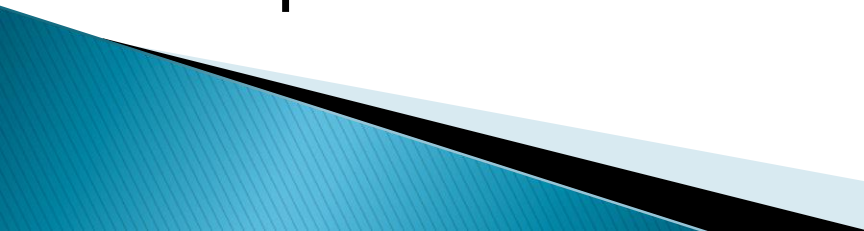


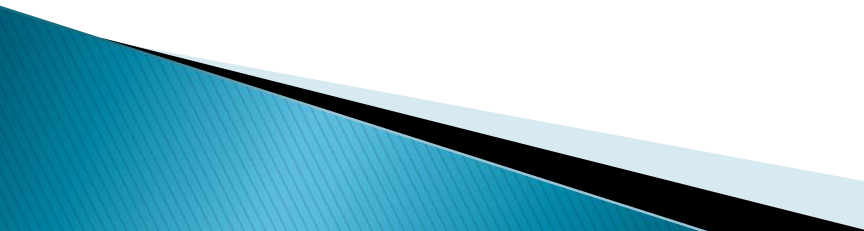
# Reading and Vocabulary

Wednesday 14<sup>th</sup> November

# Why is vocabulary important?

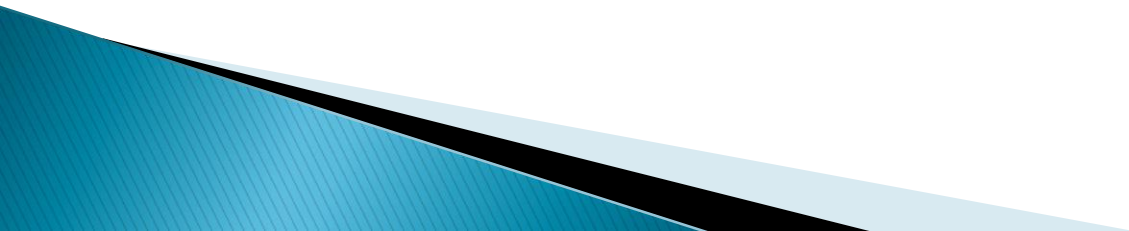
- ▶ Children's early experiences of language have a significant impact on their future development.
  - ▶ Children with restricted language at age 5 are more likely to :
    - Be poor readers
    - Face higher levels of unemployment—many jobs now require high standards of spoken language.
    - Experience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

# KS1 / 2 SATS Style Questions

Have a look at the SATS style questions.



# 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.

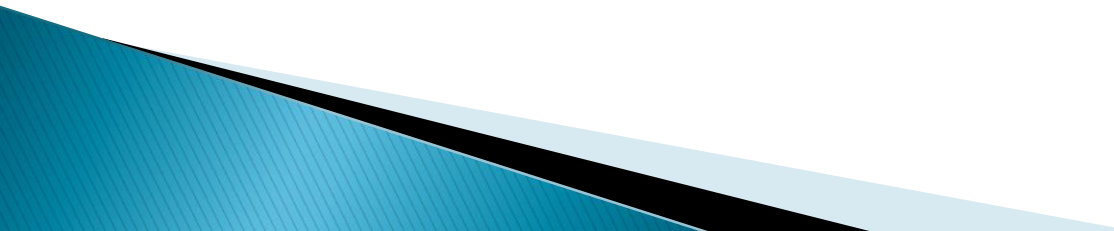
This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping 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.**

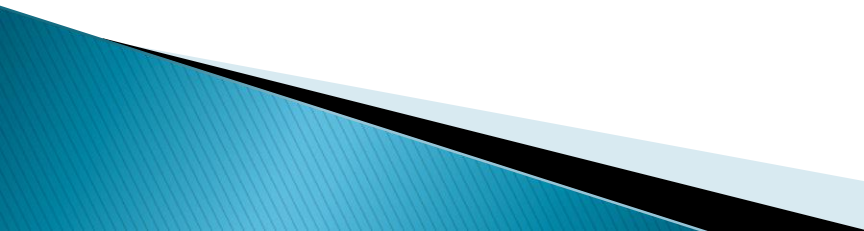
# What do we think?

