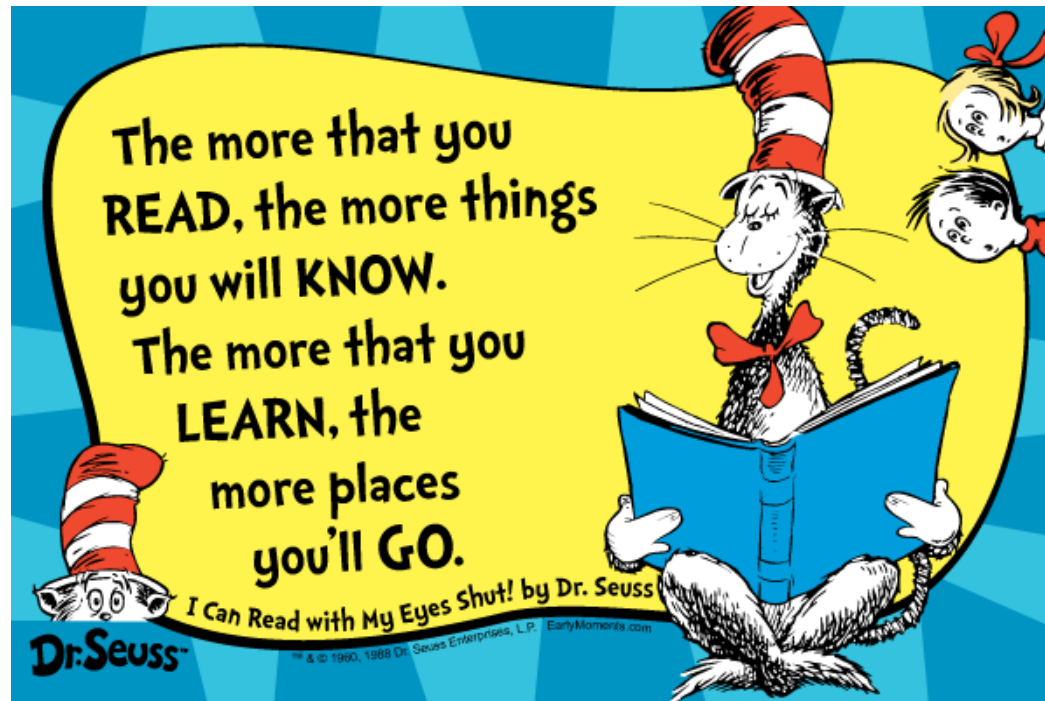


Reading at St Vincent's



Open morning February 2019

Miss Jones

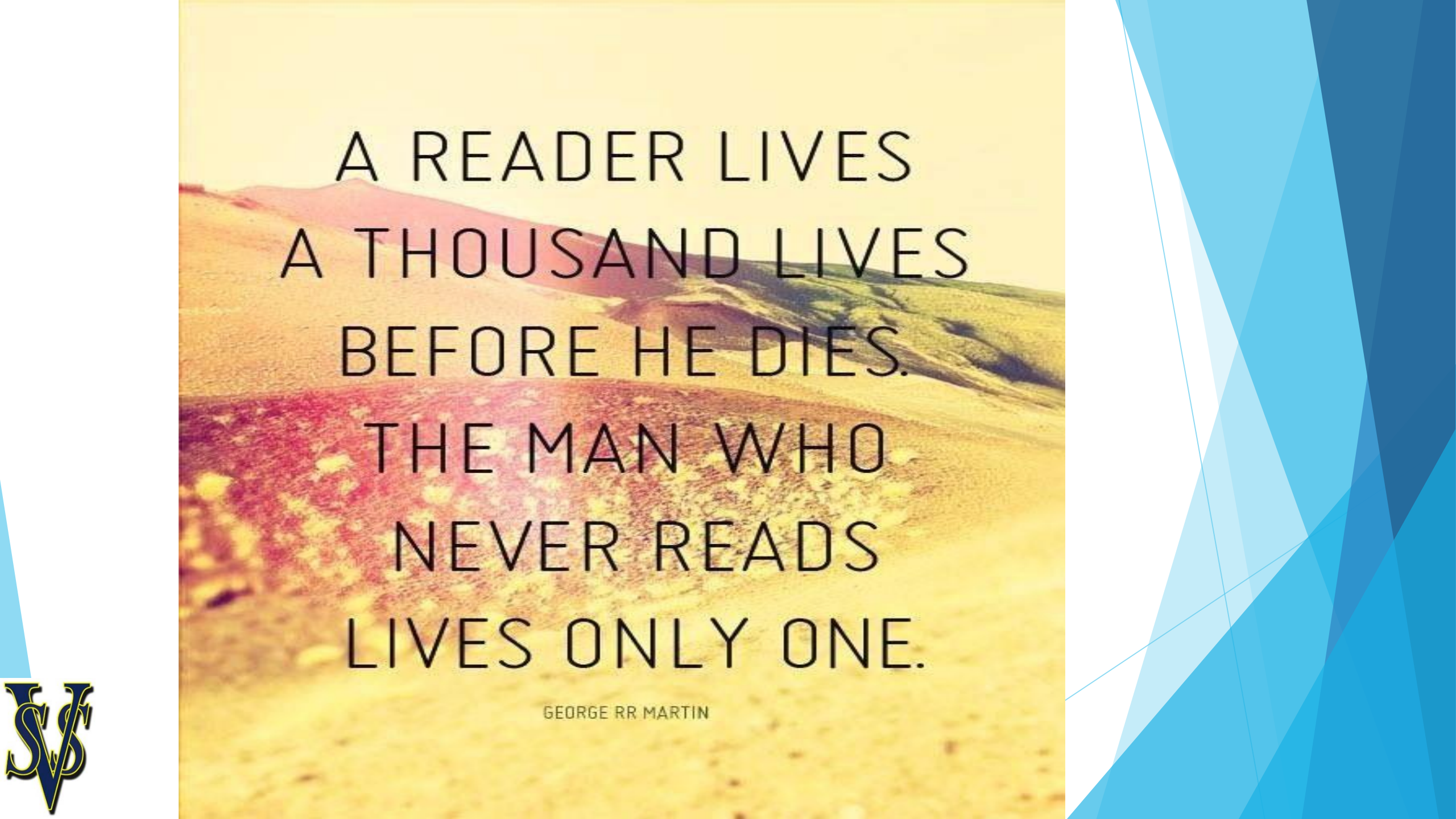
English Subject Leader



Agenda

- ▶ What are the expectations for children's reading?
- ▶ What makes a good reader?
- ▶ How do we teach children to be good readers:
 - ▶ At school?
 - ▶ At home?
- ▶ Classroom tour





A READER LIVES
A THOUSAND LIVES
BEFORE HE DIES.
THE MAN WHO
NEVER READS
LIVES ONLY ONE.

GEORGE RR MARTIN



“The books transported her into new worlds and introduced her to amazing people who lived exciting lives.”



Matilda by Roald Dahl



“I like reading because there are lots of words and pictures. I love long stories! I like Dog Man because he’s a superhero.”
FC, Year 1

