

Hampton Junior School

Succeeding in Reading Parent Workshop 30th September 2024



Welcome

Mrs Gregory (Early Reading and Phonics Lead)
Miss Smith (Love of Reading)



What does Ofsted say about Reading at HJS?

Reading is at the heart of the school's work. Leaders identify any pupils who need help to catch up and make sure they get swift and carefully planned support from well-trained staff. This includes a strong focus on phonics and a range of targeted interventions. This results in pupils, including those with SEND, becoming confident and enthusiastic readers. The school exposes pupils to a diverse range of high-quality texts and authors.





The video player displays a scene where a small blue character with large eyes stands on a wooden desk. A large, white, cloud-like thought bubble rises from the character, containing the text "Why is reading so important?" in red. The background features a corkboard with a red sticky note and a window with light streaming in. The video player interface includes a play button, a progress bar, and various control icons.

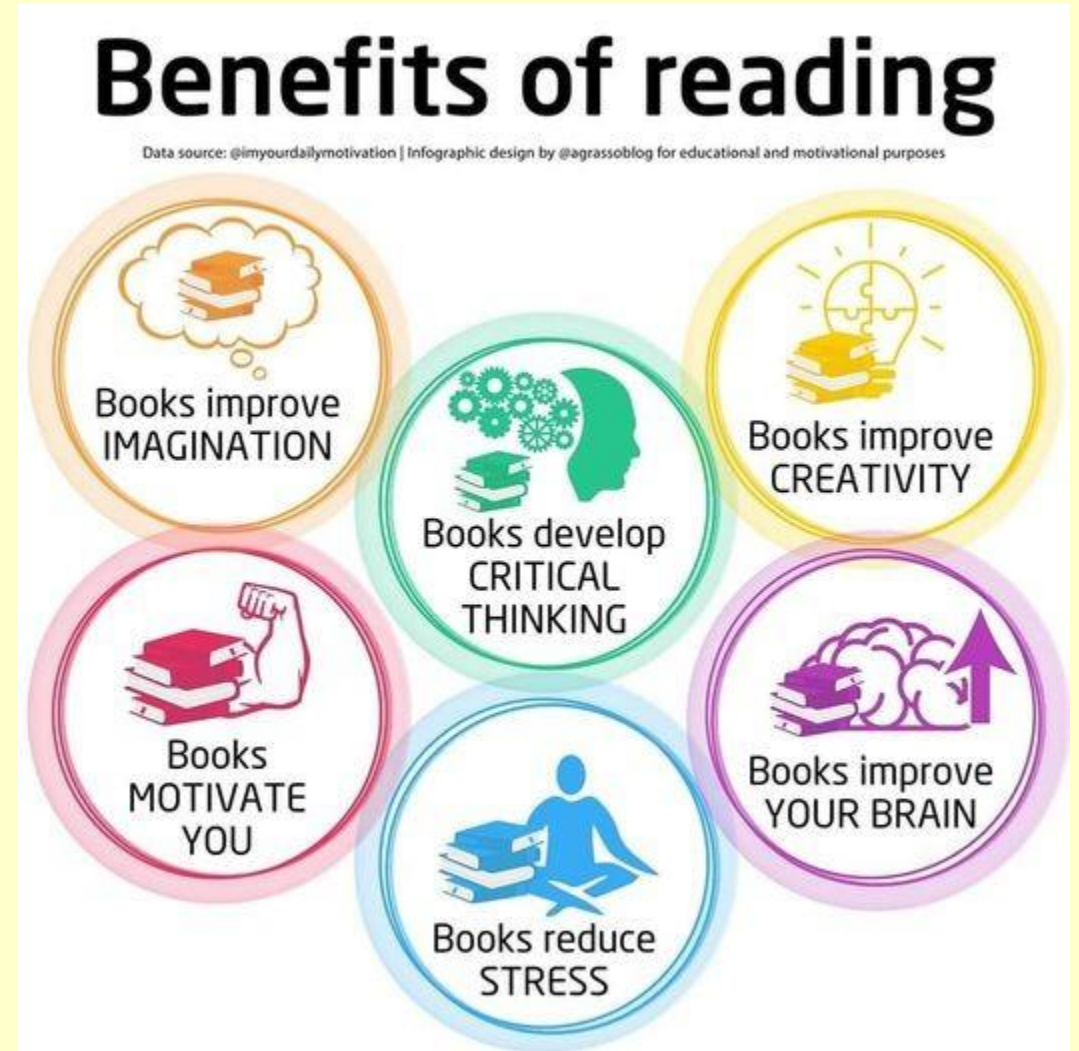
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The importance of reading