- ▶ Any thoughts about the language used?
  - ▶ What is the % of words children need to know in a text to gain a good understanding?
- 

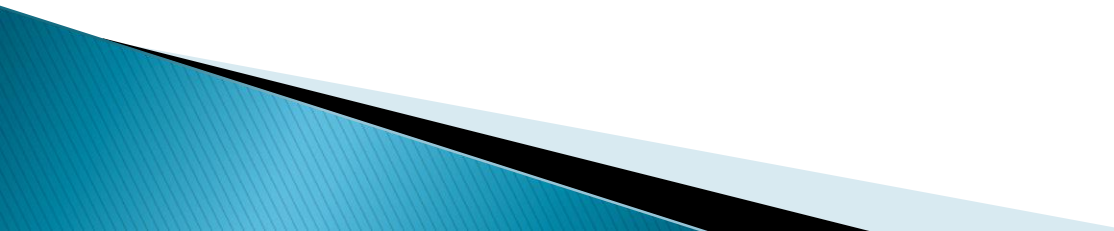
# What can we do?

- ▶ 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.
  - ▶ 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.
- 

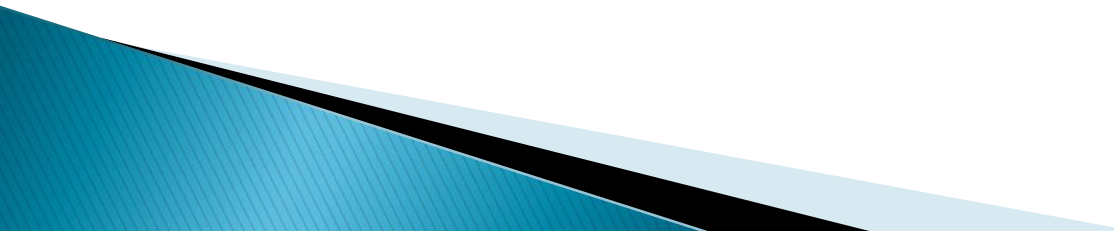
# Thought Processes

- ▶ 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.
- 

# 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).
  - ▶ 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.
- 

■ ■ ■

- ▶ Is it that they can't link pieces of information together?
- ▶ Could we pick out a few words and see if children can link them together to work out what is happening.
- ▶ Children can use prior knowledge to help them understand things– have they read a similar story or heard similar words before?

# 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.

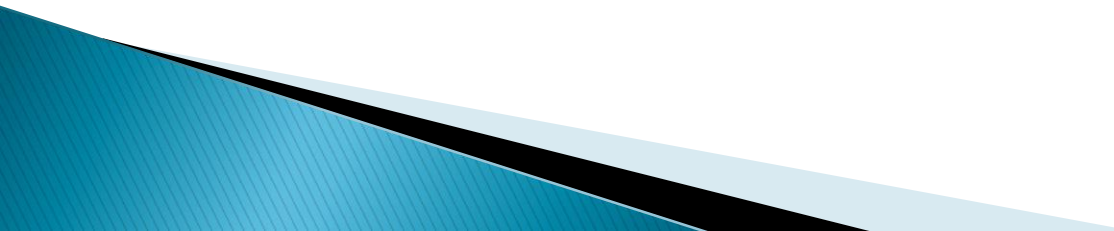
▶ If they know words can they:

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?

# Images

- ▶ Get children to draw what images a text creates in their mind.
  - ▶ You can read and get them to draw– takes the emphasis of 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!

- ▶ Hansel and Gretel– year 3.
- ▶ Anthony Brown.
- ▶ The first image with the step–mother’s shadow and the window raises questions about what the step–mother’s true identity is.
- ▶ The second where she is combined with the darkness of the forest shows that the two dark forces are coming together to reveal character traits.

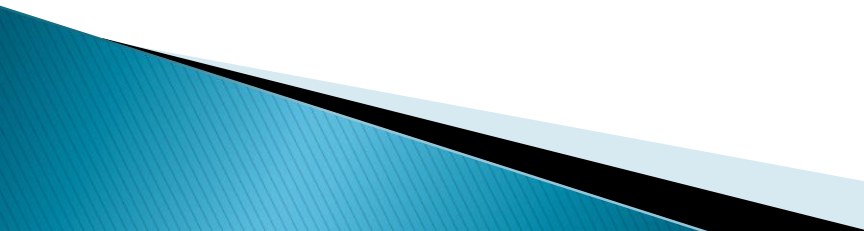
these two illustrations of the step-mother:



# Images

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

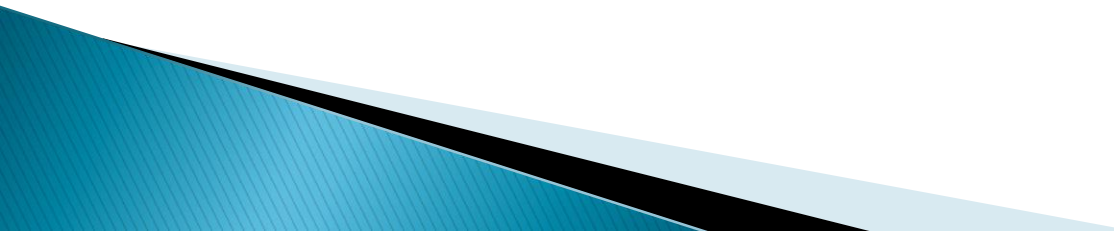
# Referring back

- ▶ 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.**
- 

# Vocabulary Homework

- ▶ Daily homework aims to widen children's vocabulary.
- ▶ Should be linked to key words for the year group/ class text/ topic to give words purpose and to ensure children have the opportunity to use them.
- ▶ Discuss them with your children at home.
- ▶ Ask them if they've used them in lesson.
- ▶ If they encounter the word again remind them– 'oh we've seen this word before...'

