



Reading at Bishop Aldhelm's

<https://www.youtube.com/watch?v=IJ3oC6sVP6k>

Why is reading important?



- It's not all about being able to read books:
- TV guide, road signs, emails, texts, magazines...



Reading requires two skills



Phonics and Word Recognition

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

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

Understanding

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.

Billy was crying. His whole day was spoilt. All his hard work had been broken by the wave. His mother came to stop him crying. But she accidentally trod on the only tower that was left. Billy cried even more. “Never mind,” said his mother, “You can always build another one tomorrow.” Billy stopped crying and went home for his tea.

- What is the most crucial word in this passage? Why?
- How do we know where this is taking place?
- Why is Billy crying?
- What has spoilt his day?
- What work has he been doing?
- Why was only one tower left?
- Why is it easy to build one tomorrow?
- Why did Billy stop crying?
- What time was it?

What does research say about teaching word recognition?



Direct instruction is the best way to teach word recognition for students with learning difficulties.

Repetition/practise can be done 1:1 or in a group.



Phonics

In the English language we have:

- 26 letters
 - 44 sounds (phonemes)
 - 144 spellings of the sounds.
-
- Letters and Sounds is the approach now used across the school

What to do when a child gets stuck on a word:



- 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?

What does research say about teaching reading comprehension?



The best way to teaching reading comprehension is through strategy instruction- especially for inference. The best progress is made when 'sticky points' in texts are addressed.

Whole class, challenging texts, read at a fast pace gives children of all ability, a more engaged uninterrupted reading experience over a sustained period.

Reading aloud helps children make progress.

What does research say about teaching reading comprehension?



Only 32% of British children are read to daily by an adult.
Most parents stop reading to their children by the age of eight.
Only 19% of 8-10 year olds have a book read to them daily by an adult.

At Bishop Aldhelm's, all classes have a class reader text that all children listen to every day. Our English lessons also now always start with a quality book. This then leads into the children's writing.

Every child will be heard reading in school at least once a week by an adult. Some children will be heard three times a week.

Reading Vipers



Vocabulary

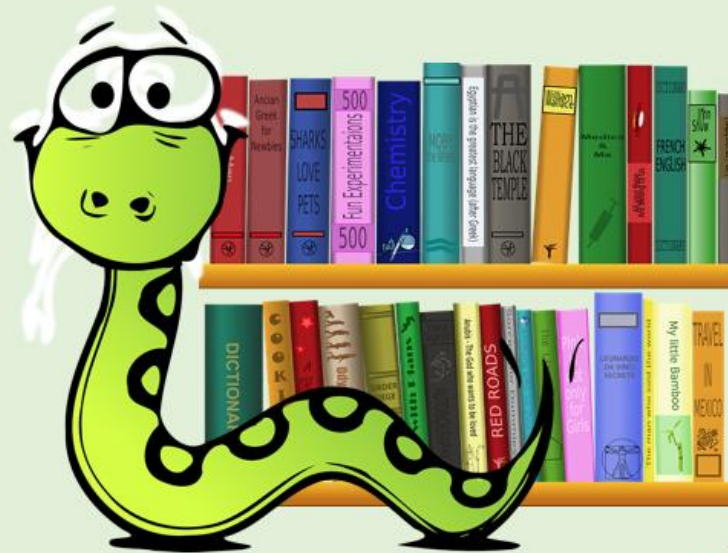
Infer

Predict

Explain

Retrieve

Sequence or Summarise



Before your child can read:



- Talk
- Encourage a love of language
- Encourage a love of books by reading and having books in the house
- Tell stories
- Listen to sounds and point them out in the environment e.g. bird sounds- phonological awareness

Reading for pleasure



- All children will be bringing home two reading books. 1 at their reading level and 1 for the love of reading.
- We want all children to be able to name a favourite story. This doesn't have to be one they have read. It can be one that is read to them. As adults we need to model and encourage this!