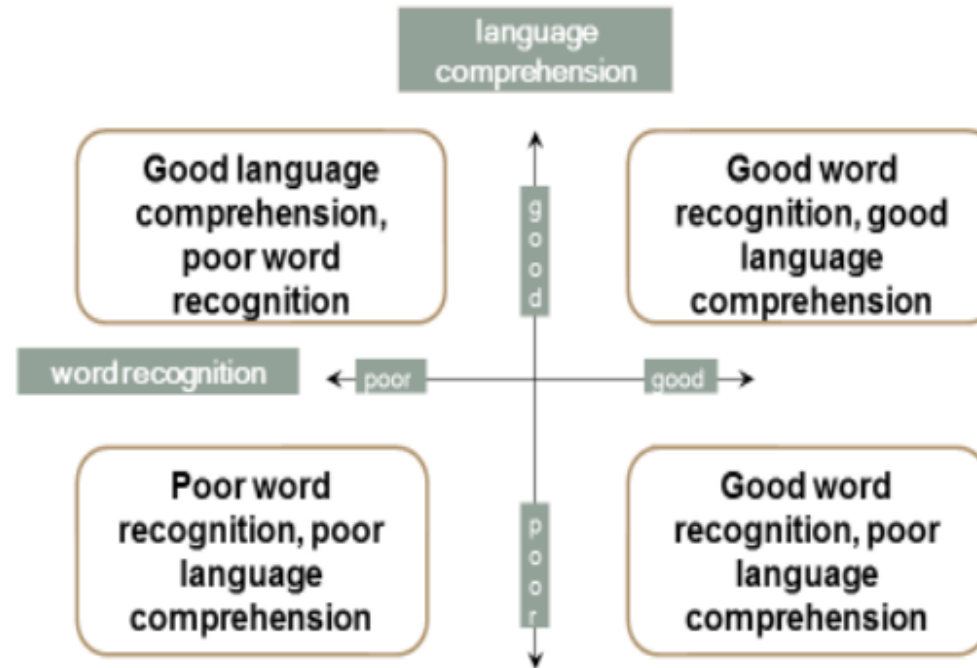


- Literacy Trust says that there are thousands of children leaving primary school without the confidence and fluency in reading that they need to access their education. This impacts on their life chances.
- Ofsted support this and emphasises how reading significantly narrows the range of opportunities children can access in future if they cannot read.
- The DfE highlight the importance of children getting to read for pleasure from an early age- this benefits children throughout their school learning and beyond.





The Simple View of Reading

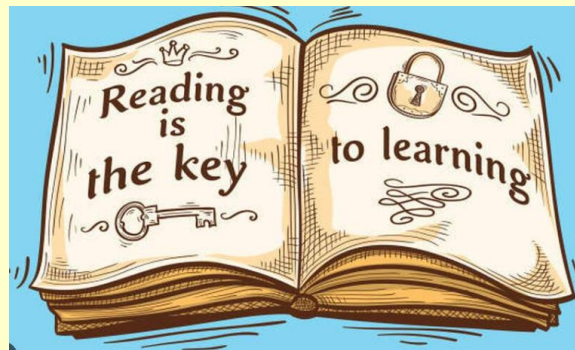


Two dimensions of reading → four possible outcomes

Reading Framework Updates July 2023



- Children who are good at reading do more of it, learn more and extend their vocabulary.
- Children need to be **fluent readers** in order to **access the rest of the curriculum**.
- Children who find it difficult fall behind in all subjects.
- The importance of **talk and stories** and the role these play in developing your children's vocabulary and language.
- The EEF considers synthetic **phonics** to be one of the most secure and best-evidence areas of pedagogy and recommends all schools use a systematic approach to teaching it.





Book Corners

- Book corners should be seen as **mini libraries**.
- Teachers should focus on **selecting, displaying and promoting** the books in the corner.
- Every book in the corner should be **worth reading aloud**
- Book corners should have **30-50 books** at the start of the academic year and include 20 of the children's favourites from the previous year.
- **Multiple copies of books** should be available for the children to read.