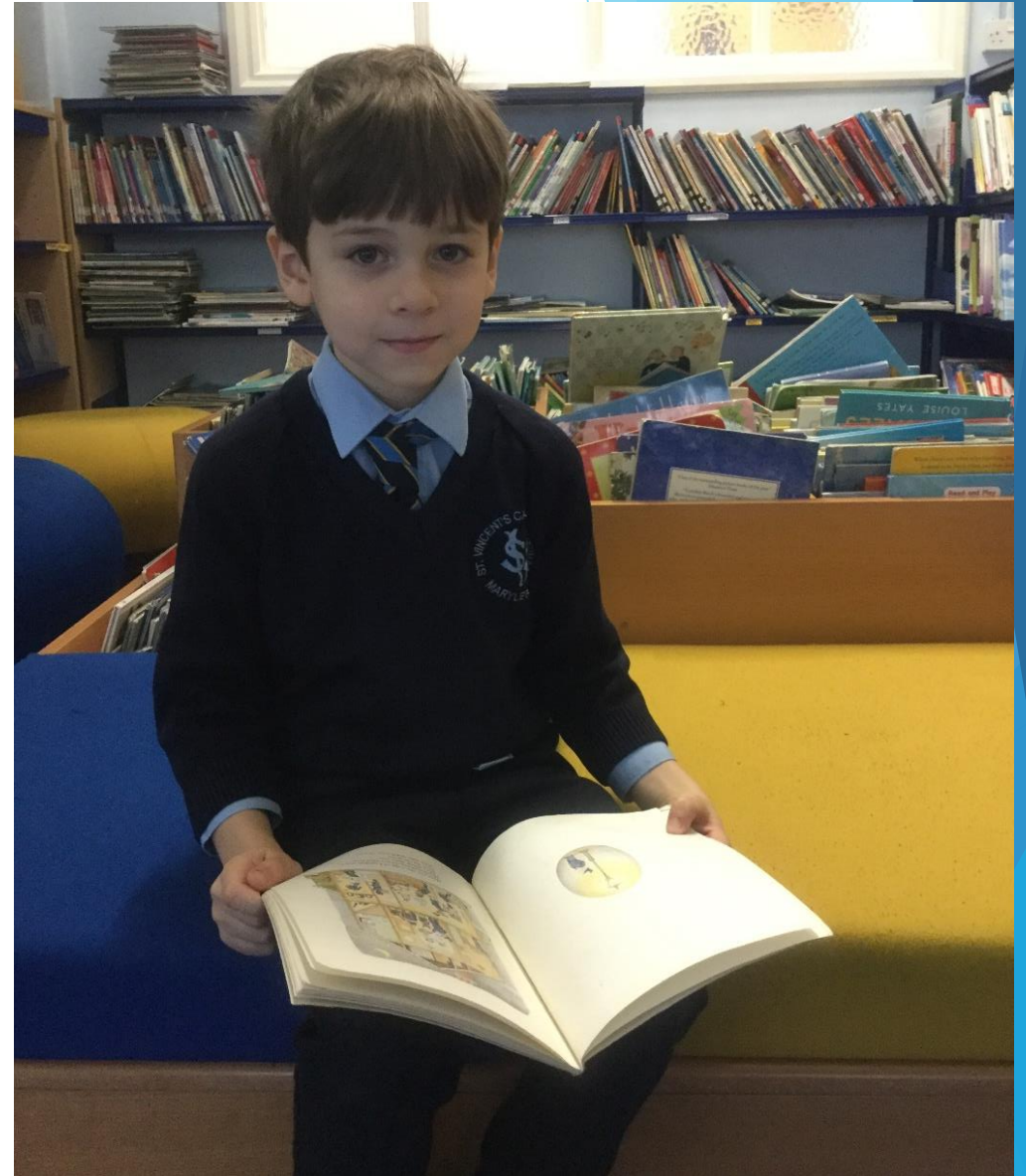


“ I like reading because it makes me happy. My favourite book is Isadora Moon goes to school because it’s funny and makes me laugh! Reading makes me feel grown up.”
PC, Year 2



“ If you read lots and lots you can find out information about different topics. I like comic chapter books. It gives me ideas to write little comics and I like looking at the pictures. It makes me feel imaginative.”

ML, Year 3



“Reading takes me on different adventures that wouldn’t normally happen in the real world. My favourite book is Malory Towers by Enid Blyton.”
ZR, Year 6



What are the expectations for children's reading?

By the end of Reception:

- ▶ Children read and understand simple sentences.
- ▶ They use phonic knowledge to decode regular words and read them aloud accurately.
- ▶ They also read some common irregular words.
- ▶ They demonstrate understanding when talking with others about what they have read.

Decodable (regular) words

tent

belt

wind

nest

land

sink

hunt

tusk

pond

bank

milk

Tricky (irregular) words

said

have

like

so

do

some

come

were

there

little

when



End of Year 6 expectations:

- ▶ Read age-appropriate books (including whole novels) with confidence and fluency.
- ▶ Read aloud with intonation that shows understanding.
- ▶ Work out the meaning of words from the context.
- ▶ Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.
- ▶ Predict what might happen from details stated and implied.
- ▶ Retrieve information from non-fiction.
- ▶ Summarise main ideas, identifying key details and using quotations for illustration.
- ▶ Evaluate how authors use language, including figurative language, considering the impact on the reader.
- ▶ Make comparisons within and across books.

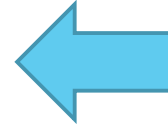
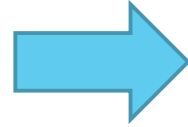


Good readers have three skills

Phonics and 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, including those which are not written down on the page (inference/ deduction/ evaluation).