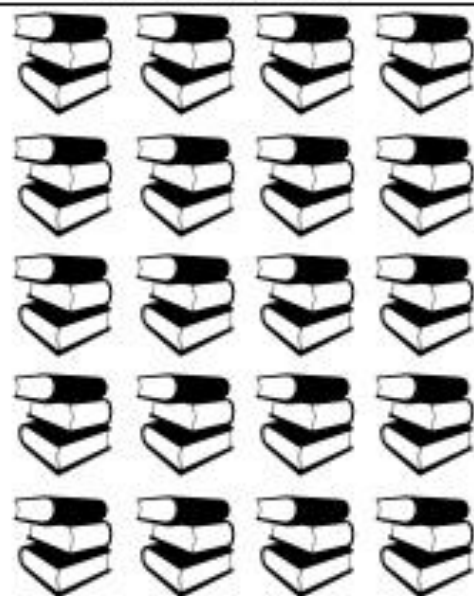
WHY READ 20 MINUTES AT HOME?

❖ Student A reads an average of 20 minutes per day.

❖ 3,600 minutes per school year.

❖ 1,800,000 words per year.

❖ Scores in the 90th percentile on standardized tests.



❖ Student B reads an average of 5 minutes per day.

❖ 900 minutes per school year.

❖ 282,000 words per year.

❖ Scores in the 50th percentile on standardized tests.



❖ Student C reads an average of 1 minute per day

❖ 180 minutes per school year

❖ 8,000 words per year.

❖ Scores in the 10th percentile on standardized tests.



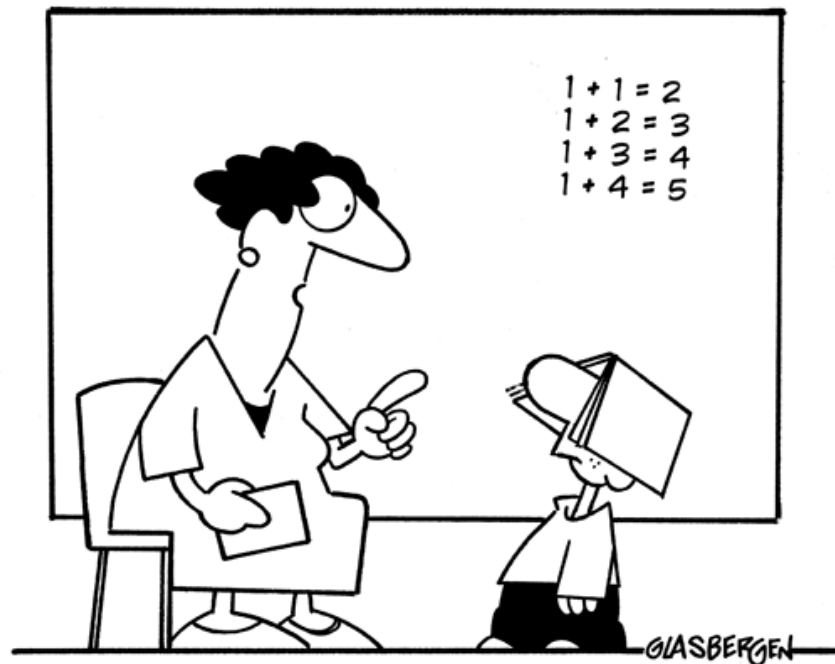
If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.



Interventions that can be used at school or at home

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"Your brain is like a sponge that absorbs knowledge, but that's not exactly how it's done."

Dyslexia Gold



- Year 2 upwards. We have a whole school license so every child can have access.
- Best done daily for around 15 minutes.
- Can be accessed at home or in school.
- Has 4 different areas: eye tracking, reading fluency, spelling and times tables.
- Please let Miss Sharpe know if you'd like access to this for your child at home.

Toe by Toe



- Structured intervention that can be delivered by anyone.
- Best done daily for around 10-15 minutes.



Precision Teaching



- Great for teaching phonics or sight words
- 10 minutes a day
- 9 minutes of 'teaching', 1 minute test/recall
- Taught in a practical, multi-sensory way.



Visual Stress

- Visual stress tests can be done in school.
- Coloured rulers and coloured paper books can be used where required.
- <https://www.dyslexia.uk.net/assistive-technology/assistive-technology-reading-writing-spelling/assistive-technology-visual-stress/> - advice on changing background colours on computers, phones and tablets.
- Classic Eyes- tracking checks

Dyslexia Friendly School



- Backgrounds to slides are always on pastel coloured backgrounds
- Dyslexia friendly fonts e.g. comic sans
- Use bullet points and numbers
- Use reading rulers to help keep track

Picture books and films



Picture books and films are great ways of teaching comprehension whilst removing the 'reading' element.

