



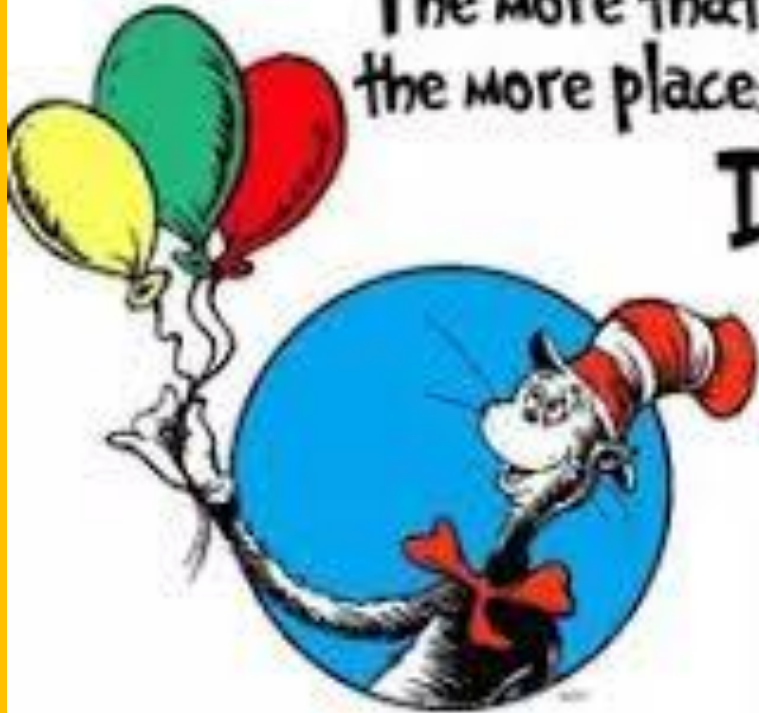
Gayton Primary School

Reading Information session for
parents.

