

## Parent Reading Information Workshop

Mrs Coulman (Reading Leader)

Mrs Midgley-Wright (Phonics Leader)

Guided Reading: Everyday

Whole Class Reading: Twice a week

Stay and Read: Monday morning 8.40am - 9am

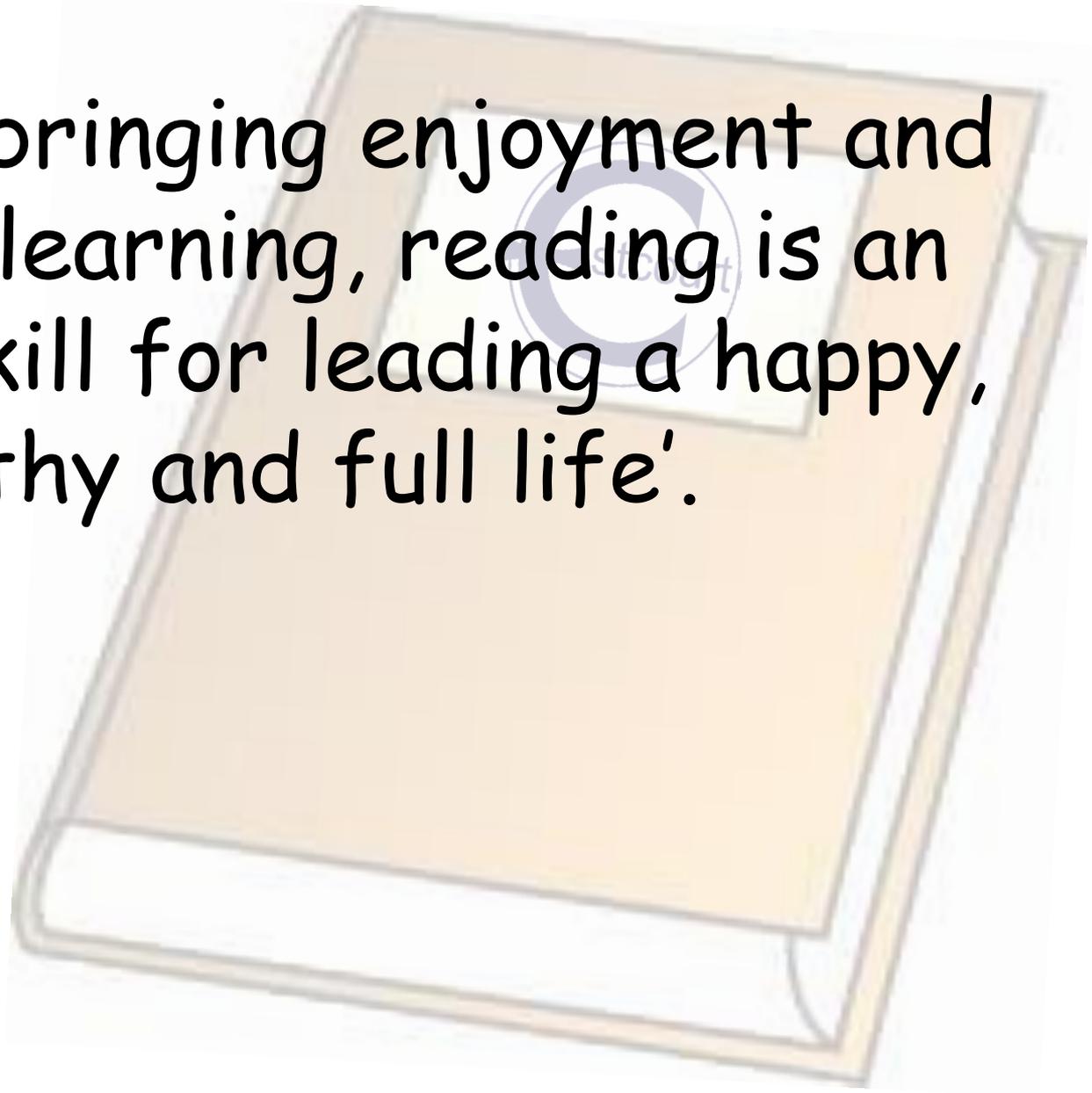
Reading Homework: 4 readings a week

Phonic Friday in EYFS

Phonics: 4 times a week



'As well as bringing enjoyment and advancing learning, reading is an essential skill for leading a happy, healthy and full life'.