Love of Reading

The ability to read with enthusiasm and 'reading stamina', often becoming 'lost' in a book



How do we teach the three different aspects of 'good reading' at St Vincent's?

- ▶ Phonics
- ▶ Comprehension
- ▶ Enjoyment of Reading



The Oxford Owl website oxfordowl.co.uk has lots of useful information

Phonics

▶ How many letters? 26




























▶ How many sounds (phonemes)? 44























▶ How many spellings of the sounds? 144



Pure sounds 'mmm' not 'muh'

My Phase 3 Sound Mat

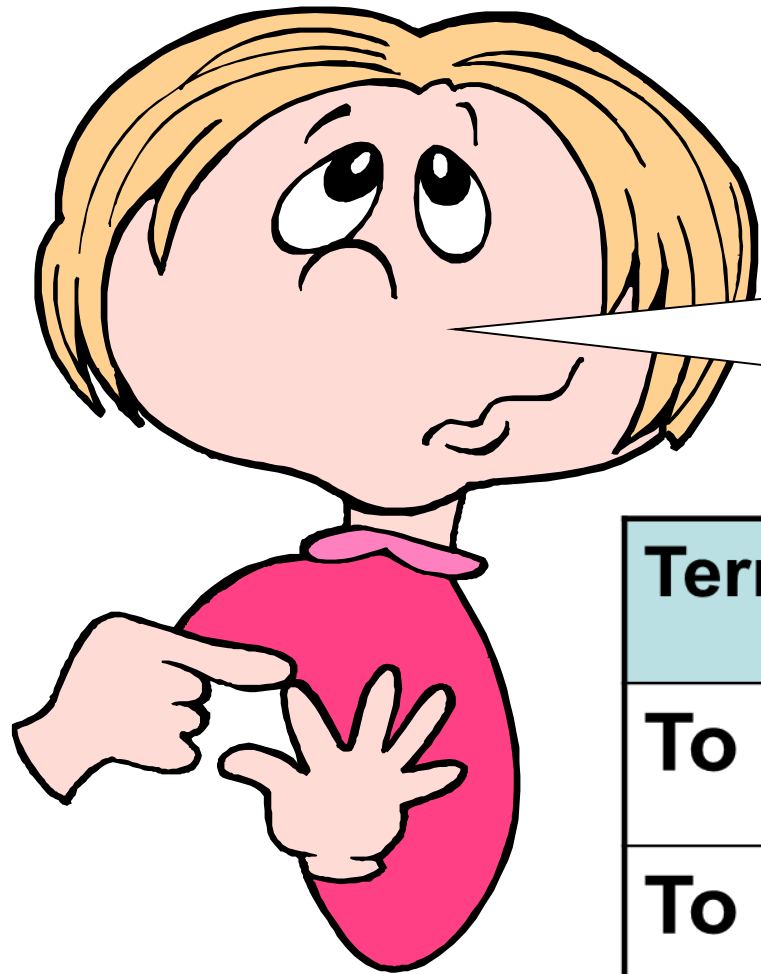
j 	v 	w 	x 	y 	z 	zz 	qu 	
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 	
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 	
air 	ure 	er 						twinkl www.twinkl.co.uk

a-e 	au 	aw 	ay 	ea 	e-e 	ew 	ew 
ey 	ie 	i-e 	ir 	oe 	o-e 	ou 	oy 
ph 	ue 	ue 	u-e 	u-e 	wh 		

*even

My Phase 5 sound mat

Blending and Segmenting



sh ar p
sharp

b oa t
· — ·

Term	Meaning
To segment	To split a word into its separate sounds, as an aid to spelling.
To blend	To list the sounds within a word and put together quickly to form the word. (Taught as a strategy for reading unknown words.)



Teaching Phonics

- ▶ Short daily phonics sessions from Nursery to Year 2.
- ▶ Government-designed scheme: Letters and Sounds with different 'phases'.
- ▶ Used as a basis for teaching early stages of reading and spelling.
- ▶ Sounds gradually introduced (s-a-t-p-i-n).
- ▶ Children taught to link shape of letter with sound.
- ▶ Games, play, sensory activities, whiteboard work, videos, songs, actions.
- ▶ Assessed formally in Year 1 (Phonics Screening Check).



