

Supporting Reading at home

Monday 10th March

Today, we will:

- ▶ Discuss the importance of Reading
- ▶ Outline our Curriculum Provision
- ▶ Provide advice and answer questions on support at home- ***"we are all living this life for the first time!"***

DfE Reading Framework 2023

Why is reading so important?

Why reading matters

I realized in a whiplash burst that those children, all mine for one year, might never reach their full potential as human beings if they never learned to read.⁹

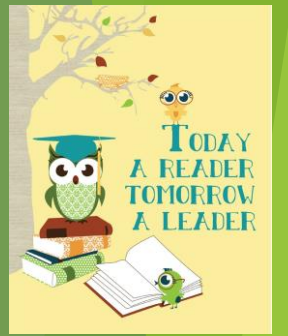
Maryanne Wolf's sudden awareness, as a new teacher, of her responsibilities towards her young class highlights why reading matters. To the individual, it matters emotionally, culturally and educationally; because of the economic impacts within society, it matters to everyone.

► Research by the National Literacy Trust shows:

'Strong reading skills have been shown to improve children's academic attainment across a range of subjects, including English, Maths and Science.'

Being a good reader unlocks the curriculum for children and empowers them to acquire the knowledge they need to succeed not only in school but in life.

'Not reading at the expected level puts children at an increased risk of experiencing unemployment and poor health as adults.'



What DOES effective reading INVOLVE?

- ▶ **ROSE Review- Decoding and Comprehension.**
- ▶ **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.
- ▶ **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.⁹

- ▶ Children who are learning to read but who cannot decode the words on the page are prevented from understanding the text fully- cognitive overload.
- ▶ However, even if they recognise and can say the words on the page, this does not mean that they will understand the text as a whole.

▶ Children need both-
decoding/fluency and comprehension

EYFS/KS1

- ▶ Phonics Bug Programme- DfE approved- sets out what pupils should learn term by term EYFS-Y2.
- ▶ Fast paced, revises and consolidates previous knowledge.
- ▶ Books match sounds.
- ▶ Phonics from the start.
- ▶ Additional support provided for pupils who may be falling behind.
- ▶ Staff expertise.
- ▶ Opportunities to be read to daily and to read with an adult daily.
- ▶ Develop a love of reading from the beginning.
- ▶ Reading Squad**



Phonics

Y1/Y2 Guided reading

- ▶ In addition to their phonics teaching, children in Y1 and 2 receive daily Guided Reading sessions.
- ▶ Y1- Focus on fluency, mixture of teacher led, paired reading and developing comprehension strategies.
- ▶ Y2- First term- recap phase 5 phonics.
- ▶ Fluency still remains a focus but children begin to develop more in depth comprehension strategies to support them in their understanding and to prepare the children for their transition into KS2.

KS2

- ▶ Children in KS2 continue to experience being read to daily by their class teacher.
- ▶ They also have daily opportunities to read independently for pleasure.
- ▶ English curriculum carefully planned to be centered around class focus texts for each year group.
- ▶ KS2 also receive daily Guided Reading sessions using the KS2 Bug Club Comprehension Scheme.



KS2

- ▶ Bug Club Comprehension draws on eight key strategies to build children's comprehension skills.
- ▶ These are: clarifying, summarising, activating prior knowledge, visualising, connecting, predicting, questioning and evaluating.
- ▶ Children in KS2 still practise fluency reading for 5-10 minutes of each lesson.
- ▶ They then follow a set sequence of lessons that develop comprehension strategies .
- ▶ Revisiting the same strategies regularly allows pupils to master their use.



Day 1	Day 2	Day 3	Day 4	Day 5
<p>Fluency (5-10 minutes)</p> <p>Fluency modelling from the CT of the selected paragraph/s (same paragraph/s all week) Coral reading of the selected paragraph. Child A (stronger reader) reads the paragraph/s then child B reads the paragraph.</p> <p>Walk through and teacher modelling reading</p> <p>Please ensure that the children have the text in front of them and it is displayed on the IWB.</p>	<p>Fluency (5-10 minutes)</p> <p>Fluency modelling from the CT of the selected paragraph/s. Coral reading of the selected paragraph (for year 2 and LKS2). Child A (stronger reader) reads the paragraph/s then child B reads the paragraph.</p> <p>Please ensure that the children have the text in front of them and it is displayed on the IWB.</p>	<p>Fluency (5-10 minutes)</p> <p>Fluency modelling from the CT of the selected paragraph/s. Coral reading of the selected paragraph. Child A (stronger reader) reads the paragraph/s then child B reads the paragraph.</p> <p>Please ensure that the children have the text in front of them and it is displayed on the IWB.</p>	<p>Fluency (5-10 minutes)</p> <p>Fluency modelling from the CT of the selected paragraph/s. Coral reading of the selected paragraph. Child A (stronger reader) reads the paragraph/s then child B reads the paragraph.</p> <p>Please ensure that the children have the text in front of them and it is displayed on the IWB.</p>	<p>Fluency (5-10 minutes)</p> <p>Fluency modelling from the CT of the selected paragraph/s. Coral reading of the selected paragraph. Child A (stronger reader) reads the paragraph/s then child B reads the paragraph.</p> <p>Please ensure that the children have the text in front of them and it is displayed on the IWB.</p>

