

Why should you read with your child?

1,800,000 words



90th percentile

This child reads for 20 minutes a day.

282,000 words



50th percentile

This child reads for 5 minutes a day.

8,000 words



10th percentile

This child reads for 1 minute a day.

Starting with you...

- What do you enjoy reading now?
- What did you enjoy reading as a child?
- Did anyone read to you as a child? Or can you remember being read to as a child?
- Do you consider reading as a pleasurable activity now?
- When do you read?

Reading at Cheapside

What we do, how we do it and
how you can help.

Alan Gibbons – children’s author, winner of the Blue Peter book award in 2000 and former teacher

- A reading child is a successful child. So says the *Organisation for Economic Cooperation and Development*. This body has concluded that reading for pleasure is even more important than a child’s home background in determining academic and social success.
- That shouldn’t come as a surprise. Children who read regularly and for fun open up new worlds. They embark on journeys. They step into other people’s shoes and walk around in them, as one truly great writer put it. They empathise with people from different backgrounds, different countries. They find it easier to understand, even change the world around them. Maybe most importantly, they embark on the most epic voyage of all, the one that takes them deep into their own identity and imagination.

The National Curriculum asks that children:

- Read easily, fluently and with good understanding
- Develop a habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage

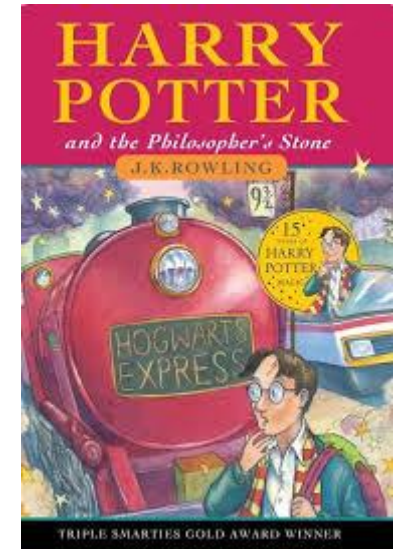
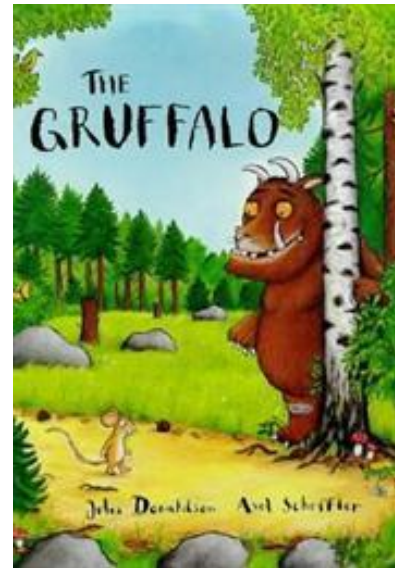
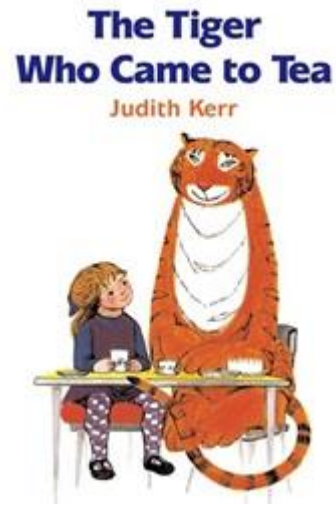
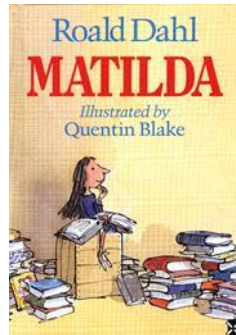
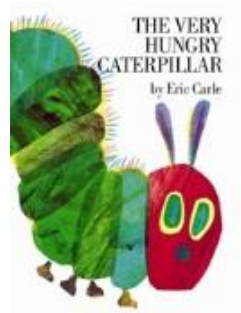
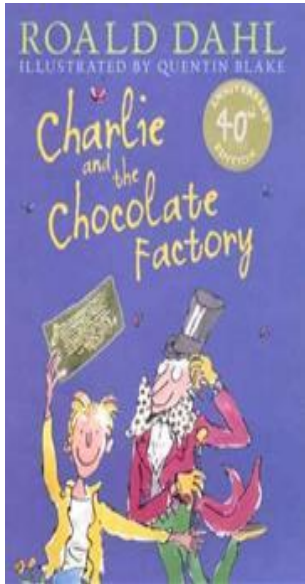
Reading comprises (taken from National Curriculum in England):

