Stay & Read

How can we help children become confident readers?
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.
Why Is Reading Important?

- Can have an impact on the success of a child’s education and into their adult life
- Most aspects of the curriculum rely upon reading to a good extent - transferable vocabulary.
- Promotes life long skills
- Promotes social skills
The first and most important teacher

- As a parent or carer you play the leading role in helping your child move through the stages of reading.

- The link between home and school is such an important one - children who are encouraged, supported and taught in both environments will obviously have the best chance of success.
How Can Parents Support Reading At Home?

- Ensure that from a young age children observe positive examples of reading/books
- Establish good reading habits for your children
- Include reading into daily activities
- Make reading fun
- Expose your children to a wide range of subjects, authors, genres and themes
How Can Parents Support Reading At Home?

- Relate books to your children’s life experiences
- Read with your children every day
- Discuss the language used
- Use direct and indirect questioning
- ‘Tell’ your children stories - you don’t always have to ‘read’ them
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?
Teaching Reading

Reading requires two skills:

Phonic & 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.
Developing Understanding

In KS2 our main focus of guided reading is to develop the children’s understanding of the text. We do this through a range of different questioning skills.

It is essential that the children have the opportunity to interact and engage with texts and move beyond literal comprehension. They need to consider questions that require them to deduce, infer, justify and evaluate.
Strategies to Develop Children’s Understanding

- **Literal:** repeating directly or in your own words what is in the text.

- **Inference:** reading between the lines, drawing out conclusions which are based on, but go beyond, the information given in the text.

- **Deduction:** drawing conclusions from the information given throughout the text.

- **Justification:** finding evidence in the text to justify responses.

- **Evaluative:** making critical judgements relating to the text.
Promoting A Love Of Reading

As a school and phase, our key priority is to promote and instil a love of reading in all children.

We provide children with many opportunities to read and be read to throughout the day.

Provide lots of exciting opportunities to promote reading - including:

• Sponsored Reads
• Reading Corner Competitions
• School Book Fairs
• 100 Book challenge
Reading Corner
Competitions
Top 100 Books to Read Before You Leave Y6!
What Is Reading Within School?

- Shared Reading
- Guided Reading
- Independent Reading
- Focused Reading Task / Whole Class Reading
- Reading across the curriculum
Guided Reading

- Guided reading is a teaching technique used to support children in reading.
- Throughout the week, children will complete a range of different reading activities on a carousel.
- The children will work independently, in groups or in pairs.
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Group 1</td>
<td>Guided Read</td>
<td>Post-Read Activity</td>
<td>Reading Comprehension</td>
<td>Reading Task</td>
<td>Pre-Read Activity</td>
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<tr>
<td>Group 2</td>
<td>Pre-Read Activity</td>
<td>Guided Read</td>
<td>Post-Read Activity</td>
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<tr>
<td>Group 3</td>
<td>Reading Task</td>
<td>Pre-Read Activity</td>
<td>Guided Read</td>
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<td>Reading Comprehension</td>
</tr>
<tr>
<td>Group 4</td>
<td>Reading Comprehension</td>
<td>Reading Task</td>
<td>Pre-Read Activity</td>
<td>Guided Read</td>
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</tr>
<tr>
<td>Group 5</td>
<td>Post-Read Activity</td>
<td>Reading Comprehension</td>
<td>Reading Task</td>
<td>Pre-Read Activity</td>
<td>Guided Read</td>
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</table>
Guided Reading

- **Guided Reading** - children work in a small group with a text selected by the teacher
- **Pre-Read and Post Read** - children work independently to answer and identify questions about a text
- **Reading Comprehension** - children will work independently to read a text and answer questions
- **Focused / Whole Class Reading Tasks** - children work individually or in pairs to apply their reading skills - sometimes extracts shared as a whole class
- **Independent Reading / Reading Plus** - children work independently to read their own book
Reading Plus - UKS2

Online reading programme tailored to children's individual needs. Pupils complete a pre-read assessment and it matches them with suitable texts – progressively getting more difficult and quicker paced as children improve.

The goal each week is for a student to fill in each of the empty boxes with a white checkmark. White checkmarks in the SeeReader (SR) bar indicate that assignments have been completed with 80% or higher comprehension. Blue boxes indicate that the assignment was completed with less than 80% comprehension. Empty boxes indicate assignments still due.
# What the NC says

## A YEAR 5 READER

<table>
<thead>
<tr>
<th>Word reading</th>
<th>Comprehension</th>
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</thead>
<tbody>
<tr>
<td>• I can apply knowledge of root words, prefixes and suffixes to read aloud</td>
<td>• I am familiar with and can talk about a wide range of books and text types,</td>
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<tr>
<td>and to understand the meaning of unfamiliar words.</td>
<td>including myths, legends and traditional stories and books from other</td>
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<tr>
<td>• I can read further exception words, noting the unusual correspondences</td>
<td>cultures and traditions. I can discuss the features of each.</td>
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<tr>
<td>between spelling and sound.</td>
<td>• I can read non-fiction texts and identify the purpose, structure and</td>
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<tr>
<td>• I attempt pronunciation of unfamiliar words drawing on prior knowledge</td>
<td>grammatical features, evaluating how effective they are.</td>
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<tr>
<td>of similar looking words.</td>
<td>• I can identify significant ideas, events and characters; and</td>
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<tr>
<td>• I can re-read and read ahead to check for meaning.</td>
<td>discuss their significance.</td>
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<td></td>
<td>• I can recite poems by heart, e.g. narrative verse, haiku.</td>
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<td>• I can prepare poems and plays to read aloud and to perform, showing</td>
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<td>understanding through intonation, tone, volume and action.</td>
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# What the NC says

## A YEAR 6 READER

### Word reading
- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar-looking words.
- I can read fluently, using punctuation to inform meaning.

### Comprehension
- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
What the NC says

Reading curriculum for KS2 is progressive - heavy weighting on inference and deduction in the end of key stage reading assessments.

As a school, we teach the skills of reading progressively as they move up the years through the key stage - ensuring a good coverage across a range of different text types.
Classroom Visits

Opportunity to visit your child’s classroom and see a selection of reading activities that your child completes in school.

Teachers are about who will model a guided reading session with a small group of children.

Opportunity to sit with your child and read a good book!