Bug Club Structure

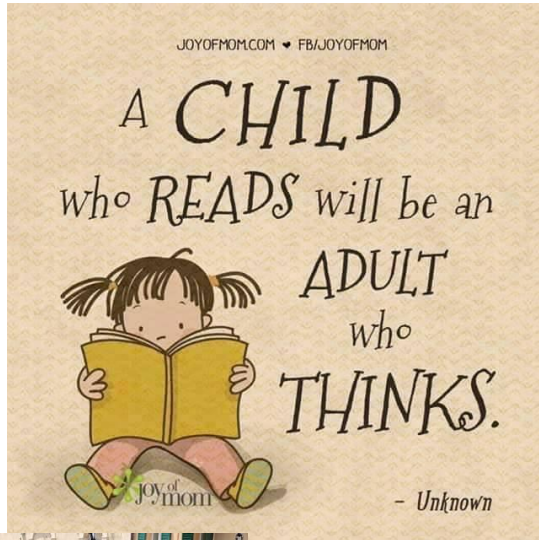
Comprehension strategies include: Clarifying, summarising, connecting, activating prior knowledge, questioning

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Children complete a vocabulary activity in their books based in key text vocabulary.</p> <p>The first day focuses on the key strategy of clarifying, helping the children to become familiar with words text will be experiencing in the text and so removing barriers to comprehension. Working</p>	<p>Children read the text and make notes under 3 key questions in their books.</p> <p>The children record their thoughts about the three 'key questions' – 'looking', 'clue' and 'thinking' questions. They also generate their own questions about the text in</p>	<p>Children discuss the three key question in a group with their class teacher using strategies to comprehend text.</p> <p>On the third day, the whole class discuss the three key questions. No reading aloud should happen here (apart from the fluency practice) rather children should be encouraged to speak directly to</p>	<p>Children reflect on the group work in their books by completing the follow up tasks, which embed strategies.</p> <p>On the fourth day, children reflect on their group discussion and revisit the key questions, exploring what more they have learned and how their thinking has developed. Working</p>	<p>Children complete follow up reading activities from the scheme or alternative based on teacher discretion.</p> <p>On the fifth day, children complete a follow up reading activity which focuses on a selection of key comprehension strategies. Support and extend PCMs are available on the platform for</p>

ANY QUESTIONS SO FAR?



How can you support reading at home?

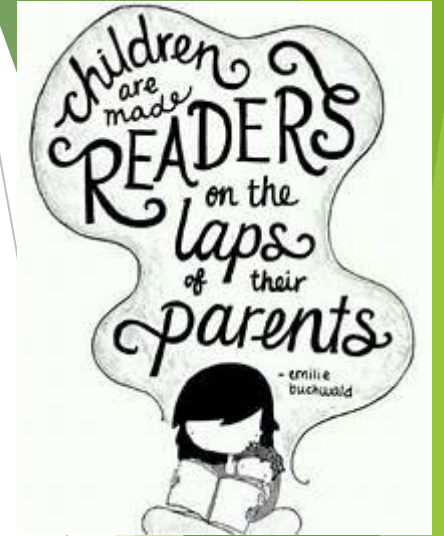


“The best way to get children excited about reading is to read to them from the beginning of their lives.”
J. K. Rowling



Read to your child

- ▶ Reading to children from a young age helps to develop a lifelong love of reading- it's never too early to start.
- ▶ Even if very young children don't understand the words, they will still enjoy sharing story time, looking at the pictures and hearing your voice.
- ▶ Read aloud to children for as long as they will let you- older children still benefit from hearing you read to them.



Encourage a love of reading

- ▶ Read yourself! It doesn't matter what it is - pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel. And get your children to join in - if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings?
- ▶ Give books a presents
- ▶ Visit the local library
- ▶ Let children choose things they enjoy reading, follow their interests- even if it's the same story over and over again.
- ▶ Swap books with other family members
- ▶ Read when you're out and about- reading isn't about just sitting down with a book. Read when you are out, spot signs etc.

Read with your child

- ▶ Read with your child at least 3x per week.
- ▶ Start with your child's reading book- phonics books matched to sound knowledge or for KS2 Accelerated reading book.
- ▶ Your child's reading is not limited to these specific books but it is important that they read their school book so that they are reading material that is matched to their individual reading level.
- ▶ They are free to read their own books in addition to these.

Book talk

Book Chat: Reading with your Child - Reading for Pleasure (ourfp.org)



I wonder what's going to happen?

Oh no, I hope she's not going to...

I wonder why he did that?

I think he's feeling...

We love sausages too, don't we!

That reminds me of when...

Ahh, that word means...

What can we see there?

That looks like our park, but...

Book Chat encourages readers. Open questions, comments and prompts get the Book Chat going. Invite your child to make connections and share views. Join in with your thoughts too!

Book Chat develops language, comprehension and pleasure.

Useful resources

- ▶ [Book Chat: Reading with your Child - Reading for Pleasure \(ourfp.org\)](#)
- ▶ [Tips for reading with your child | BookTrust](#)
- ▶ [Reading at Home - Oxford Owl for Home](#)
- ▶ [Reading to children is so powerful, so simple and yet so misunderstood | National Literacy Trust](#)
- ▶ [The reading framework - GOV.UK \(www.gov.uk\)](#)
- ▶ [Books for KS1 learners aged 4-7 | School Reading List](#)
- ▶ More information can also be found on the school website.
- ▶ Ask us- your child's class teacher will have the best advice based on the individual reader profile of each individual

Any questions?



(CHILDREN FALL IN LOVE
WITH BOOKS BECAUSE
OF THE MEMORIES (CREATED
WHEN THEY SNUGGLE UP
AND READ WITH
SOMEONE THEY LOVE.
-RAISING READERS