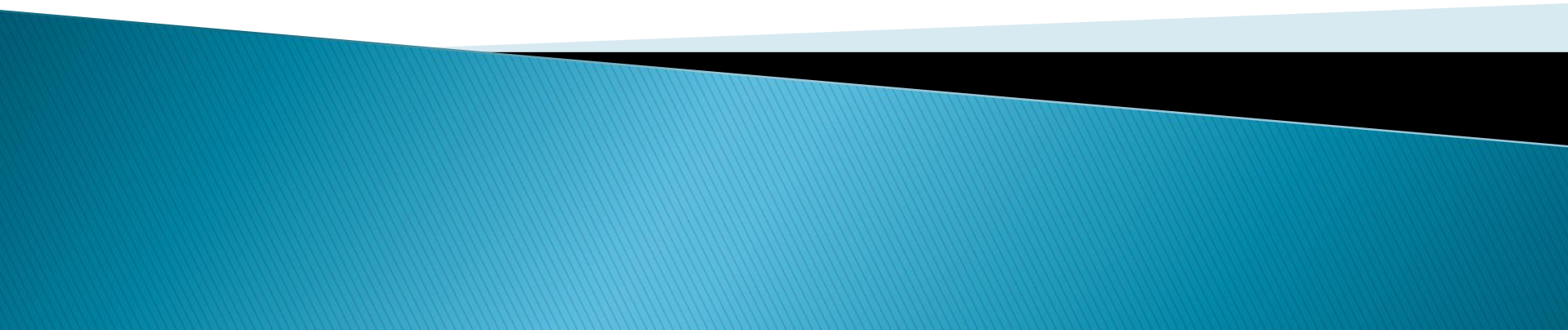
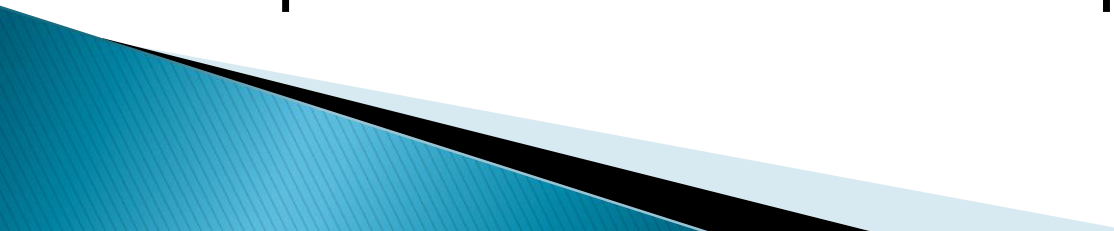


Reading and Vocabulary

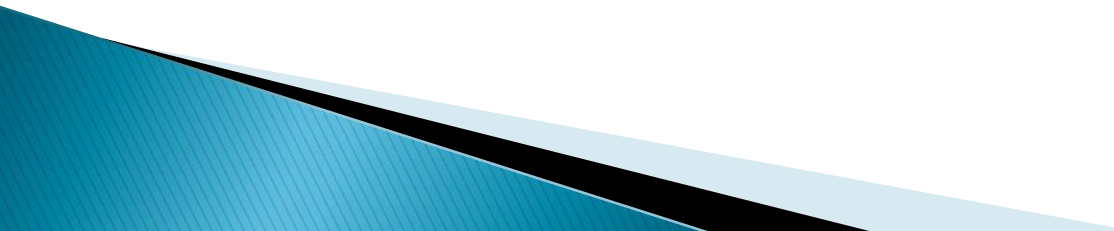
Thursday 3rd December



Why is vocabulary important?

