



Reading Workshop

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss



Reading

- Success in reading is fundamental to success in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.
- It is not a performance.
- It is not a test.





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 for pleasure** is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background. [Sullivan and Brown (2013) [Social inequalities in cognitive scores at age 16: The role of reading](#)]
- 16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life [Taylor (2011) [Reading at 16 linked to better job prospects](#)]
- Reading age at age 10 correlates to employment and earning capacity at age 30. (Institute of Fiscal Studies)

What do you think
makes a good
reader?



Book and text orientation



Awareness of how words are put together to form sentences and punctuation



Fluency

A SUCCESSFUL READER

- Good levels of comprehension
- Employ a range of skills
- **Fluency – rate + accuracy + prosody**
- Had experience of a range of text types
- Gain enjoyment from reading



Phonics and decoding

Range of comprehension strategies



Explicit teaching of vocabulary



Reading with Prosody

Today was a special day. Today Joey's mother was coming home with his new baby sister!

However, Joey did not want a baby sister. He was not excited. He liked things just the way they were.



How we Teach Reading at Polehampton

- Daily targeted phonics lessons (Read Write Inc phonics) 30 minutes
- Phonics books changed every 3 to 5 days (depending on stage)
- Big Cat Books Reading scheme
 - Children can change reading books every morning on arrival at school
 - Parents are expected to hear their child **read at home every day**
 - Reading diaries need to be completed by parents every day
 - Children read individually to their teacher or TA once a week
 - Reading books (both Big Cat and Phonics) plus diaries should be brought in **every day**
 - Foundation have a reading day, some children will have RWInc books too.

Parents have a daily responsibility to help their child practise their reading.

Fun ways
to read
with your
child



Fun ways to read with your child 3 – 5 year olds



Introduce them to books at a young age. Create the right atmosphere. Find a comfortable and quiet place to look at books. Read them a bedtime story every night.



Let them pretend to read. If your child is familiar with books, they will get on better when they start school.



Have access to books- in every room, in the car, waiting for siblings at clubs, on holiday,



Help your child to join in with reading. Let them turn the pages and guess what happens next.



Use funny voices, toys and actions to make the characters come alive.

Fun ways to read with your child 5-8 year olds



Set aside a specific time for reading every day and make reading a priority. Try not to do the reading when you are both tired.



Walk through the book first and discuss the pictures and the important words. Always remember to keep reading aloud to your child even when they can read independently.



Encourage your child to read to you. Follow the words with your finger and sound out the words (c-a-t: cat) See if they can pronounce each sound and then blend them together.



Be positive. Praise your child for trying hard at their reading. Let them know it is alright to make mistakes.



It's not just about books.



Strategies to try

It is important to find a comfortable time and place to read with your child/children.

Look at and discuss the whole book. This includes the cover, discussing the author, similar books.

Pictures are important - use them and don't cover!

Ask questions throughout – a good understanding is essential.

If reading to your child follow the text with your finger to model. Encourage them to when reading.

Reading daily, widely and at every opportunity!

Share the reading – you read, they read.

Keep it enjoyable!

Let them see you read (not on a screen)

Reading Behaviours



Children are bound to get stuck on words. If it is too tricky just tell them! Keep the flow going.



Adding or omitting words is okay! No need to correct.



If your child learns a book by heart that's great. Even if they've memorised the words it is still reading.



Don't cover the pictures, use them!



Your child may go off reading - Find other ways to read. We don't want to put them off completely.



Children may not be able to read a word they have just read on the previous page. Keep reinforcing.

Phonics



Read Write Inc.
Phonics

- We teach Phonics daily
- We teach the children to READ and SPELL in Phonics sessions
- We teach tricky words/high frequency words/common exception words
- Use quick recall and multi-sensory techniques
- We use Ruth Miskin's Read, Write, Inc. Phonic Scheme to plan and assess.

Groupings

- Children are assessed every 6 weeks
- Placed into a phonics groups according to the sounds they need to learn.
- Groups are arranged from Foundation to Year 2 taught by trained teachers and TAs.
- Groupings regularly reviewed.
- Pinny time
- Catch up/tutoring sessions- afternoons

Reading books sent home

- Read Write Inc Books
 - Book bag book (sounds taught)
 - Storybook (read in class)
- Big Cat Book (book banded book)
- Parallel books (book banded book)

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.



Infer

Make inferences from the text.



Predict

Predict what you think will happen based on the information that you have been given.



Explain

Explain your preferences, thoughts and opinions about the text.



Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.



Sequence

Sequence the key events in the story.



Example questions

- What does the word mean in this sentence?
- Find and copy a word, which means
- What does this word or phrase tell you about.....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/ mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?