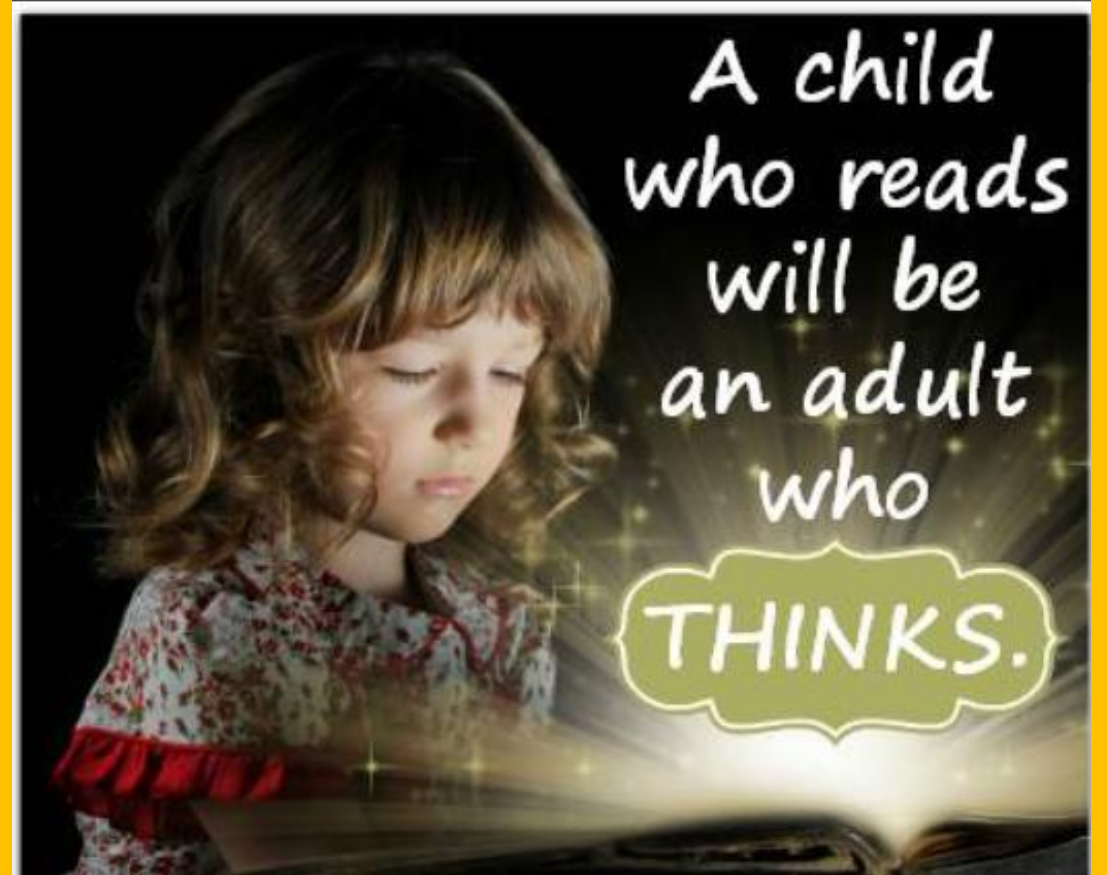
Y5 & 6
November 2019

The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.

Dr. Seuss



A child
who reads
will be
an adult
who
THINKS.



The Power of Reading!

- 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 in School

The *Teaching* of Reading

- Phonics
- Shared reading
- Guided reading
- Independent reading
- Personal reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories

Home readers

The hearing of reading is NOT the teaching of reading

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.

Word Reading

National Curriculum (Y5 and 6)

Years 5 and 6 programme of study

Reading – word reading

Statutory requirements

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.

Y 5 and 6 Reading Comprehension

Statutory requirements

- 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
- 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
- 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.

Scaffolding reading

Teacher reads and makes overt what good readers do through modelling

80%-89% accuracy (hard)

Shared Reading

Group Reading

90%-94% accuracy (instructional)

