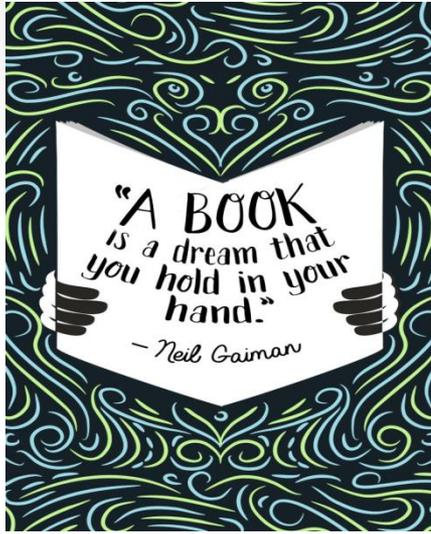


Helping your reader

Langstone Infant Academy

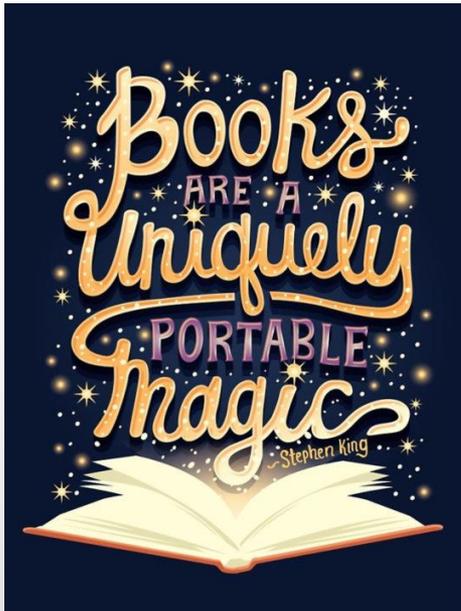
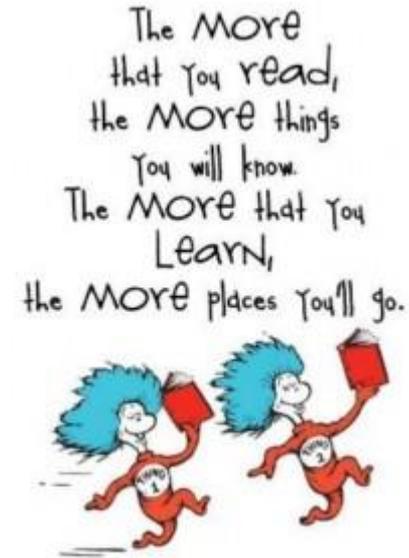
Megan Carter – Deputy Headteacher

What does reading mean to you?



Reading
furnishes the
mind only with
materials of
knowledge; it is
thinking that
makes what we
read ours.

John Locke



“
READING
is to the MIND
what EXERCISE
is to the BODY
”

“
Once she knows how to read,
there's only one thing you
can teach her to believe in—
and that is herself.
VIRGINIA WOOLF

‘Becoming or being a reader’
rather than ‘reading’ is at the
heart of the National
Curriculum.

- What does this mean?
- How might we achieve this for our children?
- Why is it necessary?

The research...

- Children who read for pleasure will gain advantages that last their whole lives.
- Young children who enjoy reading 'very much' are five times as likely to read above the expected level compared with those who don't enjoy reading
- The National Reading Trust cites overwhelming evidence that literacy has significant relationship with a person's happiness and success. A deep engagement with storytelling and great literature link directly to emotional development in Primary children.
- Children whose parents regularly read **to** them make as much as twelve additional months' progress in school.
- The academic benefits of a strong leisure reading habit are not confined to improved reading ability. Leisure reading makes students more articulate, develops higher order reasoning, and promotes critical thinking.
- Reading for pleasure is more important for children's educational success than their family's socio-economic status.

Why is reading **so** important?