- Word reading
 - Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.
- Comprehension (both listening and reading)
 - Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

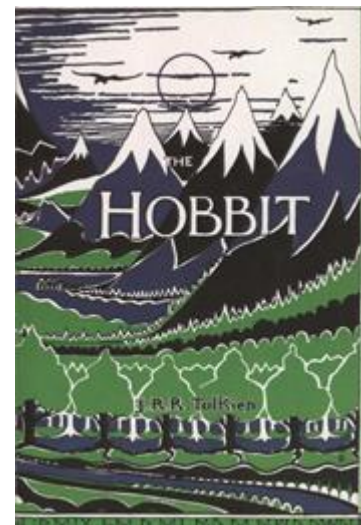
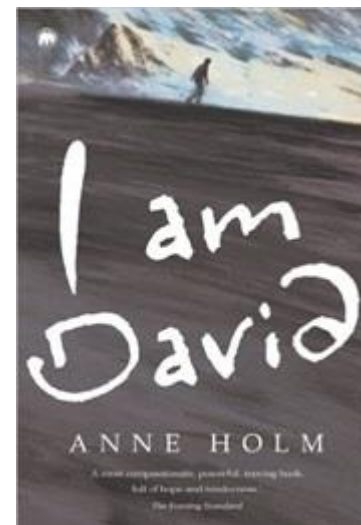
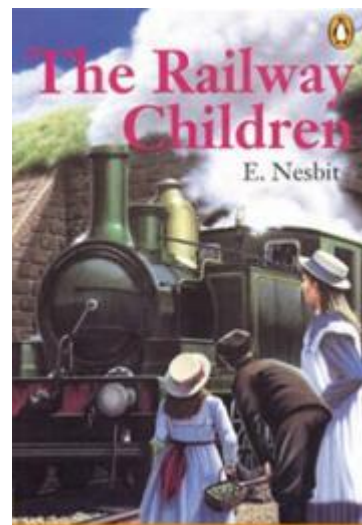
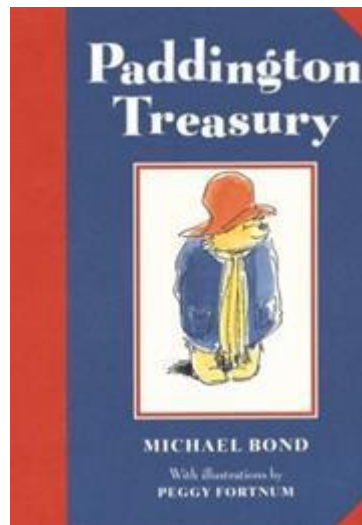
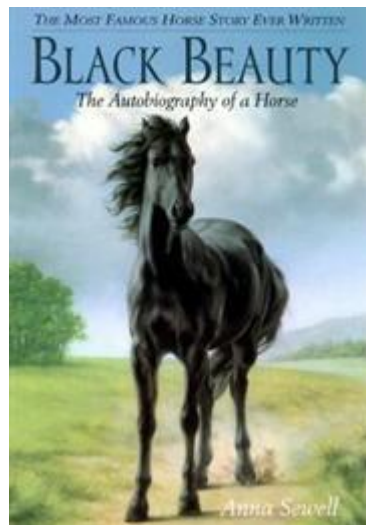
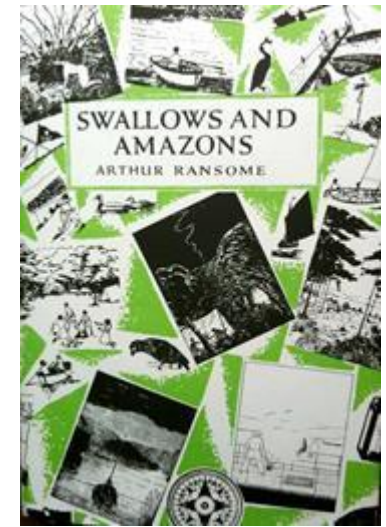
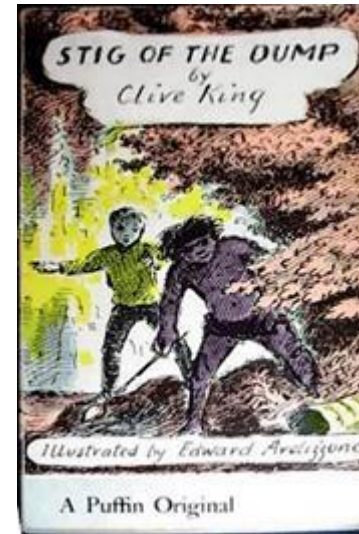
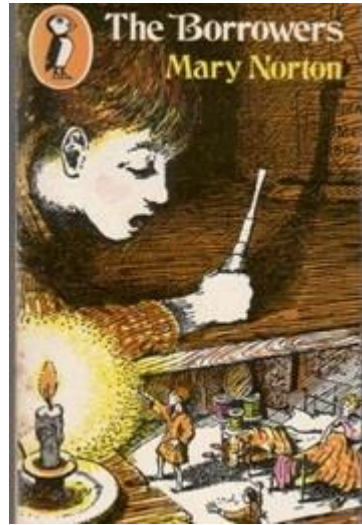
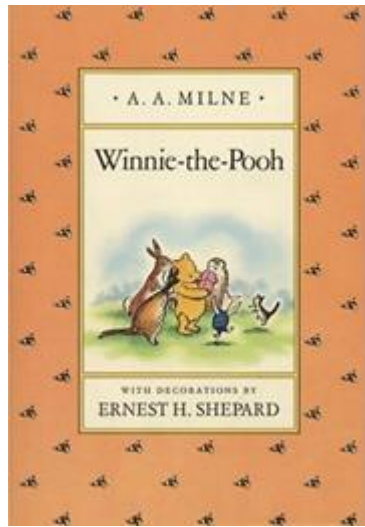
It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Teachers' recommendations of the top books all children should read before they leave primary school. (Source – Times Educational Supplement)

