

Reading Drop-in Session

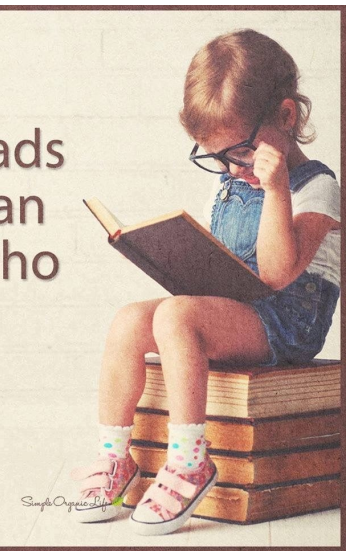
Welcome to our Parent Reading Drop-In

Our aims for today –

- Look at what the research says about reading and its importance
- What we do in school to develop a love of reading
- Understand the importance of fluency and how you can build this at home
- Have a clear understanding of comprehension and how we teach it
- Give hints and tips of how to get your child reading at home

Importance of reading

A child who reads will be an adult who thinks.



One in five children in England cannot read well by age 11.

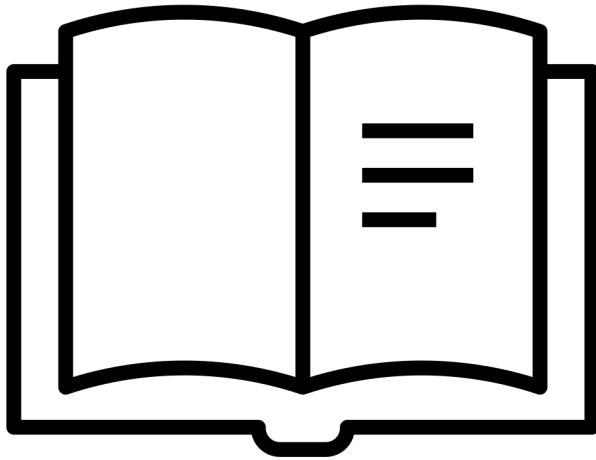
Children are less able to access other areas of the curriculum if they cannot read sufficiently.

By the end of primary school, children from disadvantaged backgrounds are on average three years behind their peers.

Children who read at home, achieve higher results in maths, vocabulary and spelling tests than those who do not.

Source: [Reading facts](#) | [Reading Agency](#)

Reading for pleasure



The survey of 71,400 children and young people by the National Literacy Trust early in 2023 has revealed that **fewer than one in three children (28%) aged eight to 18 read daily for enjoyment.**

Why is there a decline in reading for pleasure?

- Games and online distractions
 - Rise in social media
 - Find books boring
 - Lack of time
 - Not being read to from an early age by adults (at home and school)
 - Seeing reading as a process for learning rather a pleasure activity
- When pleasure drives reading, children achieve more.*

Reading for pleasure in school

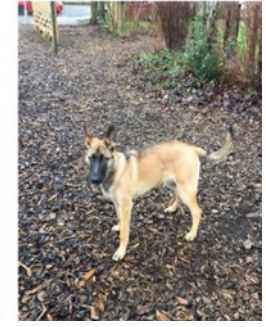
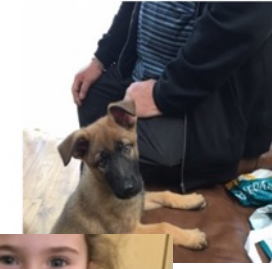
We want the children at Bewsey to develop a true love of reading as we know how much this will benefit them in the future.

To encourage a love for reading we do the following:

- Create engaging spaces for reading in classrooms.
- Provide children with a wide range of books for learning and pleasure.
- Plan special events and competitions such as 'Get Caught Reading' and 'World Book Day'.
- Encourage reluctant readers to read to our school dog Leila.
- Top 20 bookshelves in every class.

Meet Leila - our school dog

This is our school dog Leila who has been with us since October 2019. She was just 10 weeks old when she first arrived, look how she's grown...



Reading for pleasure at home

- Reading is not a test or a race - it should be enjoyable!
- Create a quiet/comfortable space for reading - turn off any distractions like TVs
- Make reading an everyday part of life: magazines, recipes, instructions, stories, online texts
- Share books everyday
- Model reading by reading yourself
- Use your local library
- Choose books based on their interests
- Encourage children to ask if they don't understand what a word means

Home reading expectations

- At Bewsey, we ask that children read at home every day. This should be recorded in children's reading records.
- Staff will check reading books and records each week.
- Children are rewarded with house points and homework raffle tickets for reading all week.
- In Key Stage 2, children attend homework support club if they read less than three times in a week.
- Letters or reminders may be sent home if we notice that children are not reading regularly.

reading

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graph TD; A[reading] --> B["Word  
reading/decoding  
Can they read the words on the page fluently and easily?"]; A --> C["Comprehension  
Do they understand what they have read?"]
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Word
reading/decoding
Can they read the words on the page fluently and easily?

Comprehension
Do they understand what they have read?

What is fluency and why is it important?

Fluent reading supports reading comprehension.

When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text.

Basically, if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.

Fluency is defined as the ability to read with accuracy, good speed, and appropriate expression.

When reading aloud, fluent readers read in phrases and add intonation appropriately.

Their reading is smooth and has expression.



Three ways you can help build fluency at home...