# Word Aware

- ▶ We have also just implemented a new whole school strategy to boost vocabulary called Word Aware.
  - ▶ What is it?
  - ▶ Word Aware is a comprehensive and structured approach to use throughout the school to promote vocabulary development in all children.
  - ▶ Children need twelve meaningful encounters of a word before they really know it. Word Aware promotes a method called STAR, which stands for Select, Teach, Activate and Review. This process ensures the children encounter the new words many times and in many different ways.
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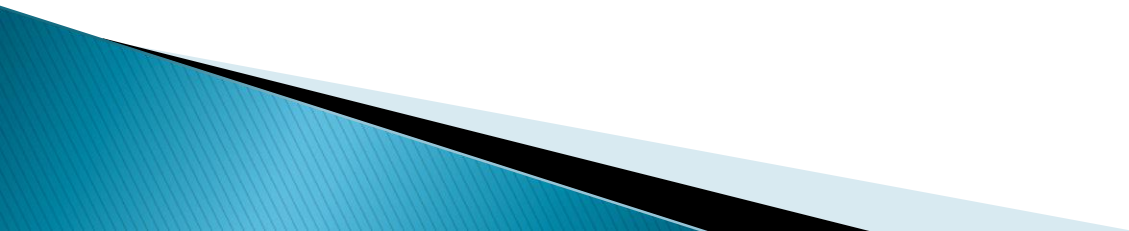
# STAR Approach

- ▶ **S**– select words. Which words do children not know that they need to in order to access learning?
- ▶ **T**– teach– use practical/ pictorial strategies.
- ▶ Start with game, discuss phonology of the word– spellings/ sounds within a word, give visual, discuss meaning– is there more than one? Use in a sentence.
- ▶ **A**– activate– give children a chance to use the word in upcoming lessons, reward them for doing so, adults model using the words.
- ▶ **R**– review– keep going back to words that they have learnt in order to revise and consolidate learning. Word pot/ guess the word.

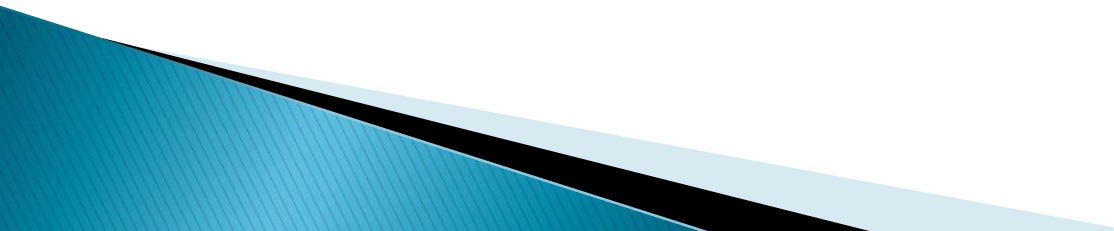
# Our aim

As a school our aim is to use the strategies discussed to develop all children's vocabulary.

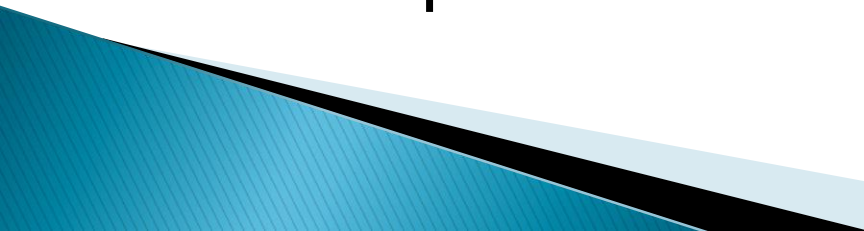
This will allow them to become more effective readers and in turn improve their writing. We hope that they will then feel more confident in their literacy ability.



# Enjoying Reading

- ▶ We want children to enjoy reading.
  - ▶ Children can read a variety of texts– non-fiction, fiction, magazines, online texts.
  - ▶ 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.
  
  - ▶ DfE– Enjoyment for reading has been directly linked to attainment.
  - ▶ Reading has emotional and social consequences – it is much more than tests!
- 

# Any Questions?