Guided Reading

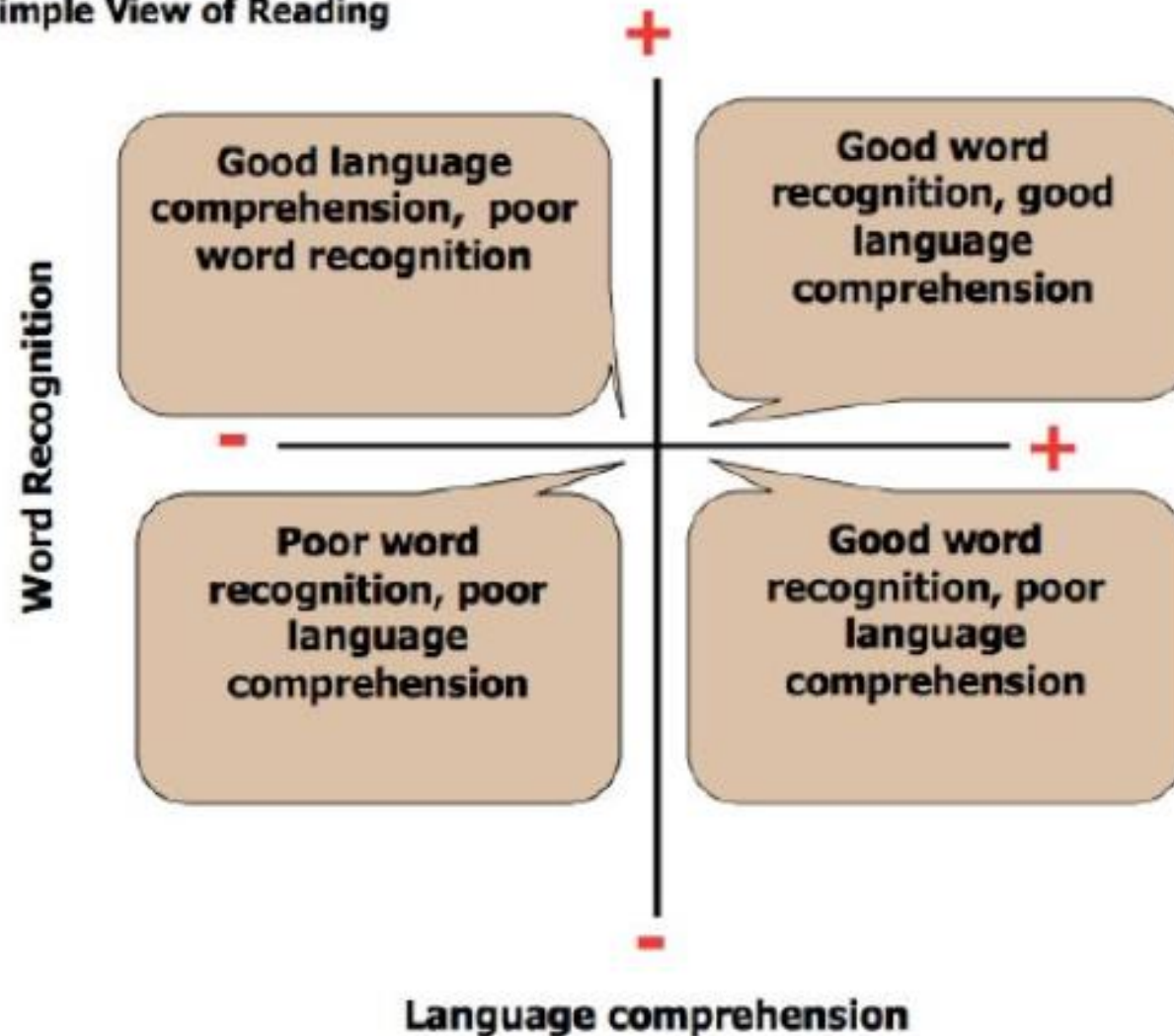
Independent Reading

Children practise without the teacher's help.

95%- 100% accuracy (easy)

Re-cap of the simple view of reading

The Simple View of Reading



How we teach Reading: Word Reading

- **Blend** (vb) — to draw individual sounds together to pronounce a word, e.g. s- n-a-p, blended together, reads snap.
- **Cluster** — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster.
- **Digraph** — two letters making one sound, e.g. sh, ch, th, ph.
vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow.
- **Split Digraph** — two letters, split, making one sound, e.g. a-e as in make or i-e in site.
- **Grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though').
- **Grapheme-Phoneme Correspondence** (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter- sound correspondences'.
- **Phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/).
- **Segment** (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/.
- **VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant- vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.

Reading: Understanding

Understanding (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 taken 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.

Newton-Le-Willows railway station

THIS TABLET

A TRIBUTE OF PERSONAL RESPECT AND AFFECTION
HAS BEEN PLACED HERE *TO MARK THE SPOT* WHERE ON THE
15TH OF SEPT^R 1830 THE DAY OF THE OPENING OF THIS RAIL ROAD.

THE RIGHT HON^{BLE} WILLIAM HUSKISSON M.P.

SINGLED OUT BY THE DECREE OF AN INSCRUTABLE PROVIDENCE FROM
THE MIDST OF THE DISTINGUISHED MULTITUDE THAT SURROUNDED HIM.

IN THE FULL PRIDE OF HIS TALENTS AND THE PERFECTION OF HIS
USEFULNESS MET WITH THE ACCIDENT THAT OCCASIONED HIS DEATH:

WHICH DEPRIVED ENGLAND OF AN ILLUSTRIOUS STATESMAN AND
LIVERPOOL OF ITS MOST HONORED REPRESENTATIVE WHICH CHANGED
A MOMENT OF THE NOBLEST EXULTATION AND TRIUMPH THAT SCIENCE AND
GENIUS HAD EVER ACHIEVED INTO ONE OF DESOLATION AND MOURNING:
AND STRIKING TERROR INTO THE HEARTS OF ASSEMBLED THOUSANDS.

BROUGHT HOME TO EVERY BOSOM THE FORGOTTEN TRUTH THAT

"IN THE MIDST OF LIFE WE ARE IN DEATH."