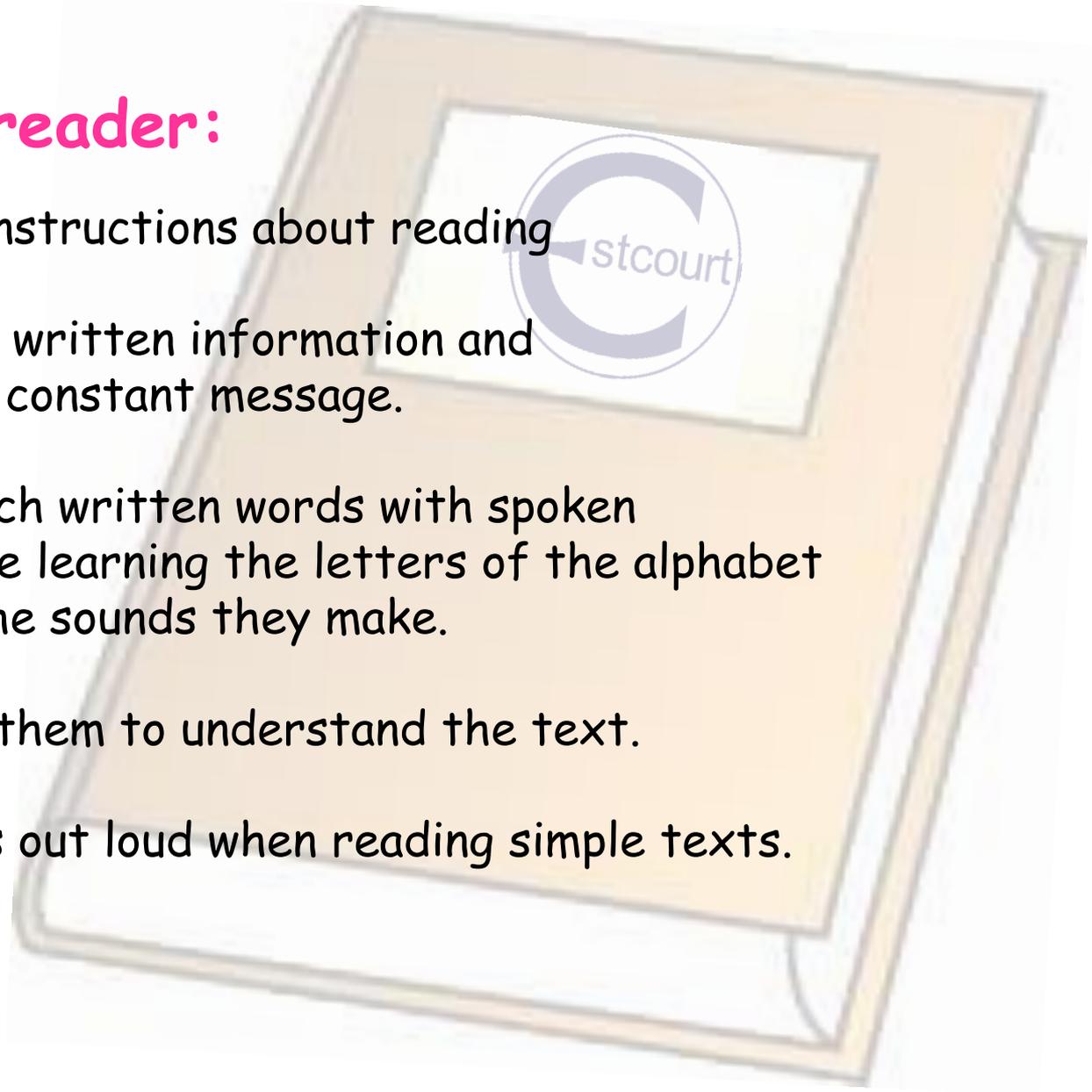
# How does a child learn to read?