Phonics Screening Check (Year 1)

- ▶ The Phonics Screening Check was introduced in 2012 in primary schools in England. All children in Year 1 take it in the summer term.
- ▶ The check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.
- ▶ The test contains 40 words. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).



Example of the Phonics Screening Check

real words

chop

sing

dart

nonsense words

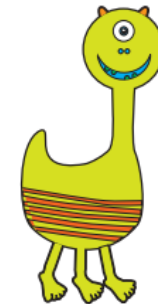
var



slirt



weaf



Phonics Screening Check

How can you help at home?

- ▶ Practise saying the phonic sounds learnt in class – sound mats.
- ▶ Lots of reading at home (Oxford Reading Tree books). Identify the phonic sounds spotted in words.
- ▶ Encourage your child to decode the word before giving them the answer.
- ▶ Discuss the meanings of words.
- ▶ Sea and see



Understanding (Comprehension)

- ▶ Being able to read does not mean you understand what you read.
- ▶ Your child might sound like a good reader but may not necessarily understand what the text means.
- ▶ The best way to develop understanding is to talk about texts.
- ▶ The next slide is easy to read – does anyone understand what it means?



An extract taken from a computer manual

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.



How do we teach comprehension at school?

Reading lessons

- ▶ Between 2-3 hours of dedicated Reading lessons every week. In each, a specific comprehension skill is taught.
- ▶ Most reading lessons are based around a high quality text specified in our school English scheme of work.
- ▶ Following teaching, children are given a task to complete, either working with the adult, in pairs or independently e.g. character study, word definitions, comprehension exercise.



How do we teach comprehension at school?

Examples:

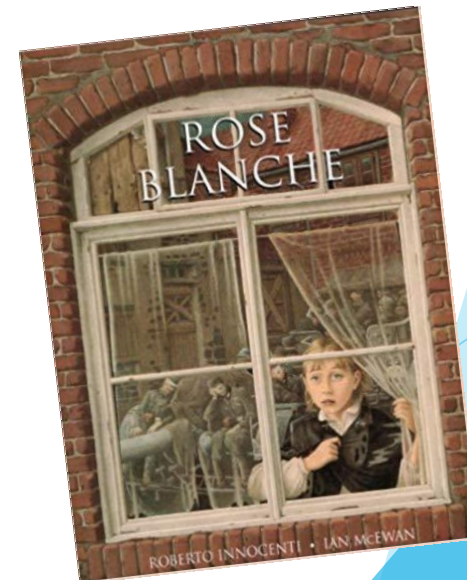
- ▶ Class 1: Described the yeti's character at the beginning and at the end of the story (Yeti and the Bird)
- ▶ Class 2: Went on a Meerkat adventure round the school to find places where Sunny the Meerkat might like to live (Meerkat Mail)
- ▶ Class 3: Compared some different fables to work out what the morals were and what all fables have in common



How do we teach comprehension at school?

Examples:

- ▶ Class 5: Discussed whether there was enough evidence to say that Hugo Cabret is a thief (Hugo Cabret)
- ▶ Class 6: Studied a World War Two text about Rose Blanche and drew inferences and compared different character viewpoints



How do we teach comprehension at school?

Table 2: Content domain relating to questions

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text



How do we teach comprehension at school?