Reading for Pleasure

- Schools should develop a **reading for pleasure culture**
- **Adults should read aloud** regularly in class
- Children given opportunities to have informal **book talks**
- The **school library** should be used regularly
- Provide time to read in **sociable reading environments**.
- **Book clubs** – time to recommend books to pupils
- **Teachers need a good knowledge of literature** and of their pupils as readers (teachers as influencers)
- Pupils should have opportunities to **choose books** that appeal to them – Free choice!

Organising Books

- Books are organised so they are matched to the **appropriate level**
- Books should be chosen to **engage and appeal** to children
- **Book lists should be refreshed regularly** as new books are published and new teachers arrive to avoid being set in stone
- Promoted books should be displayed '**front facing**' to engage the children



Choosing Books

Schools should provide **different types of books** to support pupils' reading development including:

- **Decodable books** for learning to read
- Books for pupils to read **independently**
- **Picture books** including graphic novels
- Long and short **'page-turners'**
- Literature: books for the **wider curriculum**
- **'Hi-lo'** books
- Texts to support **knowledge and vocabulary** to be learnt for each subject.

Teaching Reading

- Teachers should read to the class for **20 minutes a day, four times a week**
- Reading lessons need to **create readers**, not just pupils who can read.
- Texts chosen for reading teaching should include **full novels that are read aloud**.
- Key elements for teaching reading in English lessons are: **teacher reading aloud; pupils reading; teacher's modelling and explanations and questioning**.
- Using **'paired talk'** during discussions.

Leading Reading

- Reading should be a **priority in all schools**
- **Identify a core set of literature** for each year group that can either be read aloud in story times or lessons
- Leaders should support teachers in running **effective interventions**
- Leaders should ensure that **all staff teach reading effectively**
- All staff are aware of the **school's phonic programme**.



Whole Class Reading

- Reading whole texts without stopping for discussion
- Understanding the difference between questioning in the reading English lessons to drive thinking and discussion or to assess.
- Emphasis on promoting discussion rather than teaching limited objectives
- The teaching of reading should not be organised around the eight content domains for reading
- Focus on fluency and developing vocabulary to prepare pupils for reading assessments of unseen texts.





What are the key/essential knowledge and skills for each year group?

<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<p><u>Word Reading:</u></p> <p>To be able to skim and scan to find information in a text for retrieval-style questions.</p>	<p><u>Word Reading:</u></p> <p>To be able to read and decode words that do not follow spelling patterns, with reference to English appendix 1.</p>	<p><u>Word Reading:</u></p> <p>To be able to read and understand the meaning of at least half of the words on the year 5 spellings.</p>	<p><u>Word Reading:</u></p> <p>To be able to summarise the main ideas in a paragraph or paragraphs.</p>
<p><u>Comprehension:</u></p> <p>To be able ask questions about a text I have read to help me to understand.</p>	<p>To be able to use my understanding of prefixes and suffixes to help to understand the meaning of new words.</p>	<p><u>Comprehension:</u></p> <p>To be able to find and record facts and information from a non-fiction text read.</p>	<p><u>Comprehension:</u></p> <p>To be able to justify an opinion/answer, using evidence from a text.</p>
<p>To be able to make a prediction based on clues from what I have read.</p>	<p><u>Comprehension:</u></p> <p>To be able to explain how a character is feeling, thinking and why they carry out an action.</p>	<p>To be able to make a prediction by using evidence from my reading about a character's feelings and actions.</p>	<p>To be able to read and understand the meaning of at least half of the words on the year 6 spellings.</p>
<p>To be able to retell a story, in sequential order.</p>		<p>To be able to read and prepare a poem to perform.</p>	<p>To participate in discussion about books that they are familiar with.</p>

Supporting your child with their reading fluency:



Reading fluency is made up of the following components:

- automaticity (rapid word reading without conscious decoding)
- accuracy (words read accurately, typically measured as a percentage)
- prosody (expressive, phrased reading, with intonation)

Reading Fluency Checklist



Accuracy

I read the words accurately



Rate

My reading rate is just right – not too fast and not too slow!



Expression

I read with expression –NOT like a robot!



Punctuation

I read in phrases and show I understand the punctuation in the text.



Sounds-Write

First Rate Phonics

An expertly structured synthetic phonics programme based on the science of reading. This multisensory, code-oriented, comprehensive approach to literacy has been designed by teachers—for teachers.