## The pre-reader/ beginning reader

- To begin with they like to copy what they see, to 'behave like a reader', through this they learn that the squiggles on a page carry meaning, that text is read from left to right, from top to bottom, that words are made up of letters/sounds and where the story starts and ends.
- They enjoy being read to and hearing the same stories again and again.
- They begin to recognise logos and signs in the world around them.
- Some familiar words, names or letters may begin to be recognised.
- They draw on pictures and memory to retell a familiar story.

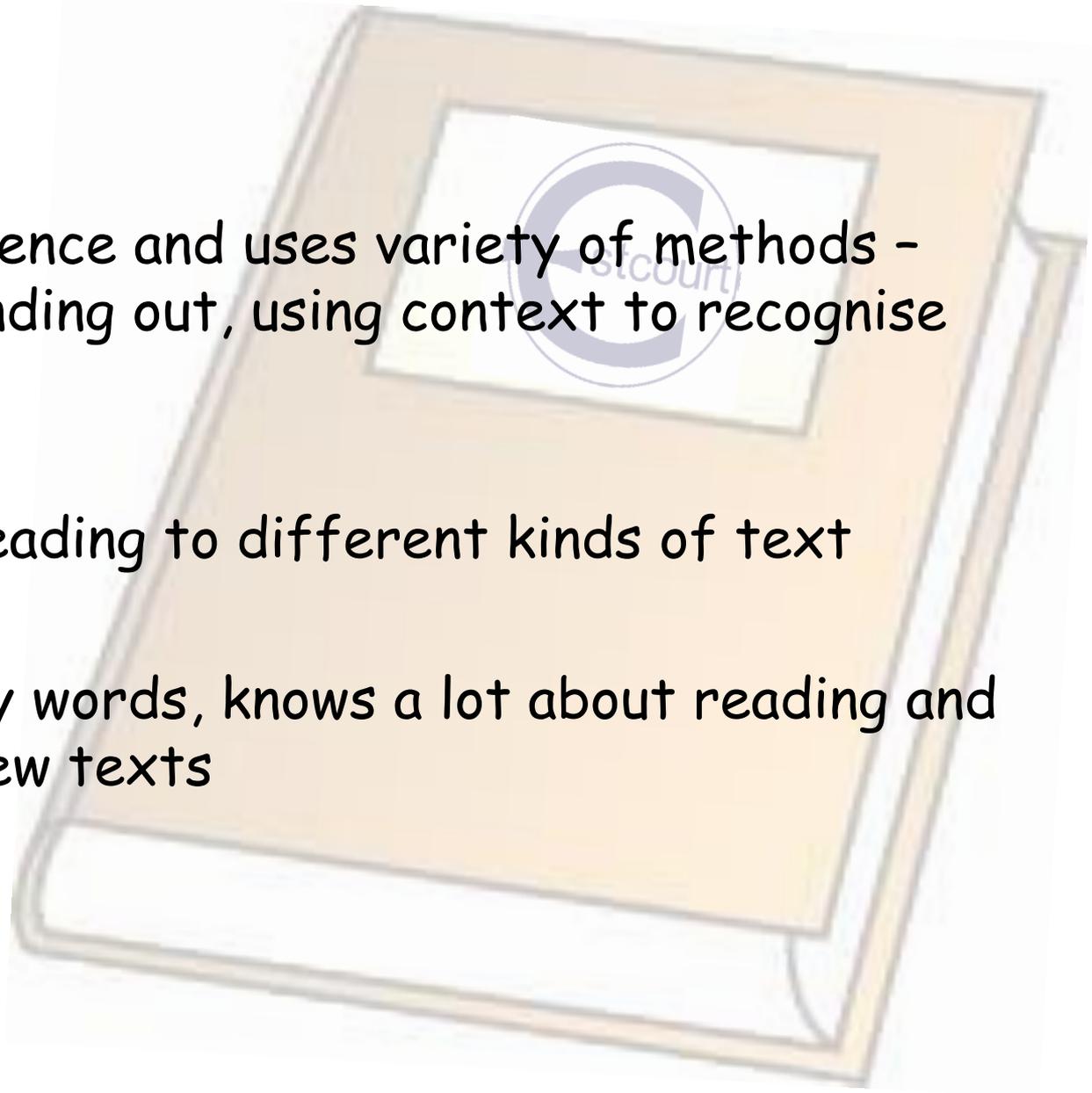
## The emerging reader:

- Ready to receive instructions about reading
- Gradually see that written information and thoughts hold a constant message.
- They begin to match written words with spoken words and are learning the letters of the alphabet and the sounds they make.
- The pictures help them to understand the text.
- Tries saying words out loud when reading simple texts.