Fact vs Inference

Fact

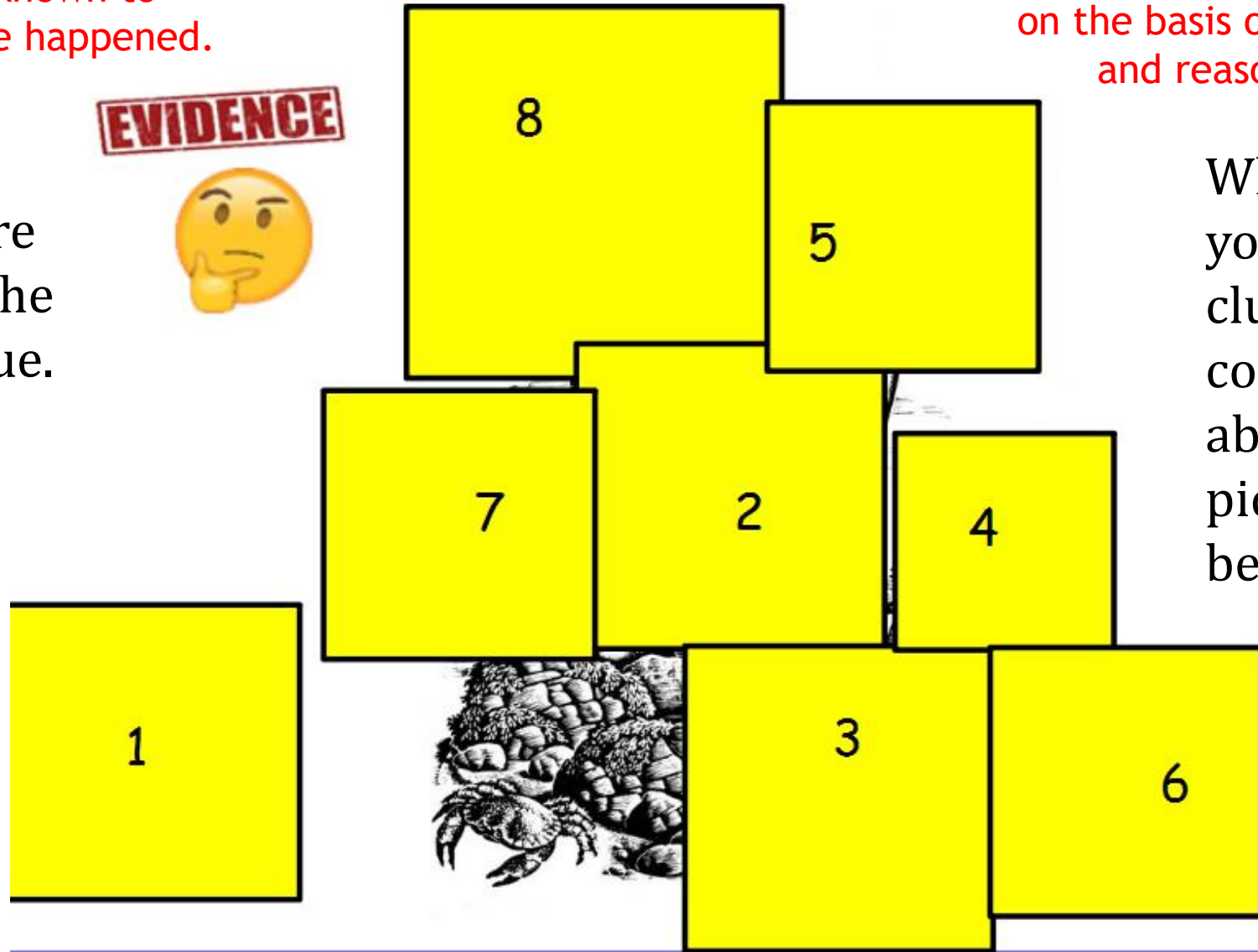
Something known to exist or to have happened.

Inference

A conclusion reached on the basis of evidence and reasoning.

Facts – these are statements in the text that are true.

EVIDENCE



When inferring, you are using all clues to draw conclusions about the picture/what is being read.



How do we teach comprehension at school?

Inference vs Fact

HOW TO INFER:

Listen



What clues do you notice?



Think about what you already know



Take a guess!