SOUNDS - WRITE
First Rate Phonics



Conceptual Knowledge

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by 1, 2, 3 or 4 letters.

dog street night dough

3. The same sound can be spelled in more than one way.

One sound – different spellings

rain break gate stay

4. Many spellings can represent more than one sound.

One spelling – different sounds

head seat break

Skills

1. Blending – the ability to push sounds together to build words.

Example: /k/ /a/ /t/ → cat

2. Segmenting – the ability to pull apart the individual sounds in words.

Example: pig → /p/ /i/ /g/

3. Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

This skill is necessary to test out alternatives for spellings that represent more than one sound.

Ex: spelling < o >.

Is it /o/ as in hot, /oe/ as in no, or /u/ as in son?

1. One grapheme usually represents a single phoneme

Description of example	Grapheme	Example word
Graphemes (of one, two, three and four letters) represent a single phoneme ⁶⁷	b	<u>big</u>
	sh	<u>fish</u>
	air	<u>hair</u>
	augh	<u>caught</u>

2. Different graphemes can be used to represent the same phoneme

Description of example	Grapheme	Example word
Graphemes (of one or more <u>vowel</u> and <u>consonant</u> letters) represent the single phoneme /o:/	o	<u>old</u>
	oa	<u>boat</u>
	ow	<u>crow</u>
	oe	<u>toe</u>
	o-e	<u>stone</u>
	ough	<u>dough</u>

3. A grapheme can represent different phonemes in different words (less common)

Description of example	Grapheme	Phoneme
The grapheme 'ea' represents three different phonemes in three unrelated words	<u>neat</u>	/ee/
	<u>head</u>	/e/
	<u>great</u>	/a_e/



SOUNDS - WRITE
First Rate Phonics



Phonics at Home

Help your child to:

- Identify the sounds in the word in order, starting with the initial sound.
- Elongate each sound when blending sounds together to hear the word.
- If your child does not recognise the spelling, tell them what sound the spelling makes. E.g. “eigh spells the ‘ay’ sound”
- If the word is a long, polysyllabic word, then break it up into chunks e.g. hair-brush.
- Model correct pronunciation of a word if your child is struggling to accurately decode a word.

DECODING

- Decoding is a series of strategies used selectively by readers to recognize and read written words.
- The process of converting the printed word into its spoken form is called decoding.
- Decoding involves looking at a word and connecting the letters with sounds, and then blending those sounds together to form a spoken word.



Years 1, 2, 3 and 4 Common Exception Words																								
Aa accident accidentally actual actually address after again although answer any appear are arrive ask	business busy by	Cc calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue could	Dd decide describe different difficult	Ee early earth eight eighth enough even every everybody exercise experience experiment eye eye	Ff famous fast father favourite February find floor forward forwards	Gg go gold grammar grass great group guard guide	Hh half has he heard heart height here his history hold hour house	Ii I imagine important improve increase interest is island	Kk kind knowledge	Ll last learn length library love	Mm many material me medicine mention mind minute	money most move Mr Mrs my	Nn natural naughty no notice	Oo occasion occasionally of often old once one only opposite ordinary our	Pp parents particular	pass past path peculiar people perhaps plant poor popular position possess possession possible potatoes pressure pretty probably promise prove pull purpose push put	Qq quarter question	Rr recent regular reign remember	Ss said says school sentence separate she should so some special steak straight strength sugar suppose sure surprise	Tt the there	therefore they though thought through to today told	Vv various	Ww was water we weight were where who whole wild woman women would	Yy you your