Example questions

- Look at the book cover/blurb - what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Reading Spines

- All on the [website](#):



Polehampton Infant School Reading Spine - Year 1


Books we recommend for each year group might be a level the children can read themselves, or it may be suitable for sharing with an adult. We have chosen a range of books so that we have many genres of stories that are representative of our school and of others.

				
Little Red Hen Francesca Sanna	Little Red Riding Hood Lari Don	Grandad's Island Benji Davies	Jack and the Jelly Beanstalk Rachel Mortimer	Wombat Goes Walkabout Michael Morpurgo Christian Birmingham
				
Jack Home Neil Jeffers	Wonderful Earth! Nick Butterworth	The Tiger Who Came to Tea Judith Kerr	The Colour Monster Anna Llenas	Owl Babies Martin Waddell
				
100 Stories Rudyard Kipling				

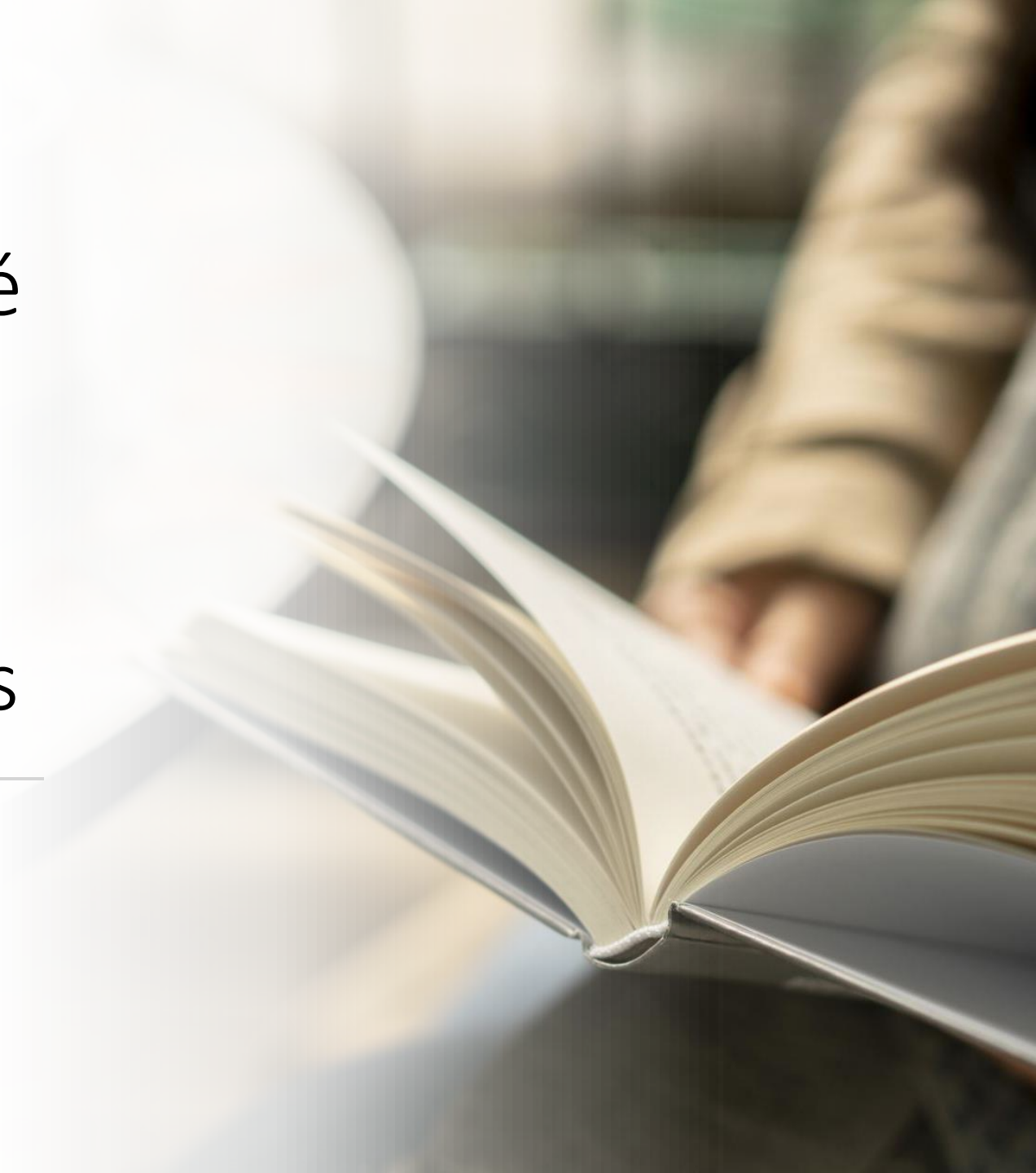
Library

- Children visit weekly
- Year 2 librarians
- In need of a parent librarian





Reading Café
Wednesday
29th
November
Orange Class





Any questions?