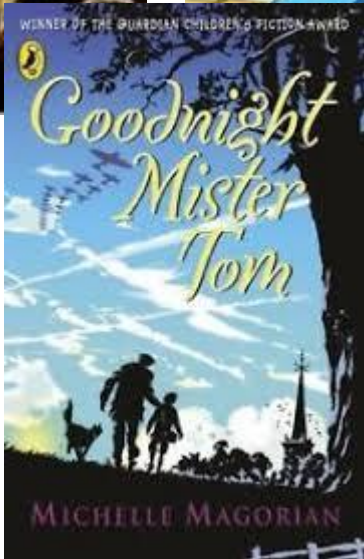
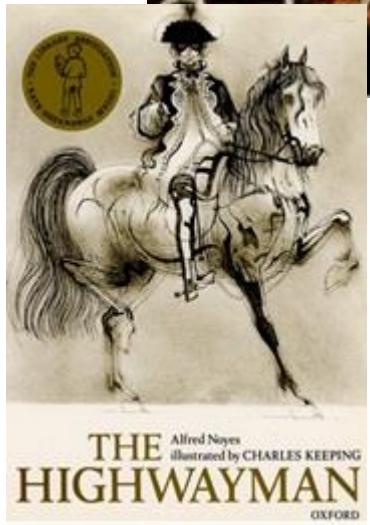
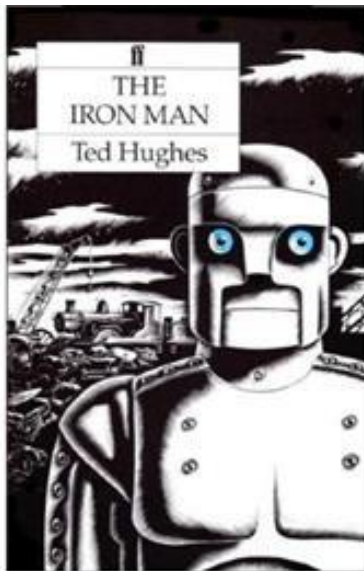
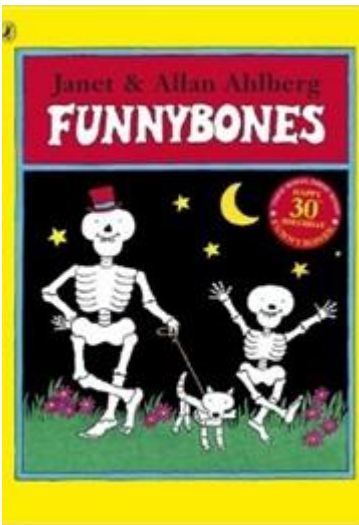
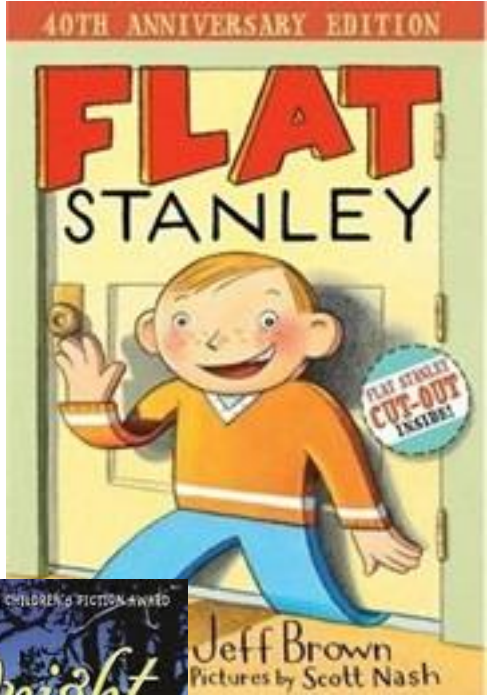