How we teach Reading: Comprehension

QUESTIONING IS KEY

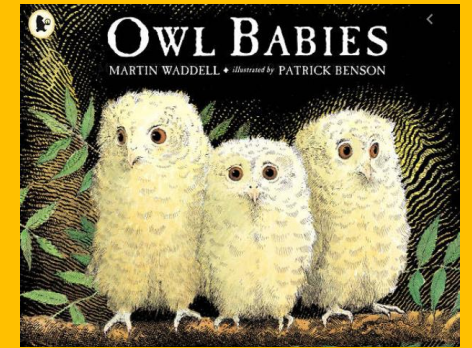
- What type of text is this book? (Fiction/Non-Fiction)
- Have you read any other books by this author?
- What do you think the book will be about? (Prediction)
- Can you find an example of an adjective/adverb on this page?
- Why did [the character] feel sad?
- What do you think might happen next? Why? (Based on what read so far)
- What does the word [insert word] mean? What is another word for [word]?
- Why did {character} do that?
- What features can you see on the page? (Non-Fiction)
- What does the word say? Use your sounds.
- What digraph is in that word?

Guided Reading at Gayton



Structure of a Guided Reading session.

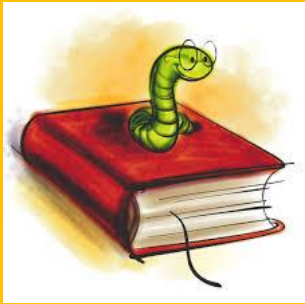
1. Book Introduction



- Looking at the cover and the blurb
- Making predictions
- What links to prior reading can be made?
- Links to own experiences.
- Recapping on what has happened previously
- Locating and explaining new vocabulary

2. Strategy Check

Recapping reading strategies that they can use to help them understand the text. These are the strategies that we encourage the children to use at home too!



KS1 strategies are weighted towards decoding and include:


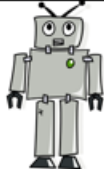



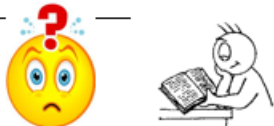
- Using pictures as prompts
- Sounding out new words
- Splitting up longer words
- Missing out the word and reading to the end of the sentence and then returning to it.

KS2 Strategies often lean towards comprehension and include:

- Skim reading for key information
- Cross checking by using a number of strategies
 - Context (making a sensible guess)

If I am stuck, I can be like...



Use the pictures	
Sound talk and blend new words "c-a-t" "j-a-r" "d-r-e-ss"	
Go back and read a word or sentence again if I don't understand it	
Read on to try and work out a new word	
Listen to my reading to make sure it makes sense	
Made a mistake, go back and try to put it right!	

What to do if your child is 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?

Independent Strategies *by Jill Marie Warner*

When I get stuck on a word in a book,
There are lots of things I can do.
I can do them all, please, by myself;
I don't need help from you.
I can look at the picture to get a hint.
Or think what the story's about.
I can "get my mouth ready" to say the first letter.
A kind of "sounding out".
I can chop up the words into smaller parts,
Like on or ing or ly,
Or find smaller words in compound words
Like raincoat and bumblebee.

I can think of a word that makes sense in that place,
Guess or say "blank" and read on
Until the sentence has reached its end,
Then go back and try these on:
"Does it make sense?"
"Can we say it that way?"
"Does it look right to me?"
Chances are the right word will pop out like the sun
In my own mind, can't you see?
If I've thought of and tried out most of these things
And I still do not know what to do,
Then I may turn around and ask
For some help to get me through.

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.

3. Independent reading with a focus

- The teacher will pose a question for the children to answer through their own independent reading of the text.
- The children will read a section of the text independently whilst the adult will circulate and listen & question individual children.


4. Return and respond to the text.

- Adult brings the group back together to discuss the text and responses to the key question(s) posed.
- Adult will encourage children to explain their answers using evidence from the text.
- Discuss any questions generated by the children that haven't already been discussed.
- Encourage children to answer and discuss each other's questions.

Reading assessment at Gayton.