- It helps children learn about the world in which they live
- Good writing starts with good reading
- It is a key skill needed to progress in other subjects
- Children learn how language works

What makes a good reader?

Decode

Understand

Respond

Attitude

The main purpose of reading is to build a visual image of the text.

Reading requires two skills

Phonics and word recognition

The ability to blend letter sounds (phonemes) together to read words

The ability to recognise words presented in and out of context

- Being able to read does not mean you understand what you read
- Your child might sound like a good reader but may not understand what the text means.

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

Good language
comprehension,
poor word
recognition

Good word
recognition,
good language
comprehension

Word
recognition

Poor word
recognition, poor
language
comprehension

Good word
recognition, poor
language
comprehension

Language
comprehension

Scaffolding reading

Shared reading

Teacher reads and makes overt what good readers do through modelling. 80-80% accuracy (hard)

Guided reading

Reading in a group. All at the same time or taking sections each. Sometimes reading independently. 90-94% accuracy (instructional)

Independent reading

Children practice without the teacher's intervention. 95-100% (easy)

Reading with fluency

What is fluency?

- Fluency combines accuracy, automatic reading and reading with expression
- A reading speed of 90 words per minute is needed for children to be able to comprehend as they read
- Reading fluency is a vehicle for reading comprehension
- Reading aloud to children with expression helps develop fluency
- Repeated reading of the same text gives children time to gain fluency; giving them a better idea of what fluency feels like.

60% accuracy

I libbled spig in the croopit on Morflip hicklepulg. It was filp after we yambled in Huphlup Greep. The webble was yisking. Blord had ippen we'd be yambling just in shrud for the exime. Troosey ugo was there. Just me. The greks were inside the volda with Yabba Hoost, mirriming about the diggle.

90% accuracy

I **libbled** him in the garage on a Sunday **holfding**. It was the day after we moved into Falconer **Greep**. The winter was ending. Mum had said we'd be moving just **shrud** for the spring. **Troosey** else was there. Just me. The others were inside the house with **Yabba** Death, worrying about the baby.

94-95% accuracy

I **libbled** him in the garage on a Sunday morning. It was the day after we moved into Falconer **Greep**. The winter was ending. Mum had said we'd be moving just in time for the spring. **Troosey** else was there. Just me. The others were inside the house with Doctor Death, worrying about the baby.

What you can do at home

- Ensure that the books your child is reading independently are at the right level, with a bit of challenge but also easy enough that they are able to read them smoothly, without too many stops and starts to decode words
- Let your child put down books they are not enjoying. They can come back to them when they are ready
- Read to your child with prosody: with expression and intonation. Children learn to read with prosody by example. Do silly voices and emphasise certain words. Talk about why you made those choices so your child can understand the thinking behind your reading
- If your child doesn't enjoy reading to you anymore, listen to your child read for a short while. Encourage silly voices. Let them prepare the page or paragraph they are going to read to you, so they think about what they are reading before they have to read it aloud
- Go back to well-loved picture books. Ask your child to read a younger sibling or friend's child. Sharing the pleasure of a favourite book is a great motivator.

Language development

- A large vocabulary is crucial to reading success
- Children need a vocabulary of 15,000-20,000 words to read children's literature successfully
- New vocabulary needs to be taught and discussed
- Children need to hear and use new words multiple times to fully understand them
- Sharing stories that are at a level beyond the child's own reading level increases exposure to new and ambitious vocabulary. Talking about these words widens children's vocabularies.