- ▶ Children's early experiences of language have a significant impact on their future development.
 - ▶ Children with restricted language at age 5 are more likely to :
 - Be poor readers
 - Face higher levels of unemployment—many jobs now require high standards of spoken language.
 - Experience mental health problems.
- 

Dimensions of Vocabulary

- Understanding of spoken language.
 - Spoken language itself.
 - Reading
 - Writing.
-
- ▶ Most children may know a word in one dimension but not others.
 - ▶ The words we know best are the words that are established in every dimension.
 - ▶ **All dimensions are interrelated.**
 - ▶ We need to provide meaningful experiences of using a word so that children know how to use it in different ways.
 - ▶ Increased vocabulary/ comprehension has the ability to boost progress across the whole curriculum.
- 

- ▶ World Comprehension (in the EYFS)



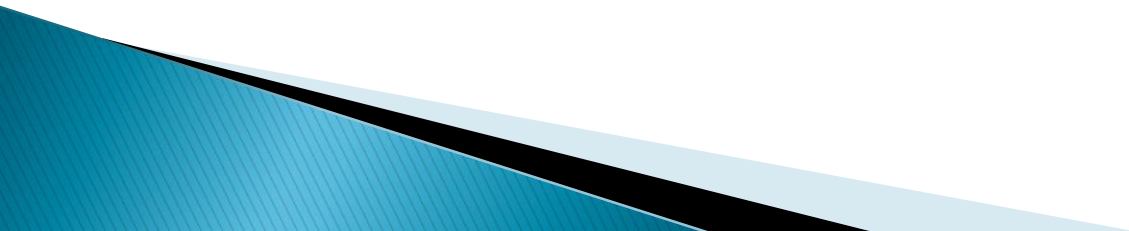
- ▶ Word Recognition (Phonics)



- ▶ Reading Comprehension

KS1 / 2 SATS Style Questions

Have a look at the SATS style questions.



KS1

When we finished, our painting was really bright and colourful. Then JJ said, "Hold these brushes very carefully. I will get something to clean them."

I wanted to see the top of our picture so I climbed the steps. They wobbled!

I dropped the brushes!



5 Why did Jasmine climb the steps?



1 mark

6 Why did Jasmine drop the brushes?

Tick **one**.

The steps moved.

☐

JJ told her to.

☐

The brushes
were dirty.

☐

Mum was angry.

☐

1 mark

Ks2 2016 Reading Paper

Look at the extract from the 2016 reading test.

Then, in 2005, a team of scientists unearthed thousands of dodo bones in some mud flats in Mauritius. The remains date back to over 4,000 years ago, when the island was suffering from a lengthy drought. The mud flats would have formed a freshwater oasis in an otherwise parched environment. It is thought that most of the animals, while trying to reach the slowly receding waters of the lake, became stuck and died of thirst or suffocation. However, clearly some dodos survived as they did not become extinct until much later.

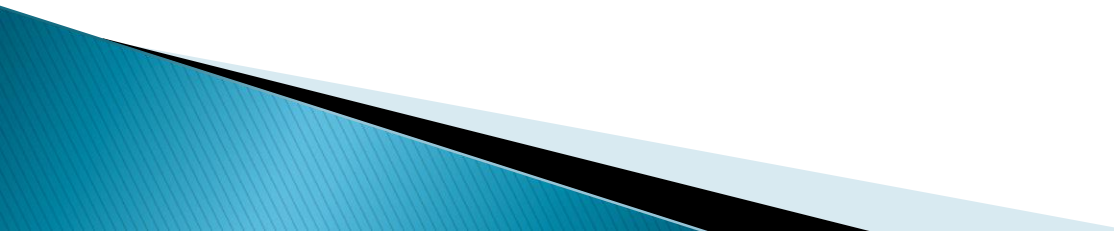
This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.

As scientists learn more about the dodo, and begin to see the bird in a new light, we are reminded that the dodo was badly misjudged. Maybe it is humans who should be judged, as we can have a devastating impact on the natural world. No other creature should be allowed to go the way of the dodo.