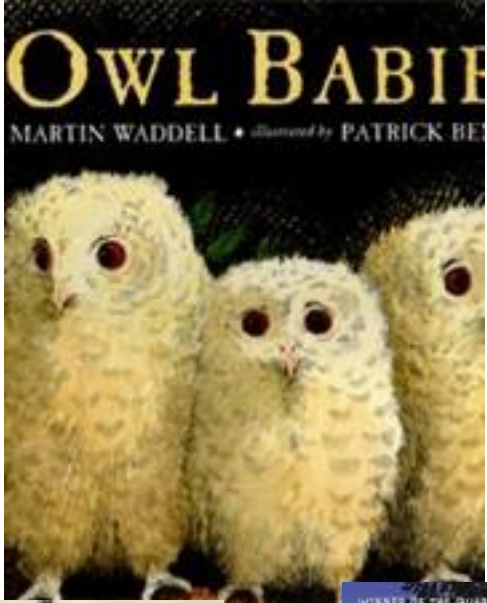
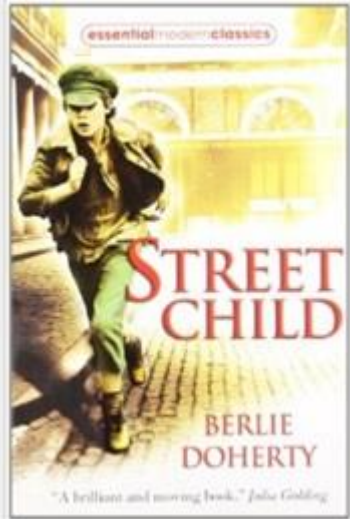
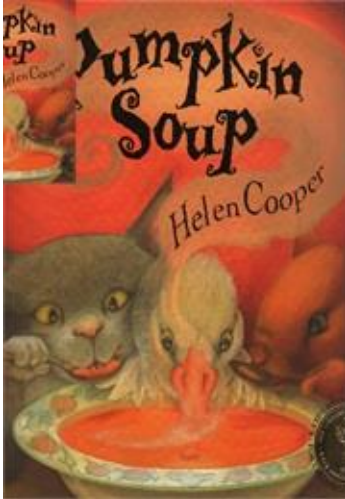
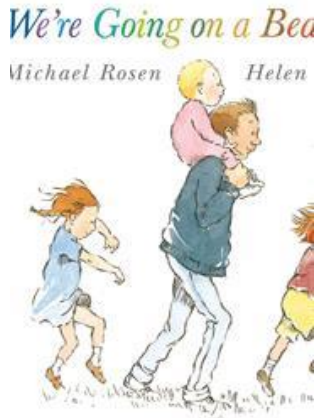
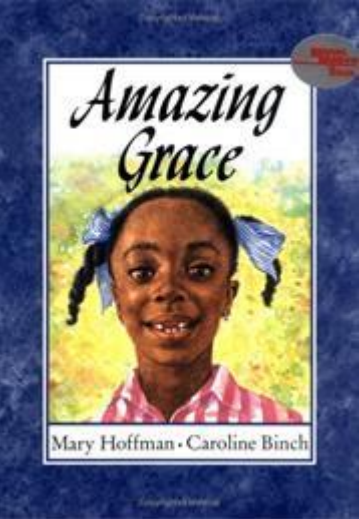
The obvious choices:



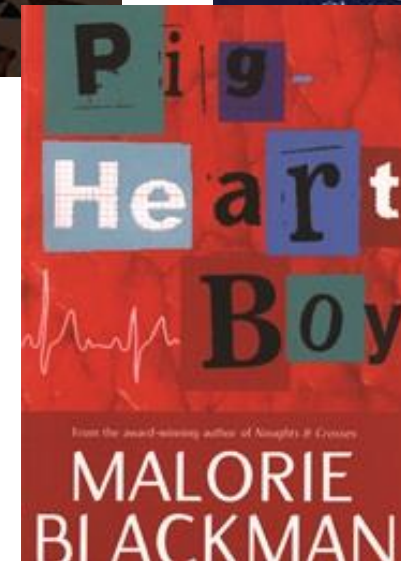
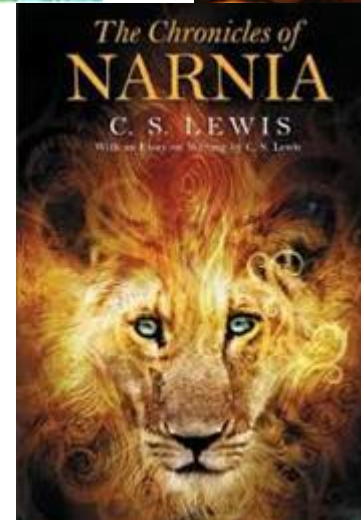
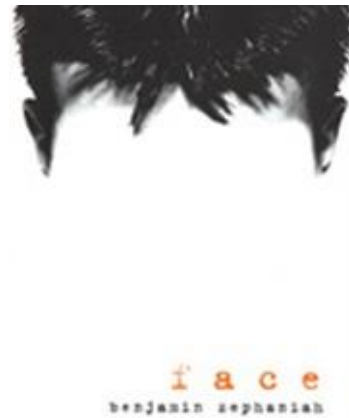
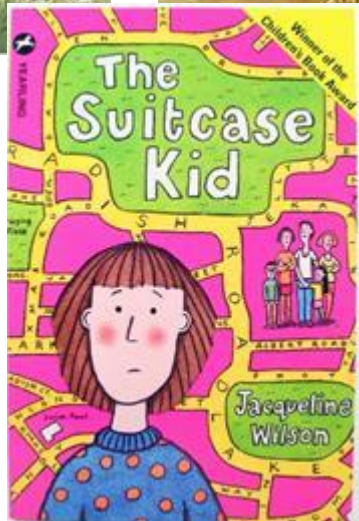
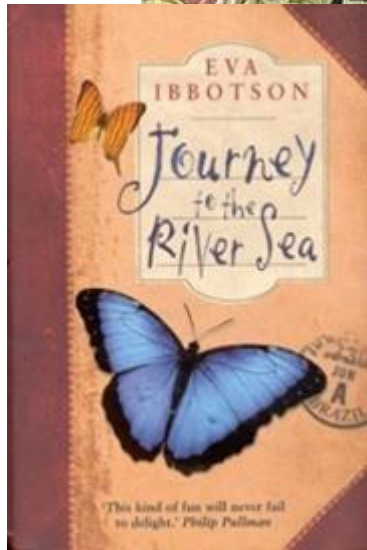
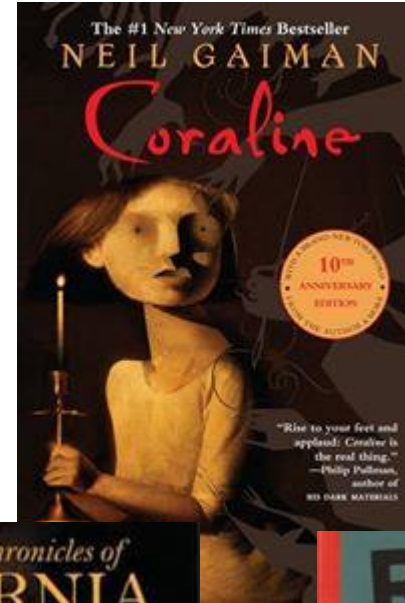
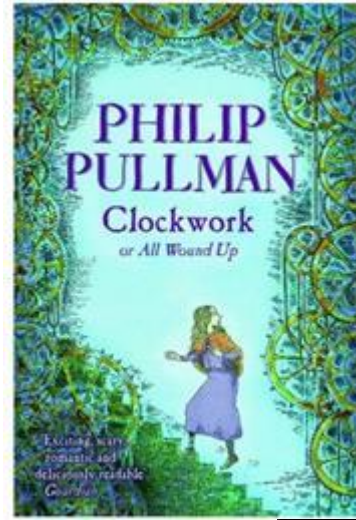
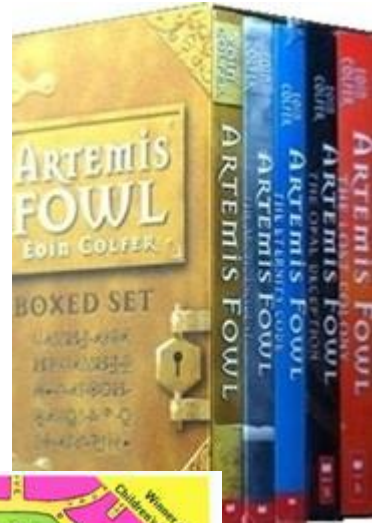
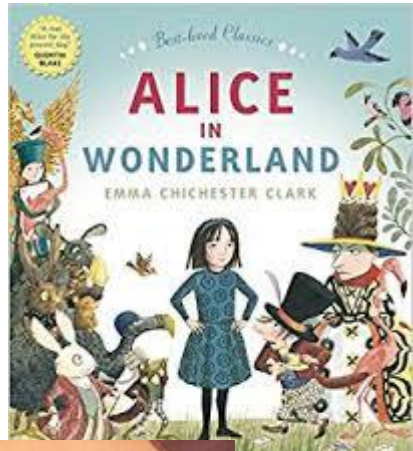
Children's Classics! Great to be read aloud to children at bedtime – or use an audio book.