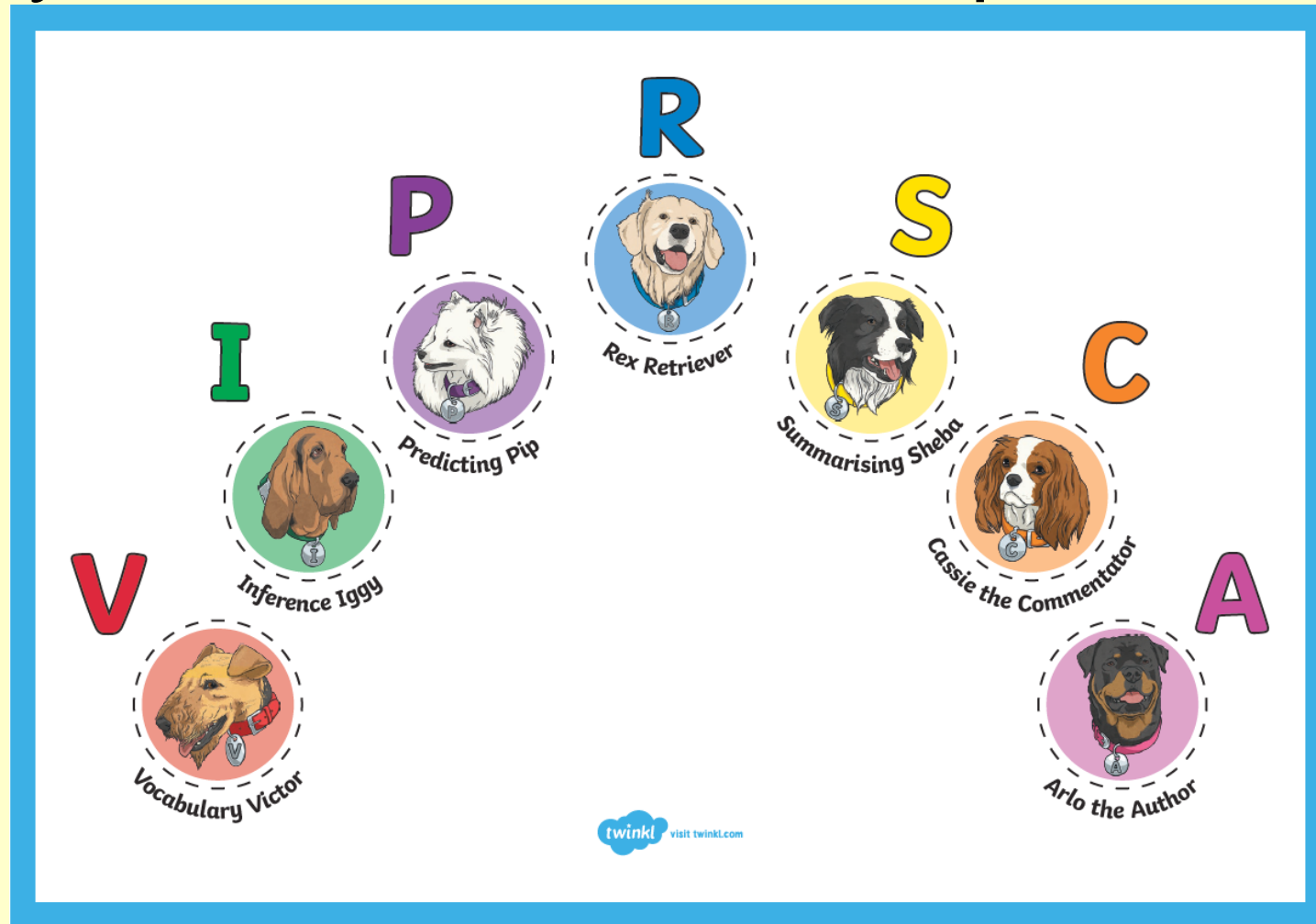


Additional reading support at HJS

- Yellow box (reading intervention to develop comprehension skills)
- Targeted interventions
- Daily readers
- Regular readers
- Beanstalk readers – volunteers who come in weekly to read with children



Supporting your child with their comprehension



Good comprehension is vital if reading is to have a purpose, if a reader is to engage with and learn from a text and, ultimately, if a reader is to enjoy what they're reading.



Collins

BIG CAT

KS2 Guided Reading Book Bands



- Collins Big Cat Assessments 1 per term
- Allocated book band colour
- Appropriate for their current decoding, fluency and comprehension level
- Monitored regularly
- Share this multiple times over the course of a week

How can you support your child when sharing their Big Cat book at home?