## Early reader:

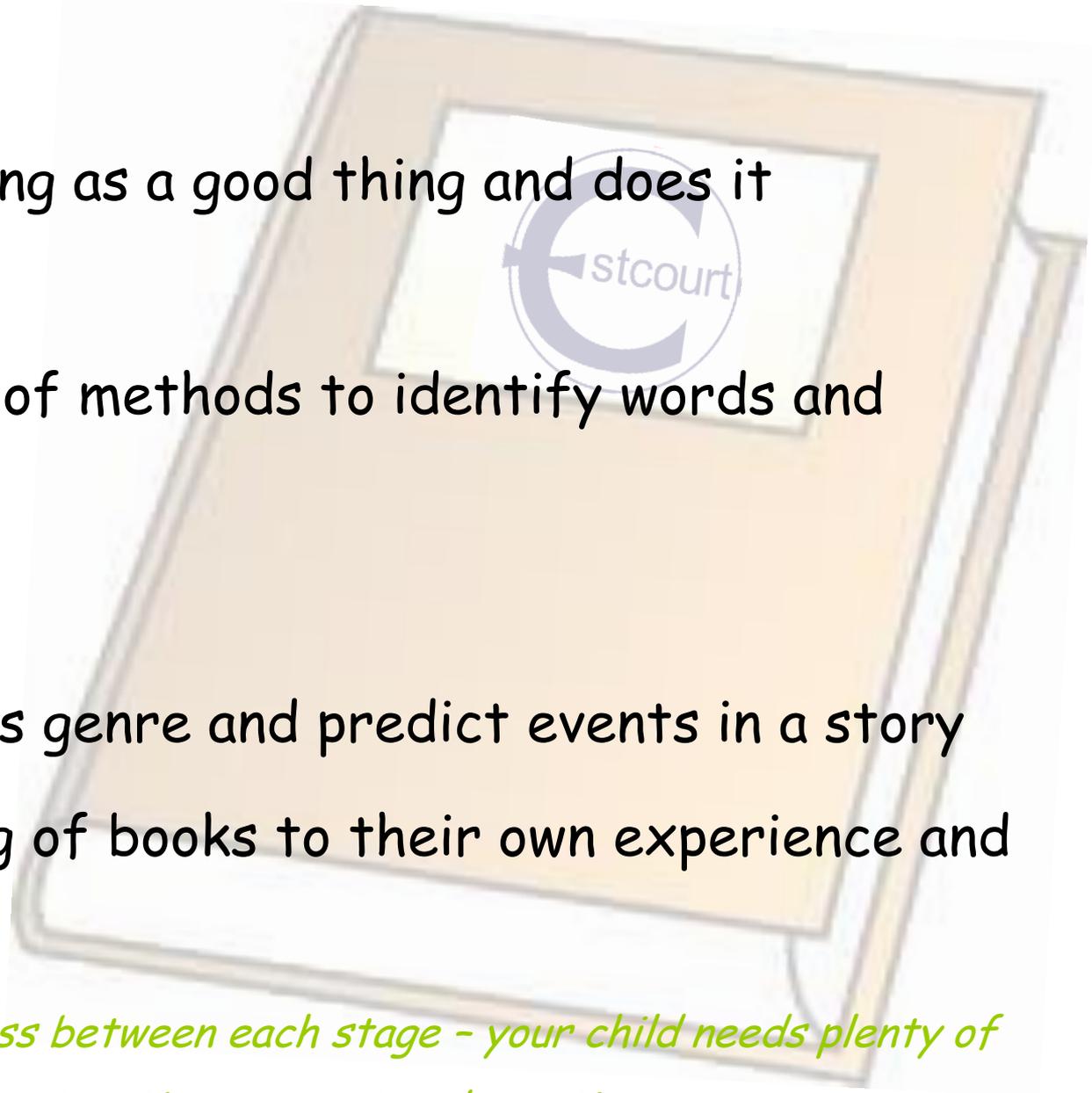
- Develops confidence and uses variety of methods - visual cues, sounding out, using context to recognise words.
- Adapts their reading to different kinds of text
- Recognises many words, knows a lot about reading and is keen to try new texts