Examples of books from the list that we teach in school:



Which leaves the books on the list that we hope the children will discover for themselves:



I DON'T THINK THERE IS SUCH A THING AS A
BAD BOOK FOR CHILDREN.

IT'S TOSH. IT'S SNOBBERY AND IT'S FOOLISHNESS.

WE NEED OUR CHILDREN TO GET ONTO THE
READING LADDER: ANYTHING THAT THEY ENJOY
READING WILL MOVE THEM UP, RUNG BY RUNG,
INTO LITERACY.



Chris Riddell – former
Children's Laureate and
author of Ottoline
books

Developing word recognition skills



- Phoneme (letter sound) awareness and phonics teaching
- Repetition and teaching of 'tricky' words
- Recognising patterns in words



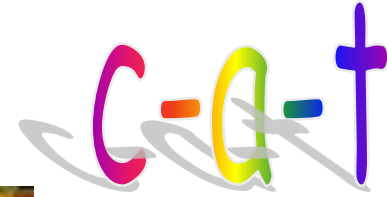
Structure of a Phonics Session

Review/Revisit

Teach

Practise

Apply



Children are taught phonics for 30 minutes a day, but will be expected to apply this knowledge across all areas of their learning.

Useful website for Parents/Carers- saying the sounds:

<https://www.youtube.com/watch?v=EYx1CyDMZSc>

Year 1 Phonics Screening Check

- The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half **non**-words, which Year 1 children read to a teacher.
- They need to be able to demonstrate their phonic decoding skills by isolating sounds in words, and then blending to read them.
- Example words: Real words: horn, lightning, moat
- non-word: geck, chom, thord, blurst

Colour Banded Reading Scheme

- EYFS and Year 1 children are given phonic reading books which is the beginning of the coloured book bands. Once the children move onto **ORANGE** level they are no longer simply phonics readers.