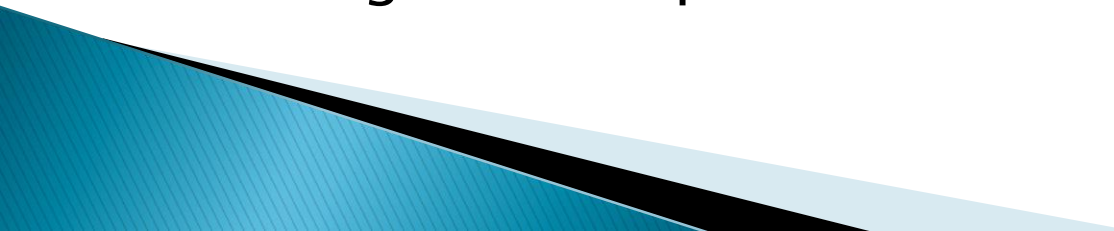


**A modern reconstruction
of a dodo.**

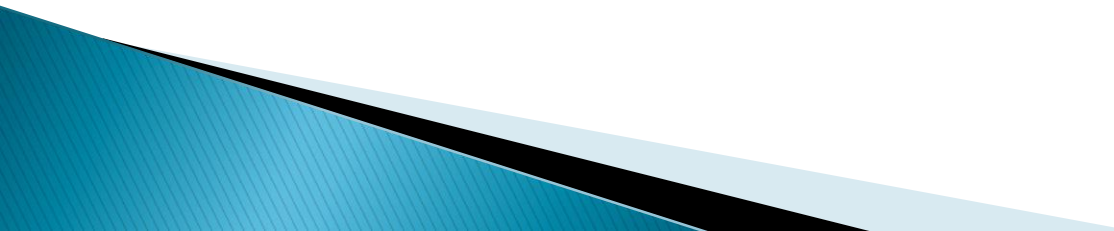
What do we think?

- ▶ Any thoughts about the language used?
 - ▶ What is the % of words children need to know in a text to gain a good understanding?
 - ▶ SATS papers can be accessed online if you would like to look at them in more detail.
- 

What can we do?

- ▶ How can we support our children with reading and vocabulary?
 - ▶ Read to children– they need to hear us read and be positive role models.
 - ▶ Story time is invaluable to children. Repeated reading is also great for building up fluency and word recognition.
 - ▶ Discuss the words we read.
 - ▶ We can't teach every word to our children and we know this. However, what we can do is give them strategies to help them become language detectives.
- 