## Fluent reader:

- Thinks of reading as a good thing and does it automatically
- Uses a variety of methods to identify words and meanings.
- Perseveres!
- Can read various genre and predict events in a story
- Relates meaning of books to their own experience and knowledge.

*It takes time to pass between each stage - your child needs plenty of attention, support and practice.*

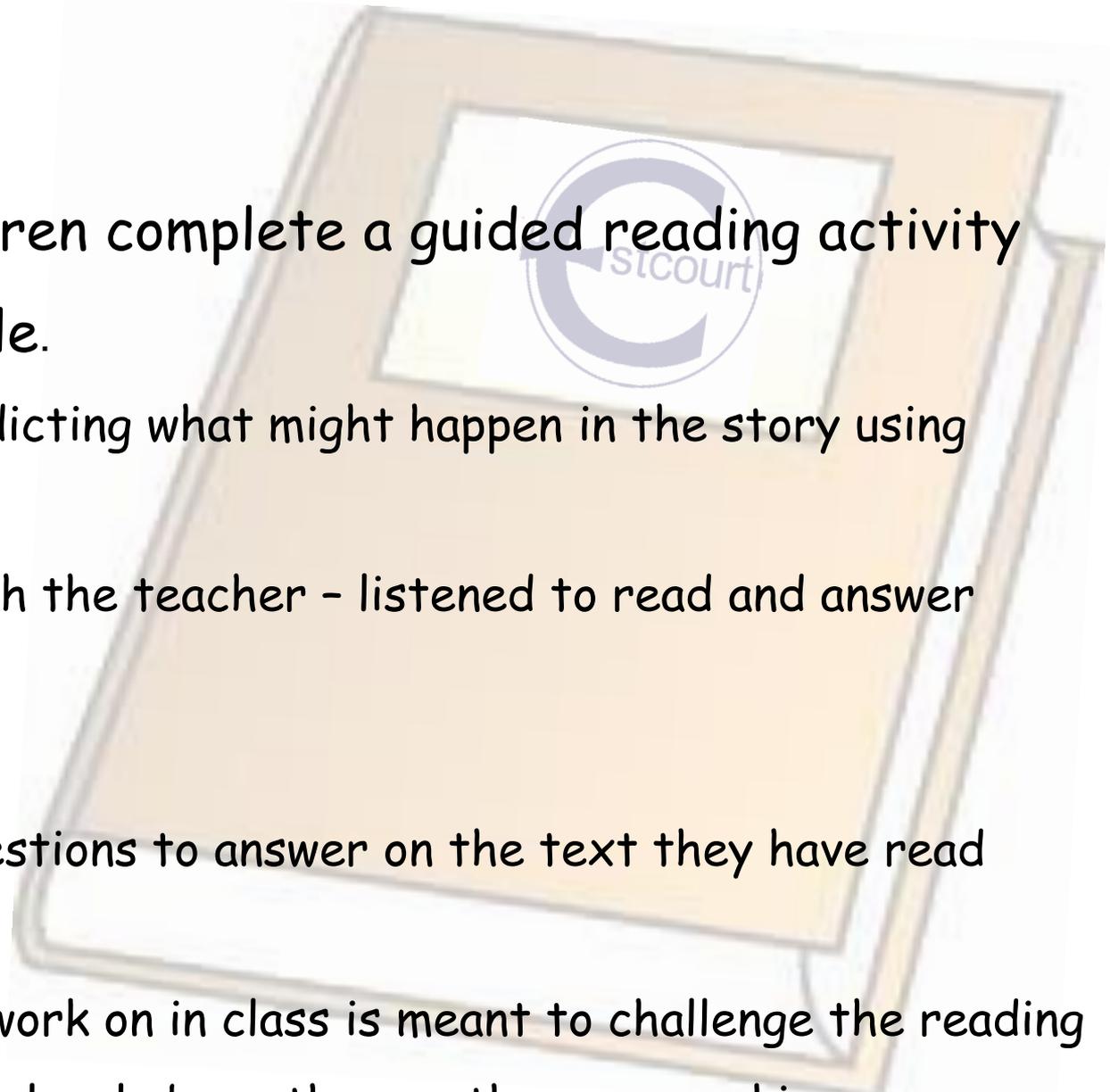


## Guided Reading:

Every day the children complete a guided reading activity which follows a cycle.

1. A pre activity - predicting what might happen in the story using pictures
2. A guided session with the teacher - listened to read and answer questions orally
3. Phonics or spelling
4. Comprehension - questions to answer on the text they have read

The text the children work on in class is meant to challenge the reading skills and is pitched the level above the one they are working on.



## Guided Reading:

- To develop their comprehension skills, the children take home a book which is 'at their level' or 'book band'.