Band	Colour	Year Group Guideline
11	Lime	Year 3
10	White	End of Year 2
9	Gold	
8	Purple	
7	Turquoise	End of Year 1
6	Orange	
5	Green	
4	Blue	
3	Yellow	End of Reception
2	Red	
1b	Pink (Dark)	
1a	Pink (Light)	

Progress Concerns

- Your first port of call is the class teacher
- From there the teacher will raise concerns with our SENCo, Gill Howarth and see where to go from there
- Best practice with children before the age of 7, is to avoid labelling them as having an identified reading need, as some children can take longer to develop their reading skills
- Open door policy – we want to work with you!

Teaching of reading

Shared Text work

- One text read by the teacher to the class. Used for oral comprehension and the language and structure of both fiction and non-fiction writing.

Individual Reading

- To a member of staff, volunteer, or older pupil, this is focused on using and applying word recognition and comprehension skills.

Guided Reading KS1

- **Teacher led small groups, modelling reading skills/phonics/word meanings, reading and discussing a text.**



Guided Reading Sequence



- Introduce the text – discuss the front cover and title
- Read the blurb – predict what they think will happen in the text. This is where the children need to take ideas from the title and the pictures on the cover.
- Children to read individually whilst the teacher listens, focusing on one child at a time with a specific target in mind.
- Feedback is given to the child
- Discussion about the text and re-visiting for key learning points.
- Other groups are completing reading based activities

EYFS/KS1 Reading Comprehension

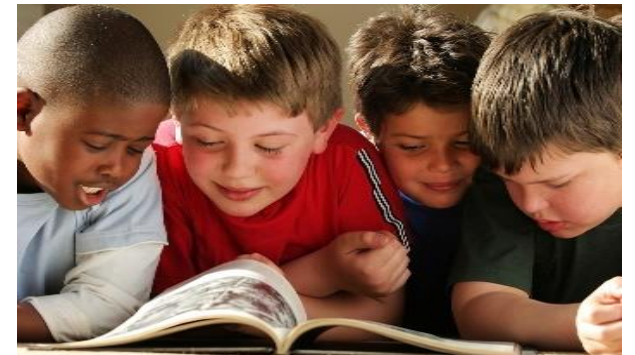
- EYFS – oral comprehension in 1-1 reading sessions moving towards guided reading sessions as children become more confident readers.
- Year one - oral comprehension in guided reading and when reading with the children
- Later on this will become more formal
- **Year one comprehension progression moving into Year 2**
 - Oral comprehension – discussing books
 - Learn question words
 - Read question
 - Find keywords
 - Skim text to find keywords in the text
 - Read around the word to find the answer



Year 2 Reading Comprehension Tests

At the end of KS1 the children sit two papers. They are taught reading comprehension skills to help them make sense of the text. They will need to be able to:

1. Read the text carefully, demonstrate knowledge and understanding of vocabulary
2. Read the question, understand question words
3. Understand the keywords in the question
4. Scan the text looking for the key words
5. Write the answer in full sentences and respond to multiple choice questions



Key Stage 2 – Years 3, 4, 5 and 6

- As with KS1, reading falls into two categories:
 - A child's independent reading
 - Whole class reading



Independent reading

- Banded books continue from Year 2 into Year 3 and Year 4. The banded books finish at **Lime** but we are considering expanding this with one or two more 'rungs on the ladder' to help children continue with structured books from a variety of genres across fiction and non-fiction.
- After **Lime** we offer **New Free Reader** books in Years 3 & 4 which are selected to be age-appropriate and of a suitable difficulty for this age group including titles by authors like Jeremy Strong, Holly Webb etc.
- In Years 5 & 6 all children become **Free Readers**, with a selection of books in school but also the option to bring in books from home too. In the Year 5 & 6 classrooms, we ensure that there are still books available which will appeal to children with a variety of abilities e.g. **Barrington Stokes** titles which are specifically designed for children with dyslexia and a variety of graphic novels.