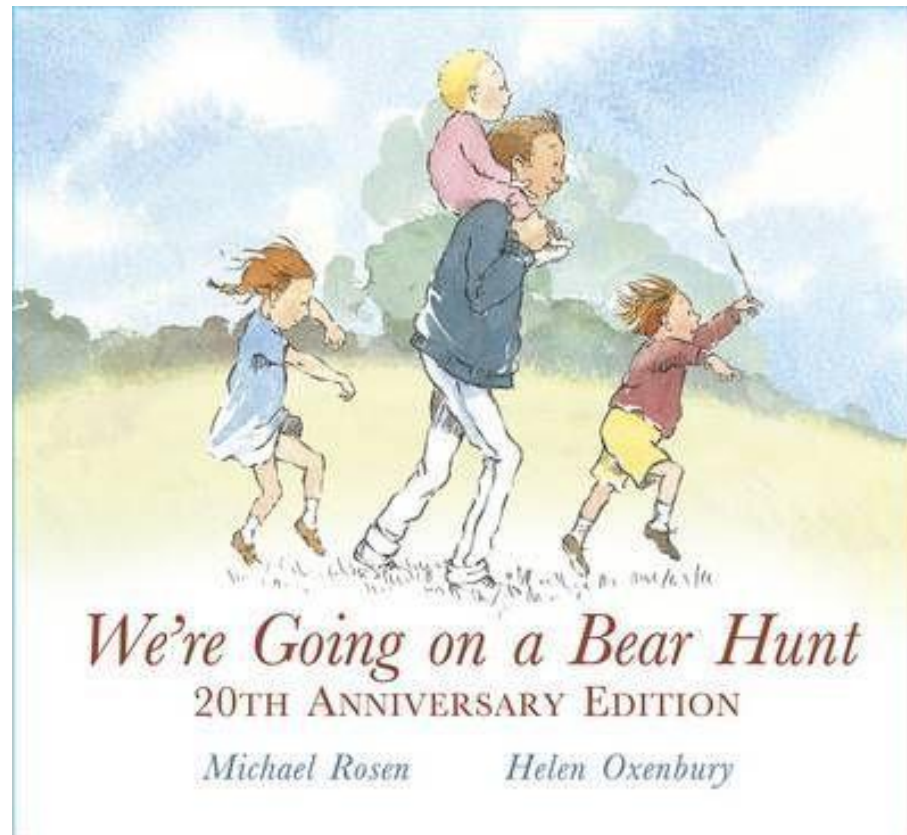
Thought Processes

- ▶ Discuss title/ front cover/ blurb of text– get children to predict what it might be about and why.
 - ▶ The why is a must!
-
- ▶ Children need to be aware of their own thought processes during reading.
 - ▶ This is something we can model.
- 

Modelling the thought process.

- ▶ Model thought bubbles– get children to write down what they are thinking at different parts of the text.
- ▶ We could do this first to show them.

Modelling thought processes



Read and Repair

- ▶ Children need to be able to realise when they don't understand part of a text.
- ▶ They then need to stop and use repair strategies to understand it. We need to remind children that this is ok and explain that it is normal when reading.
- ▶ Is it an unknown word? What can they do?
- ▶ Look if there are any words within the word (root words). Can they try and segment the word and sound it out?
- ▶ Does it sound like other words they know?
- ▶ What is happening? Can they work out what it means from this?
- ▶ Discuss with an adult/ peer.
- ▶ Make sure we model/ ask children about unknown words– sometimes they say they know them all but when questioned there might be misconceptions.

Word Curiosity.

- ▶ Since we can't teach every word we need to encourage children to want to find out more about words.
- ▶ Encourage children to ask/ find out more about words they don't know or are curious about.
- ▶ Ask them about words they see when you're out and about. Link words with experiences.

- ▶ If they know words can they:

Think of words with a similar meaning.

What does the word tell us about a character/ setting?

What image does the language paint in our minds?



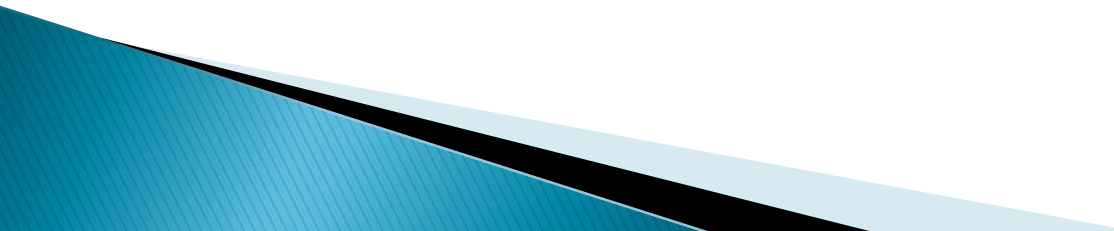
Reading different genres...

- ▶ Sometimes children will insist on reading the same types of books or one particular author.
- ▶ It is great that they have books that they really enjoy but we do need to encourage them to read a range of texts.
- ▶ Fiction, non-fiction.
- ▶ It could be stories, magazine articles, reports, online texts, listening to audio books.
- ▶ Reading is not just for English– it is a tool to acquire knowledge!