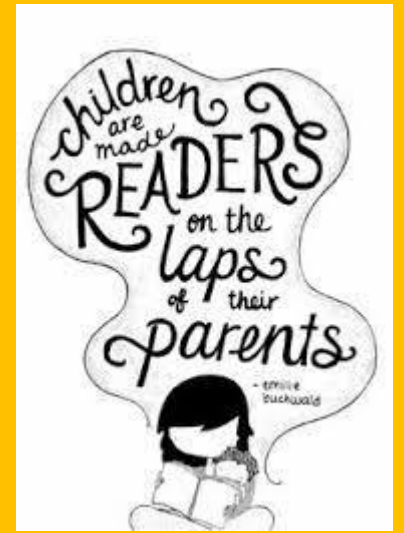
- Ongoing formative assessment through guided reading sessions.
- Ongoing phonic assessments.
- Introduction of PM benchmarking- allowing teachers/adults to assess pupils' instructional and independent reading levels using unseen, meaningful texts.
- Introduction of NFER reading assessments- will provide concrete evidence to support teacher assessment of a child's attainment and enable them to identify areas of strength and areas of weakness.



So what can parents do
to support with reading
at home?

Reading at home

- Expectation- ideally daily
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- Remember both reading and hearing texts read aloud are important.



Top tips for reading at home:

- *Remember, try to avoid a pressurised environment around reading

- *We can teach reading skills in school. We just want your support in encouraging independent reading and encouraging your child to develop a love of reading.

Share more advanced books with your child

It is also important to read to your child. This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition.



Focus on Language

Table 1

*Selected Statistics for Major Sources
of Spoken and Written Language
(Sample Means)*

	Rank of Median Word	Rare Words per 1000
I. Printed texts		
Abstracts of scientific articles	4389	128.0
Newspapers	1690	68.3
Popular magazines	1399	65.7
Adult books	1058	52.7
Comic books	867	53.5
Children's books	627	30.9
Preschool books	578	16.3
II. Television texts		
Popular prime-time adult shows	490	22.7
Popular prime-time children's shows	543	20.2
Cartoon shows	598	30.8
<i>Mr. Rogers</i> and <i>Sesame Street</i>	413	2.0
III. Adult speech		
Expert witness testimony	1008	28.4
College graduates to friends, spouses	496	17.3

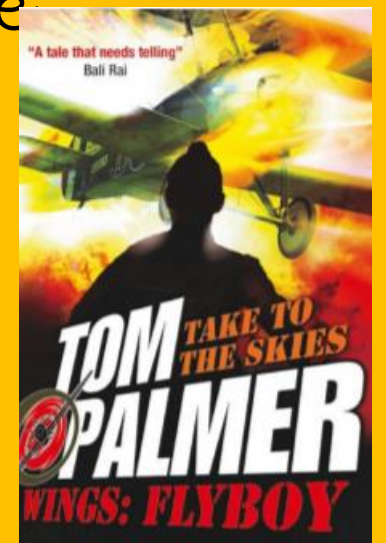
Adapted from Hayes and Ahrens (1988).

Due to the lexical poverty of spoken language, most new vocabulary is acquired through reading.

Adult spoken language ranks lower in word complexity than that found in children's books.

Before Reading

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book, look at the pictures and read the blurb.



During Reading

Encourage children to track the words with their finger or use a reading ruler.

Help the children to decode (read) the words and ask them about the meaning of more challenging words.

Ask children about the content of what they have read- who, what, where, when, why, how?



Assessing Reading

“Parents must remember its not their job to teach kids to read, it is to encourage them to love books.”



j.t. lowery

Michael Rosen 2012



**We need time for
reading...**



“You’re never
too old, too wacky, too wild,
to pick up a book and
read to a child.”
-Dr. Seuss

Our Reading Journey

Fifteen minutes a day is all that I ask,
To spend with you on my special task.
I'm excited but nervous as it's strange to me,
To make sense of the pictures and marks that we'll see.
I ask for your patience on my reading quest,
And in return I will try my best.
Tell me you're proud of how hard I have tried,
And I'll glow with pride as I sit by your side.
As time passes by I'll be reading alone,
And you'll look at me thinking how much I have grown.
And when I'm an adult I'll look back and treasure,
The happy memories I have of us reading together.