- A book band is a level that can accurately span across different book schemes and is also used to select the books for Guided Reading. It takes into account the child's phonic and comprehension skills.
- Progress through the bands is not automatic and it is important to ensure that children working in the early bands have secure understanding.
- If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the text.

It is not a race, it is a journey! *Changing of Reading Books*

# Reading Levels:

- New curriculum has been introduced

Steps 16 - 33 (Children enter, develop and then become secure against the National Curriculum statements for each year group)

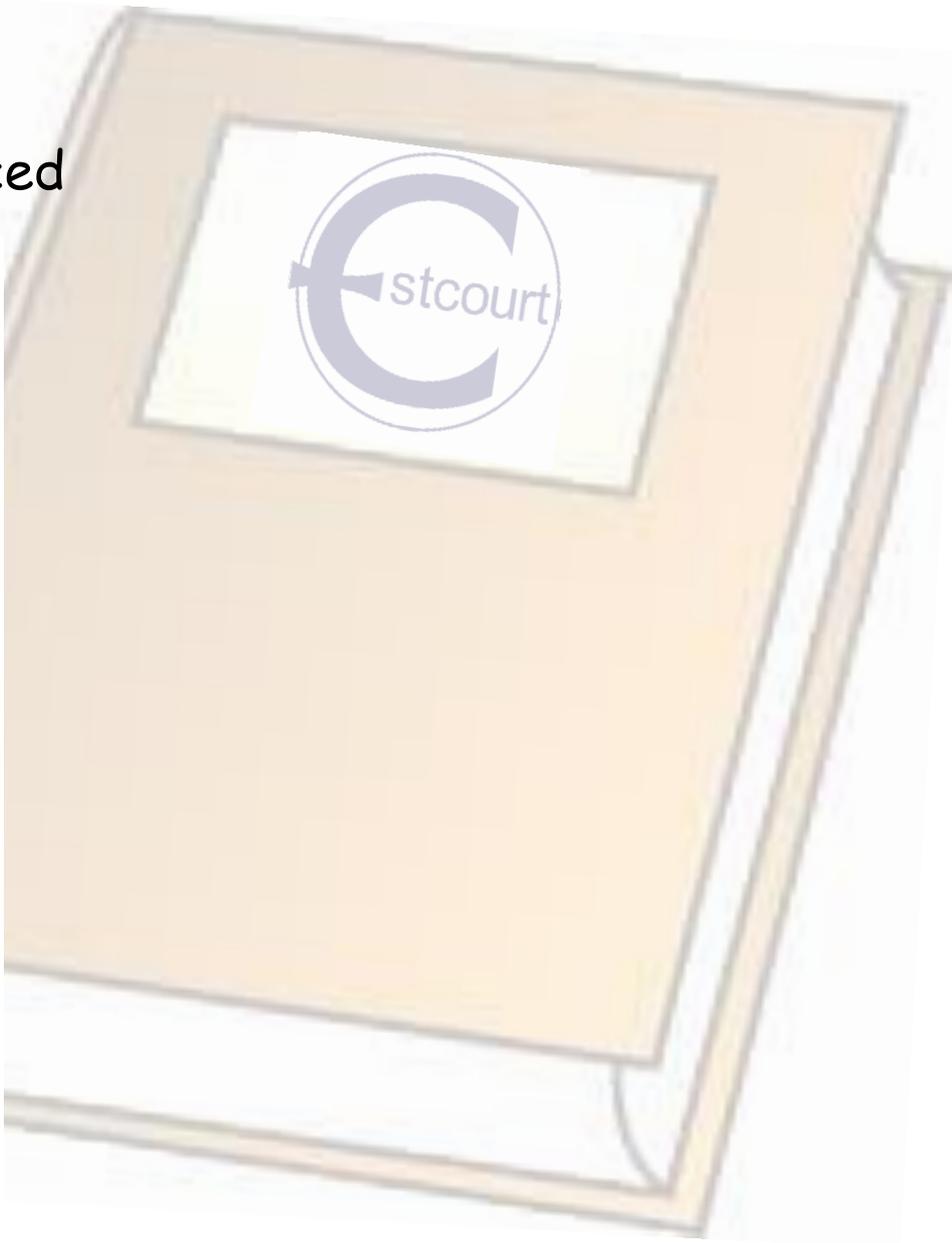
Step	Appropriate Curriculum	
1-15	Pre-Y1 attainment stages	
16	Curriculum Year 1	Entering
17		Developing
18		Secure
19	Curriculum Year 2	Entering
20		Developing
21		Secure
22	Curriculum Year 3	Entering
23		Developing
24		Secure
25	Curriculum Year 4	Entering
26		Developing
27		Secure
28	Curriculum Year 5	Entering
29		Developing
30		Secure
31	Curriculum Year 6	Entering
32		Developing
33		Secure
34 +	Post-Y6 attainment stages	