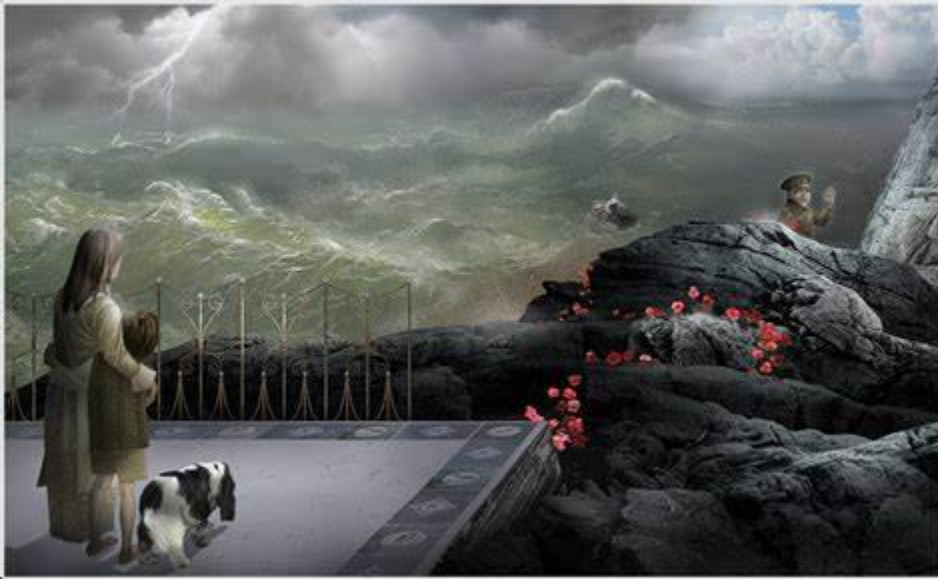
We can recommend other authors based on what they already like.



Images

- ▶ Get children to draw what images a text creates in their mind.
 - ▶ You can read and get them to draw– takes the emphasis off them. They can focus on listening and thinking skills.
 - ▶ Look at the images in a text– what do they tell us? Why might they have been drawn in a certain way?
- 

Picture books are still useful!



What does this image suggest about where the father is heading?

- ▶ I think the image suggests that the father is going to war because the poppies line the cliff and poppies are a symbol of remembrance. The father is also wearing an army uniform. The waves look stormy which might imply that the journey the father is embarking on will be chaotic, dangerous and unpredictable. The mother and son look sad to see him go and the dark colours might reflect their feelings and the darkness of war.


Images

- ▶ Images are a great way to develop children's inference skills– picking clues from the text.
- ▶ They can also support children with a text– ideas from the picture help them work out vocabulary they don't understand.

Referring back

- ▶ Children need to be able to skim and scan to locate information quickly– they can do this using key words from a question.
- ▶ This can be encouraged when reading at home.
- ▶ They need to be able to find evidence in the text to support what they are saying. I know this because it says.....
- ▶ Find me a word that shows.....
- ▶ Which words means the same as...
- ▶ Which word shows that.....
- ▶ **They need to explicitly use the text as this is what the SATS requires.**

Enjoying Reading

- ▶ We want children to enjoy their reading.
 - ▶ Children can read a variety of texts– non-fiction, fiction, magazines, online texts.
 - ▶ Have children got books at home? Could they go to the library? Are they comfortable when they read?
 - ▶ If children have a particular interest– let them read about it.
 - ▶ Stoke 100 Reads
- 

Final thoughts...

- ▶ Children should read at least 3x a week at home.
- ▶ Any strategies that you can use that we have discussed would be great.
- ▶ Children can read/ take quizzes on books from home if on accelerated reader.
- ▶ Your child's teacher will be happy to advise on reading.
- ▶ Book awards [Children's Book Award | Federation of Children's Book Groups \(fcbg.org.uk\)](#)
- ▶ [100 best books for children | BookTrust](#)
- ▶ DfE– Enjoyment for reading has been directly linked to attainment.
- ▶ Reading has emotional and social consequences – it is much more than tests!

Any Questions?