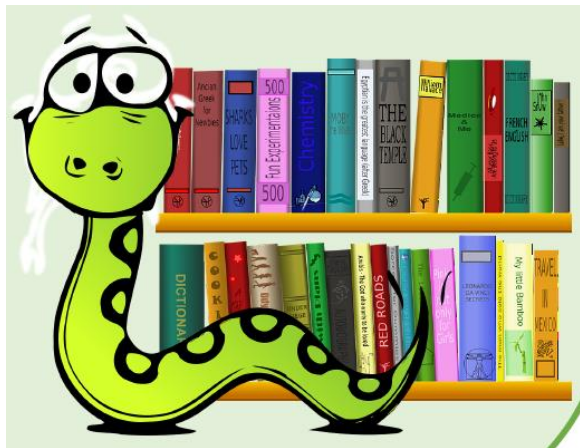
Whole Class Reading



- In KS1, the majority of teacher-led reading was done in small Guided Reading groups and then towards end of Year 2 we introduce whole class reading.
- In KS2, the majority of teacher-led reading is done as a whole class. Together we will read through a book chapter-by-chapter discussing the text as we go along and deciphering unfamiliar vocabulary together through context and inference where possible. We then answer more formal comprehension-style questions about the book focusing on skills learnt in KS1 and developing these in preparation for expectations at the end of Year 6.

KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum



Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

Vipers Heading	Content Reference	Content Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inferences from the text/ explain and justify using evidence from the text
Predict	2e	Predict what might happen from the details stated and implied
Explain	2f, 3g, 2h	<p>Identify/explain how information/narrative content is related and contributes to the meaning as a whole;</p> <p>Identify/explain how meaning is enhanced through choice of words and phrases;</p> <p>Make comparisons within the text</p>
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

Year 6 - SATs

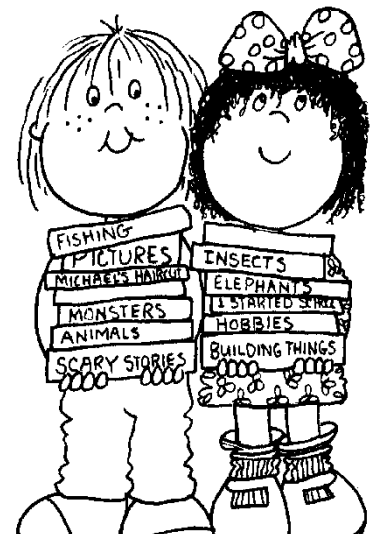
- In the May of Year 6, the children are tested on Reading, Grammar, Spelling & Punctuation and Maths.
- The reading test is the culmination of all the skills the children have been taught over their primary school education combining everything we have discussed this evening. It includes fiction and non-fiction texts and often some poetry too; it is a stepping stone to the sorts of things they will be expected to do at Secondary School. We want to ensure that they take this test feeling confident in their reading, and this is only possible if they have a strong foundation.
- We hope to instil a love of reading, an interest in words and vocabulary and a breadth of understanding.

What can they read at home?

Reading should be for **enjoyment** and **interest**.

A school reading book is only **ONE** part of a child's reading repertoire:

- Books - picture books, short stories, chapter books
- Magazines – comics, annuals, football programmes
- Information books – brochures, catalogues, flyers, newspapers, guide-books
- eBooks – kindle, websites
- Take-away menus, instructions
- Visit the library, bookshops and charity shops



Using the public library

- <https://www.pressreader.com/>
- <http://rbwm.lib.overdrive.com/A47F18A4-6F68-430D-B0A5-0D5E0B4F3287/10/498/en/Default.htm>
- <https://rbwm.rbdigitalglobal.com/>
- <http://library.eb.co.uk/storelibrarycard?id=rbowm&target=/levels/junior>
- <http://www.whonextguide.com/>

Ways to help your child become a better reader

Research has shown that children who read regularly at home believe they are 'Good at Reading', and are therefore keen to move their reading forward for their own enjoyment

- **Encourage them to read every day (10 minutes a day), make this a REGULAR ROUTINE! Alternatively, share a book with your child; you can read to them or you can share the reading. Make it an enjoyable experience**
- **Remind them to 'read on' or 'back' to check word meanings**
- **Talk about words they do not understand, try to work out by the reading the whole sentence or paragraph, or look them up**
- **Support them by writing a comment in their home school reading record, noting what they have enjoyed, or any new words they may have encountered**
- **Model reading by letting them see you read**
- **Read to them beyond when they can 'read for themselves' aiming for books of a higher reading age if possible**

How you can help...



- Hopefully, this evening has given you an insight into reading at school
- Volunteer with us at Cheapside:
 - Reading with children
 - Helping out with the library