You can use the handout questions with books and films.

Break reading down into small chunks



- Ask your child questions to evoke responses and promote engagement in the story.
- If your son or daughter doesn't know the answer or seems confused, point to the text and/or pictures that give clues to how your question might be answered.
- As you are going through the story or chapter, stop often and ask new questions as well as questions you have already asked to check for retention.
- If the retention is poor, flip back to where you first discussed that item.
- With this method, you may only get through a small section of the chapter or book, but that is okay if you are working on comprehension rather than fluency. Progress for comprehension is determined by how much children take away from the story each time they read, so this is more of a marathon than a sprint.

Link reading to real life



Many of us automatically make connections to our own life while reading; this skill:

- gets developed and refined over time. To help your child develop this skill, ask questions such as:
- “What does that remind you of?”
- “Do you know anyone who has done that/felt that way?”
- “What happened last week that made you feel like that?”
- “Have you ever been to (the setting)? What did you do there?”
- “How do you think (a character) feels? Why do you think (he/she/it) feels that way?”

These types of questions can help build the bridge to better understanding, because they

- build a *personal* connection.

Use senses



- Listen to an audio book while they follow along is very helpful, because they're getting the visual input from the text (including the pictures, if there are any), and they're hearing the text.
- Many children's books are also on DVD, and seeing the text acted out may draw another form of connection for your child.
- If your child enjoys art—coloring, drawing, using clay or play-dough, or doing crafts— creating things along the way or as a final project can also increase reading comprehension.

Repeat the reading



Repetition is critical in the learning process of many children with special needs.

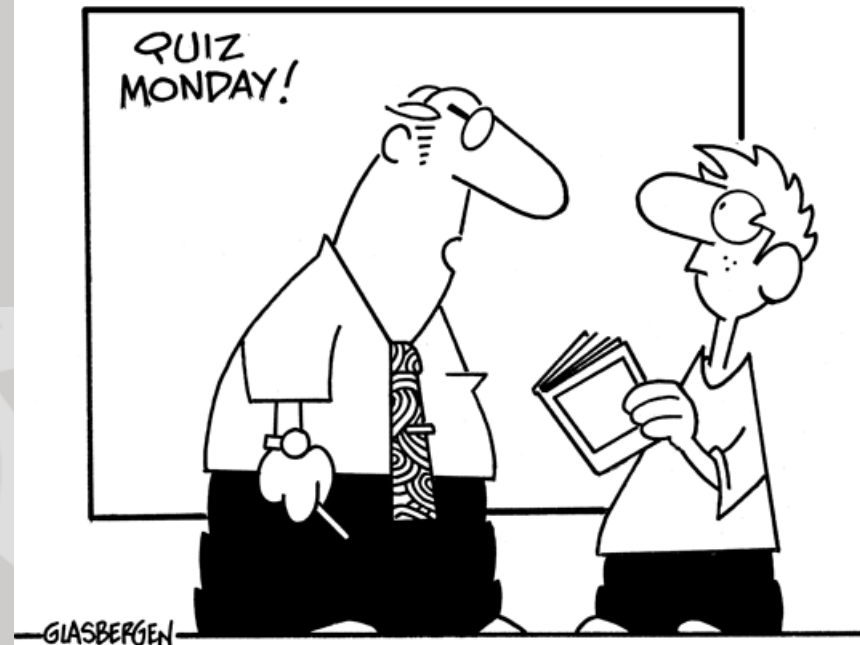
Allows children to build their confidence and fluency around a familiar text.

What's your child interested in?



- How many of you know that your child can:
- Name every member of their favourite football team
- Can recall every lyric in their favourite song
- Can read instructions on their favourite game

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**"If you can figure out the words in a text message,
you can figure out the words in Chaucer."**

At home



- Read to your child, even up to year 6
- Build up comprehension through films, picture books and comics
- Share a love of reading with your child
- Teach sight words through fun/multi sensory ways around the house.

Split into EYFS/KS1 and KS2 groups



EYFS and KS1

Developing children's phonological awareness

Hungry Little Minds Campaign

KS2

Dyslexia Gold

Project X

Precision Teaching Sight Words