Source: Isabel Beck et al Bringing Words to Life

Purposeful discussion

- Give children ‘Find it’ questions and ‘Prove it’ questions
 - ‘Find it’ questions are literal questions –What colour was the ball?
 - ‘Prove it’ questions involve inference and deduction –Why was the boy sad?
- Develop understanding of causal inference – *As the sound of the piano drifted through the woods he smiled. Q: What instrument was being played?*
- Teach idioms (i.e. You need to pull your socks up, hang on in there)
- Always ask children how they know that – get them to refer back to the text
- Comprehension monitoring – teaching children to recognise whether they have understood what they have read
- Use synonyms to understand tricky vocabulary
- Interrogate key vocabulary

Reading Vipers

Vocabulary
Interpret
Predict
Explain
Retrieve
Summarise



I

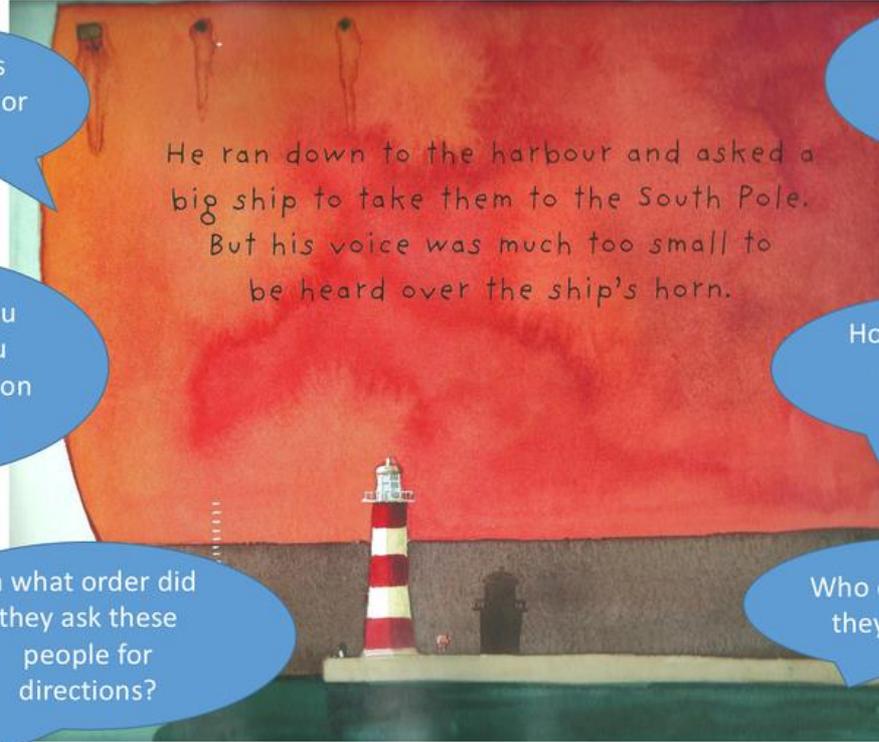
Is a ship's horn loud or quiet?

E

Explain what you would do if you found a penguin on your doorstep

S

In what order did they ask these people for directions?



He ran down to the harbour and asked a big ship to take them to the South Pole. But his voice was much too small to be heard over the ship's horn.

Which word is a place where ships 'park'?

V

How did they get down to the harbour?

R

Who do you think they ask next?

P

Reading
furnishes the
mind only with
materials of
knowledge; it is
thinking that
makes what we
read ours.

John Locke

What you can do to help

- Choose books at a higher level than those your child is currently reading to read aloud to your child
- Explain any unusual words that you find in these books so you help children grow their vocabulary
- Talk about books. Research has proved that talk about books has a richer vocabulary than normal conversation and it has a significant impact on children's vocabulary

Open ended questions

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

Ensure your questions are open ended questions so children are practicing talking about books instead of saying yes or no.

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

Higher level questioning

- How a character feels
- Why a character feels a particular way
- Why a character acts/behaves in a certain way
- Why a character says certain things
- Why a character says things in a certain way
- Why a character does things in a certain way
- What a character thinks
- Why a character thinks/believes/expects certain things
- Why something has happened
- Where something happened
- How something happened
- Why something happened a certain way
- What was unusual or different about what happened
- How something has come to be
- What a place or object is like
- Why a place or object is like it is
- What we know about someone's character

Thank you, for your continued
support!