EVIDENCE



8

2

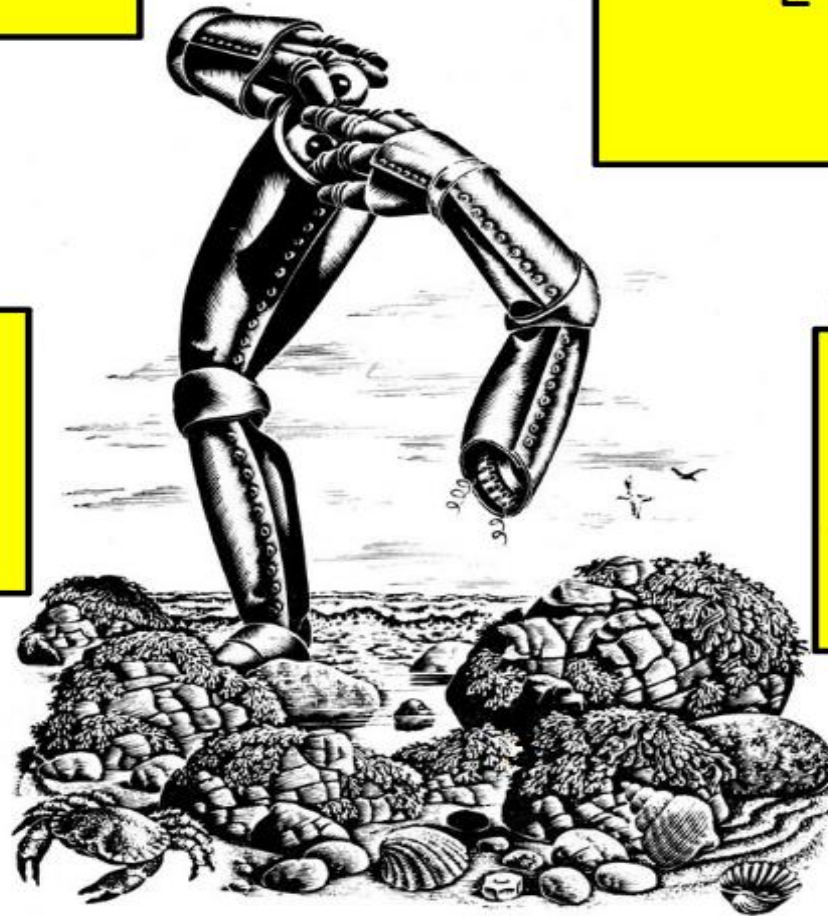
5

7

4

1

6



How do we teach comprehension at school?

2a) Give/explain the meanings of words in context

22

*She came. And I still **vividly recall**...*

What do the words *vividly recall* mean?

2 marks

23

Explain what the poet finds *weird* about his grannie in the last verse.

2 marks



How do we teach comprehension at school?

2d) Make inferences from the text/explain and justify inferences with evidence

38 Look at page 10.

What impressions do you get of Em Sharp at this point in the extract?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

40 Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1. _____

2. _____

3 marks

3 marks



Developing children's vocabulary

- ▶ There is much evidence that shows vocabulary is closely related to reading comprehension across the ages.
- ▶ A large and rich vocabulary is strongly related to reading progression and school achievement in general.
- ▶ Vocabulary learning takes place through incidental or environmental learning, from wide reading, discussion and listening.



Individual Reading Scheme

- ▶ Mainly Oxford Reading Tree.
- ▶ Structured scheme with stages.
- ▶ Children should be reading these at an independent level (95%+ accuracy, with understanding- less than 90% will cause frustration).
- ▶ Children are assessed half termly for decoding/understanding.
- ▶ Books changed at least weekly, depending on the class system.
- ▶ Read the books more than once and discuss them (often questions at the back).
- ▶ Expected that the reading scheme books will be supplemented by other books: books at home, school library books.



How we approach reading at St Vincent's

- ▶ Phonics teaching 5 x each week Nursery – Year 2
- ▶ 2-3 x each week Comprehension lessons- teaching
- ▶ 1 x weekly Guided reading (group reading to an adult in school)
- ▶ Reading Scheme (Oxford Reading Tree)
- ▶ One to one reading- for practice / assessment
- ▶ Reading for pleasure- book corners, wide range of high quality reading material
- ▶ Class story-time / novel
- ▶ Library sessions in school
- ▶ Link to Marylebone Library
- ▶ World Book Day
- ▶ Reading blogs, young critic competitions
- ▶ Home school Reading reflection diaries
- ▶ Book Fairs

DO 
SOMETHING
★   ★
★ BOOKY ★



How can you teach Reading at home?

- ▶ Reading routines
- ▶ Reading given a high profile
- ▶ Listening to your child read
- ▶ Questions and discussion
- ▶ Feedback- positive and constructive
- ▶ Games
- ▶ Developing vocabulary



How can you teach Reading at home?

Reading Routines

▶ Little and often

5-10 minutes: Nursery/ Reception

10 minutes: Year 1

15 minutes: Year 2

20 minutes: Year 3 & 4

20-30 minutes: Year 5

30 minutes: Year 6

- ▶ Quiet and comfortable reading environment
- ▶ Make time for it- sit and share, listen and discuss
Plan reading time into your daily routine



How can you teach Reading at home?