1. **Read and follow** – the adult reads the text and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.
2. **My turn, your turn** – take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.
3. **Pausing for punctuation** - reminding your child to pause between sentences and phrases.
4. **Read along to audiobooks** – listen to an audiobook and encourage your child to follow along.

How to help your child if they get stuck...

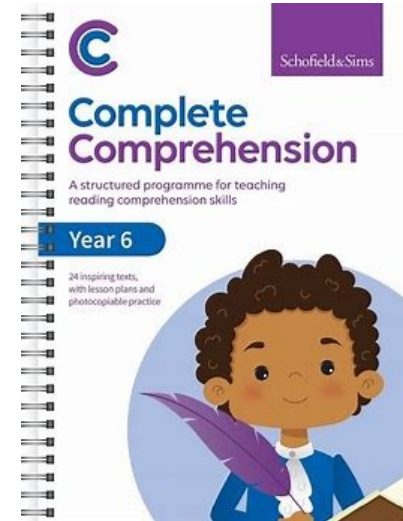
- Encourage children to sound out the word.
- Keep reading to the end of the sentence, what would make sense?
- Think about what the text is about? Does that word fit?
- Look at the pictures or other sentences, do they give any clues?

Reading expectations in KS2 :

AF1	Use a range of strategies including accurate decoding of text, to read for meaning
AF2	Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
AF3	Deduce, infer or interpret information, events or ideas from texts
AF4	Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
AF5	Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
AF6	Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader
AF7	Relate texts to their social, cultural and historical contexts and literary traditions

How do we teach reading in school?

- Children are taught phonics using Read Write Inc in reception and KS1
- From Year 1, we follow Complete Comprehension
- Books are used to teach all areas of the curriculum
- Children are read to daily
- Children who need support are picked up quickly for reading interventions
- Children are given books using our book band system



How do we teach comprehension in school?

Day 1

Vocabulary focus

Introduce new vocabulary from the week's text.

Discuss the vocabulary before children answer questions to develop understanding.

Listen to the teacher read the text aloud – modelling good reading and expression.

We cover a range of genres and text types across the year, including poetry and classics.

Key vocabulary

behold

betokening

doze

fancy

frolicked

invalid

mischievous

shabby

splendors

stately

suburb

wistfully

Vocabulary discussion questions

- Are you more likely to **doze** by a fire or at a football match? Why?
- What **stately** homes do you know of? What makes them **stately**?
- When you are ill you might look **wistfully** at children who are out playing. How would you be feeling?
- Would you rather live in the middle of a city or in a **suburb**? Why?
- When might you wear **shabby** clothes?

Vocabulary development

To support children with their reading, we spend a lot of time developing their understanding of vocabulary.

This helps them to understand a wider range of texts.

How do we teach comprehension in school?

Day 1 Vocabulary focus

Introduce new vocabulary from the week's text.

Discuss the vocabulary before children answer questions to develop understanding.

Listen to the teacher read the text aloud – modelling good reading and expression.

Day 2 Familiarising the children with the text

Recap the key vocabulary.

Re-read the text. The children also read today.

Answer grammar and punctuation questions which may be related to the text. For example, speech punctuation in the story.

Day 3 Modelling comprehension skill

Recap the key vocabulary.

Re-read the text. The children also read today.

Model answering questions based on a specific reading skill. Complete as a guided task before the children answer 4-6 questions independently.



Read around the target word to see how it is being used in the text.



Touch the answer in the text before you fish it out.



Find and talk about the text's main points.



Use clues from the text and your own ideas to work out the answer.



Decide what is most likely to happen next in the text.



Talk about the structure of the text.



Talk about the effect of words and groups of words used in the text.



Compare the events, characters and structure of the text.

Remember

- Read the whole question carefully.
- Find the key words in the question.
- Look for key words from the question in the text.
- Check that your answer matches the question.

Question 1

Which word best describes the careers of the four women? Tick **one**.

revolutionary

dull

effortless

typical

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Day 3 Independent Comprehension

Recap the key vocabulary.

Re-read the text independently.

After the input from throughout the week, the children will answer a range of comprehension questions, including questions based on the skill they have practised.

Example comprehension questions:

2 ...the glimpses of lovely things one caught between the rich curtains.
What does the word *glimpses* tell you about Jo's experience of the Laurence house?
Tick **one**.

- | | | | |
|----------------------------|--------------------------|-------------------------------------|--------------------------|
| She is a frequent visitor. | <input type="checkbox"/> | She has never been into the house. | <input type="checkbox"/> |
| She visits occasionally. | <input type="checkbox"/> | She thinks the house is very grand. | <input type="checkbox"/> |


1 mark

3 How is Jo's house different from the Laurence house? Explain your answer using the text.


2 marks

Effective questioning to develop comprehension skills at home :

Closed/limiting questions	Open questions
Did you like the story?	Which part of the story made you most excited? Why?
Which character was your favourite?	Which character was the most adventurous? Explain
Is this fiction or non-fiction?	What is the purpose of this text?
Try to avoid yes/no questions	What kind of character do you think ____ is? Why do you think this?

Effective questioning:

- ❖ What might happen next? Why do you think that?
- ❖ What does this word tell you about the character?
- ❖ How do you think the character is feeling? What evidence can you find to support this?
- ❖ Why has the author used this feature/this word?
- ❖ Have you read a text similar to this? How was it the same/different?



Any
questions?