught to:

- **maintain positive attitudes** to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience





Years 5 and 6 – comprehension cont/d

understand what they read by:

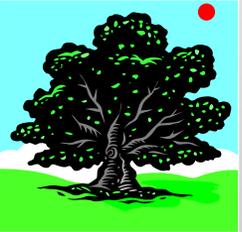
- **checking** that the book makes sense to them, **discussing** their understanding and **exploring** the meaning of words in context
- **asking questions** to improve their understanding
- **drawing inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **predicting** what might happen from details stated and implied
- **summarising** the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning





Years 5 and 6 – comprehension cont/d

- **discuss** and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- **participate in discussions** about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- **explain and discuss** their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- **provide reasoned justifications** for their views.





Our vision of reading

Our aim is for all children:

- to develop a pleasure in reading and a motivation to read
- to maintain a positive attitude to reading.





Our school library

- Visit our school library which is open on Monday, Wednesday and Friday after school.
- Our Junior Librarian system has an app that can be downloaded for free. So, from home children can:
 - Search your library resources
 - View the latest and most popular books
 - Check their library account
 - View recommended reads using Who Next



How is reading taught at WGPS?



Phonics

- From reception

Daily Supported Reading

- In years 1 and 2

Reciprocal Reading

- From year 3

PLUS:

Power of Reading

Shared reading

Individual reading

Reading across the curriculum



Phonics



- Phonics is taught four times a week in reception, year 1 and 2.
- Children are streamed into groups according to their phonetic knowledge.
- We currently follow the ‘Letters and Sounds’ programme:
- Phase 2
 - Set 1: s, a, t, p
 - Set 2: i, n, m, d
 - Set 3: g, o, c, k
 - Set 4: ck, e, u, r
 - Set 5: h, b, f, ff, l, ll, ss
- Phase 3
 - Set 6: j, v, w, x
 - Set 7: y, z, zz, qu
 - Consonant digraphs: ch, sh, th, ng
 - Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

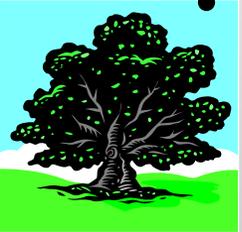
- Phase 4
 - In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.
- Phase 5
 - In Phase Five, children will learn more graphemes and phonemes. For example, they already know **ai** as in **rain**, but now they will be introduced to ay as in **day** and **a-e** as in **make**.
 - Alternative pronunciations for graphemes will also be introduced, e.g. **ea** in **tea**, **head** and **break**.
- Phase 6
 - At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.





Daily supported reading

- The adult reads the text to children that are grouped by reading ability.
- The adult recaps reading strategies:
 - Sound out the word using phonics.
 - Read to the end of the sentence.
 - What would make sense?
 - Does it sound right?
 - Look at the picture. Does it help?
- The children then re-read the text at their pace.
- The adult listens to the child read and prompts them to use strategies when they are stuck.
- The adult leads a discussion about the text.
- Adult writes a comment in the reading journal.





Reciprocal Reading

- Groups of children read the same text
- Each member of the group is assigned a role:
 - Predictor
 - Clarifier
 - Summariser
 - Questioner
- Children read an agreed section of the text
- Children discuss this section of the text according to their role
- Teacher acts as a facilitator to the discussion and assess





Reading at home

EYFS / Key Stage 1

- Phonics Bug – from reception to phase 5 phonics
- Bug Club – post phase 5 phonics (approx. Y2)

Key Stage 2

- Children will choose a book from our library each week when they visit with their class.
- Additional books can be taken from the library should they finish their book before their next visit.





How to help your child if they are stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?





How to use these strategies at home

John let his pet frog go.

It ***** across the grass.

What is the first sound?

It **h******* across the grass.

What would make sense?

It **hopping** across the grass.

Does that sound right?

It **hopped** across the grass.





Hearing your child read

- Choose a quiet time and give your child your full attention;
- Give support if required using the strategies explained earlier;
- Explain the meaning of new words;
- Talk about the text using open questions.



Using open questions



- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?
- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

Change these questions so that the answers cannot be *yes* or *no*.





Talking about books

It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about in your book?

What can you tell me about...?





Reading to your child

- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger!





Any questions?

- Thank you for your support.
- Please complete an evaluation form.