Give reading a high profile in your home

- ▶ Books around the house- make reading visible: have books available in your home for different purposes (Cook books, newspapers, internet pages, novels and instruction manuals, calendars and diaries)
- ▶ Show children that reading is something men do too!
- ▶ Portray yourself as a reader to your children
- ▶ Reading with a purpose eg to Teddy/ younger sibling/ record video
- ▶ Visit the library
- ▶ Book swaps with friends
- ▶ Bookshelves
- ▶ Audio books / e-books for journeys / kindle
- ▶ Wide range of books available- choice and interest
- ▶ Discuss reading at school (school reading book, class books, Book Day!)



How can you teach Reading at home?

Questioning and Discussion

- ▶ Ask 'prompt' questions
- ▶ Ask open-ended questions



Closed Questions

- ▶ Do you like this book?
- ▶ Do you like this character?
- ▶ It's a good story isn't it?
- ▶ Do you like reading?
- ▶ Are you good at reading?
- ▶ Do you like this kind of story?

Change these questions so that the answers cannot be *yes or no.*

Meaningful questions

- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?



How can you teach Reading at home?

Positive Feedback

- ▶ Help children to understand that reading time with you is not a test and not a race.
- ▶ Make feedback specific and positive: 'I liked the way you remembered that 's and h together go 'sh..' and then you sounded the rest of the word out.'
- ▶ Praise all efforts.
- ▶ Strategies for reluctant readers: 'team reading' (you take turns to read a page each), reading charts/ book-linked rewards, choice of books/ reading material, sharing books, child as the 'teacher' correcting your mistakes, timer, form a 'book club' with older children and read their book of choice.



How can you teach Reading at home?

Games and Songs (anywhere/ anytime!)

▶ Silly parent:

- **Rhyming** (knowing that hat and cat sound the same at the end) “ Oh look- it’s a big red fuss driving along”
- **Songs/ Nursery Rhymes especially where you can change the words eg ‘When I was one...’ (The Pirate Song)**
- **Alliteration** (knowing that words like bug and bike begin with the same sound)- “What have we got for dinner?” “Super sausages and marvellous mash” “mausages and mash and maked means”
“mausages and sash”



How can you teach Reading at home?

Games and Songs (anywhere/ anytime!)

- ▶ Spotting letters/ words in the environment
- ▶ Who am I? *I have two sets of grandparents, I won a golden ticket -or reverse and ask questions- Are you a character in a fairytale? Are you an animal?*
- ▶ If you were...what would you... *If you were up the Faraway tree, which land would you visit? If you were in Peter Pan would you be a Lost Boy or a pirate?*
- ▶ What would you prefer... (two choices- must pick!)

Defence against the Dark Arts lessons with Umbridge or Potions lessons with Snape?

Meeting the big bad wolf in Little Red Riding Hood or the wicked queen in Snow White?



Useful websites

Phonics

- ▶ <https://www.youtube.com/watch?v=-ksblMiliA8> - Video (Phonic sounds)
- ▶ <https://www.phonicsplay.co.uk/freeIndex.htm>
- ▶ <http://www.letters-and-sounds.com/>
- ▶ <https://www.oxfordowl.co.uk/for-home/>

Comprehension

- ▶ <https://www.everyschool.co.uk/english-key-stage-2-comprehension.html>
- ▶ <https://www.bbc.com/bitesize/topics/zs44jxs>
- ▶ https://www.teachprimary.com/learning_resources/view/ks1-ks2-literacy-improving-comprehension
- ▶ http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml





More

The more you read,
The more you know.
The more you know,
The smarter you grow.
The smarter you grow,
The stronger your voice,
When speaking your mind
or making your choice.



Any Questions?

Young people that use their public library are nearly twice as likely to be reading outside of class every day (Clark and Hawkins, 2011).

Reading to children 3-5 days per week (compared to 2 or less) has the same effect on the child's reading skills at age 4-5 as being six months older.

Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).

There is a difference in reading performance equivalent to just over a twelve month's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.

Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).

Children who aren't encouraged to read by their parents are three times more likely to say "reading is boring" than those who are encouraged to read a lot, and children are twice as likely to read outside of class if they are encouraged to read by their mother or father a lot.