**Children in Y1, Y2, Y3, Y4, Y5 and Y6 will be assessed using steps.**

Step 18 will be considered the expectation for a child at the end of Y1.

Step 24 will be considered the expectation for a child at the end of Y3.

Step 30 will be considered the expectation for a child at the end of Y5.



# Bug Club:

- Bug Club is an online reading resource where children can read a book and click on 'bugs' along the way to answer questions.



- Books are set by the teacher at the children's level so they can access these at home

## Stay and Read:

- Parents/carers are invited in on a Monday morning at 8.40am – 9am to listen to their child read and complete activities.
- This helps to develop passion for reading



Choose a task from the menu, taking one from the starter, one from the main course and one from the dessert.

### Starter (5 minutes)

Task A - make a prediction of what you think the book will be about using the front cover and blurb

Task B - find words with the same sounds from the book and make a list, what is the highest number you can get?

### Main Course (10 minutes)

Task A - create a poster summarising the book (key words/ layout/ events that happened)

Task B - create a story board of the story you have read, put a star on your favourite section

Task C - use the play dough / create a stick puppet of one of the characters from the book

Task D - use a dictionary to find the meaning of some of the key words from the book

Task E - use a thesaurus to change some of the key words from the book for synonyms

Task F - complete a speech bubble/ thought bubble on one of the characters

### Dessert (5 minutes)

Task A - create 3 questions about the book you have read, use the words: why / explain / how

Task B - write a summary of what happened in 10 words

Task C - evaluate the book - what did you like? What didn't you like? What mark would you give it out of ten?

# Reading at Home:

- Children should be heard read at least 4 times a week
- Children in Key Stage 1 and Key Stage 2 are asked to complete a comprehension question weekly which are found at the back of their reading record.
- These books are set at the children's level
- Questions can be asked to the children to deepen their understanding

## Make it fun

...enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Go online

...look online & in app stores for appropriate word & spelling games.

## Create

...use reading to inspire drawings or new stories.

## I spy

...play I spy games. Can you find words beginning with...? Can you find a picture of a...? How many .... can you see?

## Ask questions

...ask questions about the story as you read it i.e. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?