Reading 1:1 with your child

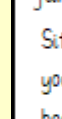


Reading with Children at HJS

Skill focus		Type of child	teaching sequence
comprehension	decoding	Children who are still learning to 'sound out words' – mostly EYFS and ks1 children.	<ol style="list-style-type: none"> 1. Introduce book to child – tell them how much of the book they will read during this session. 2. Look inside front cover (if using a phonics book) and point out the sounds evident in this book / high frequency words. If not using a phonic book, spot out any tricky words/sounds within the text they will be reading. 3. Spot out any words that the child may struggle with. 4. Child to begin reading – use a mixture of adult reading and child reading (adult to model sounding out word then whole sentence reading) 5. Finish with a discussion about what you have read together. 6. Write comment relating to skill focus in reading record and class record.
	expression/intonation	Children who can read words but the tone and speed is lacking to create flow.	<ol style="list-style-type: none"> 1. Introduce book to child – tell them how much of the book they will read during this session. 2. Share the learning intention with the child (to increase speed/different voices for the different characters/noticing punctuation etc) 3. Spot out any words that the child may struggle with. 4. Demonstrate to child how they will show expression/intonation (this could be spotting out the punctuation, looking for the speech etc) – Adult to model how to do this. 5. Child to begin reading – use a mixture of adult reading and child reading (adult to model using expression/changing voice etc) 6. Finish with a discussion about what you have read together and congratulate child. 7. Write comment relating to skill focus in reading record and class record.
	Vocabulary	Children who can read words and the flow of reading is good. Pick a comprehension on focus to advance comprehension skills.	<ol style="list-style-type: none"> 1. Introduce book to child – tell them how much of the book they will read during this session. 2. Share the learning intention with the child (focus this on one part of the comprehension (VIPERS)) 3. Spot out any words that the child may struggle with. 4. Child to begin reading – use a mixture of adult reading and child reading (adult to read to the child to aid the comprehension) 5. Stop the child at different points and use questioning to check understanding. Have conversations related to the skill focus – discussion of inference etc. 6. Finish with a discussion about what you have read together and congratulate child. 7. Write comment relating to skill focus in reading record and class record.
	Inference		
	Prediction		
	Explain		
	Retrieval		
	Summarise (Sequence in KS1)		



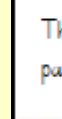
Discuss the front cover of the book. What is the title? What do you think this book might be about? If you've already started reading it, tell me in 3 sentences what the book has been about so far.



Sit beside the child so you can both see the book.



The child holds the book and follows the text with their finger.



The child turns the pages of the book.



Stuck on a word? Adult says: "That wasn't quite right. Let's try and read it again." Child to attempt word again.

Still stuck? Adult says: "This is the word ___"



Reading 1:1 with your child



	Key Reading Skills	Question Stems
Year 3 - Vocabulary	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read discuss words that capture the readers interest or imagination identify how language choices help build meaning find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author have used here? How has the author made you feel by writing...? Which word tells you that...? Find and highlight the word that is closest in meaning to...?
Year 3 Inference	<ul style="list-style-type: none"> children can infer characters' feelings, thoughts and motives from their stated actions. justify inferences by referencing a specific point in the text. ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. make inferences about actions or events 	<ul style="list-style-type: none"> What do you think.... means? Why do you think that? Why do you think....? How do you think....? Can you explain why....? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show...? How does the description of ... show that they are...? Who is telling the story? Why has the character done this at this time?
Year 3 Prediction	<ul style="list-style-type: none"> justify predictions using evidence from the text. use relevant prior knowledge to make predictions and justify them. use details from the text to form further predictions. 	<ul style="list-style-type: none"> Can you think of another story with a similar theme? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What happened before this and what do you think will happen after? Do you think the setting will have an impact on plot moving forward?
Year 3 Explaining	<ul style="list-style-type: none"> discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> What is similar/different about two characters? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? Why do you think they chose to order the text in this way? What is the purpose of this text and who do you think it was written for? What is the author's viewpoint? How do you know? How are these two sections in the text linked?
Year 3 Retrieval	<ul style="list-style-type: none"> use contents page and subheadings to locate information learn the skill of 'skim and scan' to retrieve details. begin to use quotations from the text. retrieve and record information from a fiction text. retrieve information from a non-fiction text 	<ul style="list-style-type: none"> Who are the characters in this text? When / where is this story set? How do you know? Which part of the story best describes the setting? What do you think is happening here? What might this mean? How might I find the information quickly? What can I use to help me navigate this book? How would you describe the story? Whose perspective is the story told from?
Year 3 Summarise	<ul style="list-style-type: none"> identifying main ideas drawn from a key paragraph or page and summarising these begin to distinguish between the important and less important information in a text. give a brief verbal summary of a story. teachers begin to model how to record summary writing. identify themes from a wide range of books make simple notes from one source of writing 	<ul style="list-style-type: none"> What is the main point in this paragraph? Sum up what has happened so far in X words or less. Which is the most important point in these paragraphs? Do any sections/paragraphs deal with the same themes? Have you noticed any similarities between this text and any others you have read? What do I need to jot down to remember what I have read?

Year 3 question stems for comprehension

Love of Reading at HJS



- Reading Ambassadors – 1 child per class
- Reading shed
- Hampton Library visits
- ERIC sessions
- “Class reads”
- Book Fair
- Author Afternoons
- World Book Day – Spring term
- Poetry days – 1 per term



Supporting at Home



“
READ
read and read
some more!
”



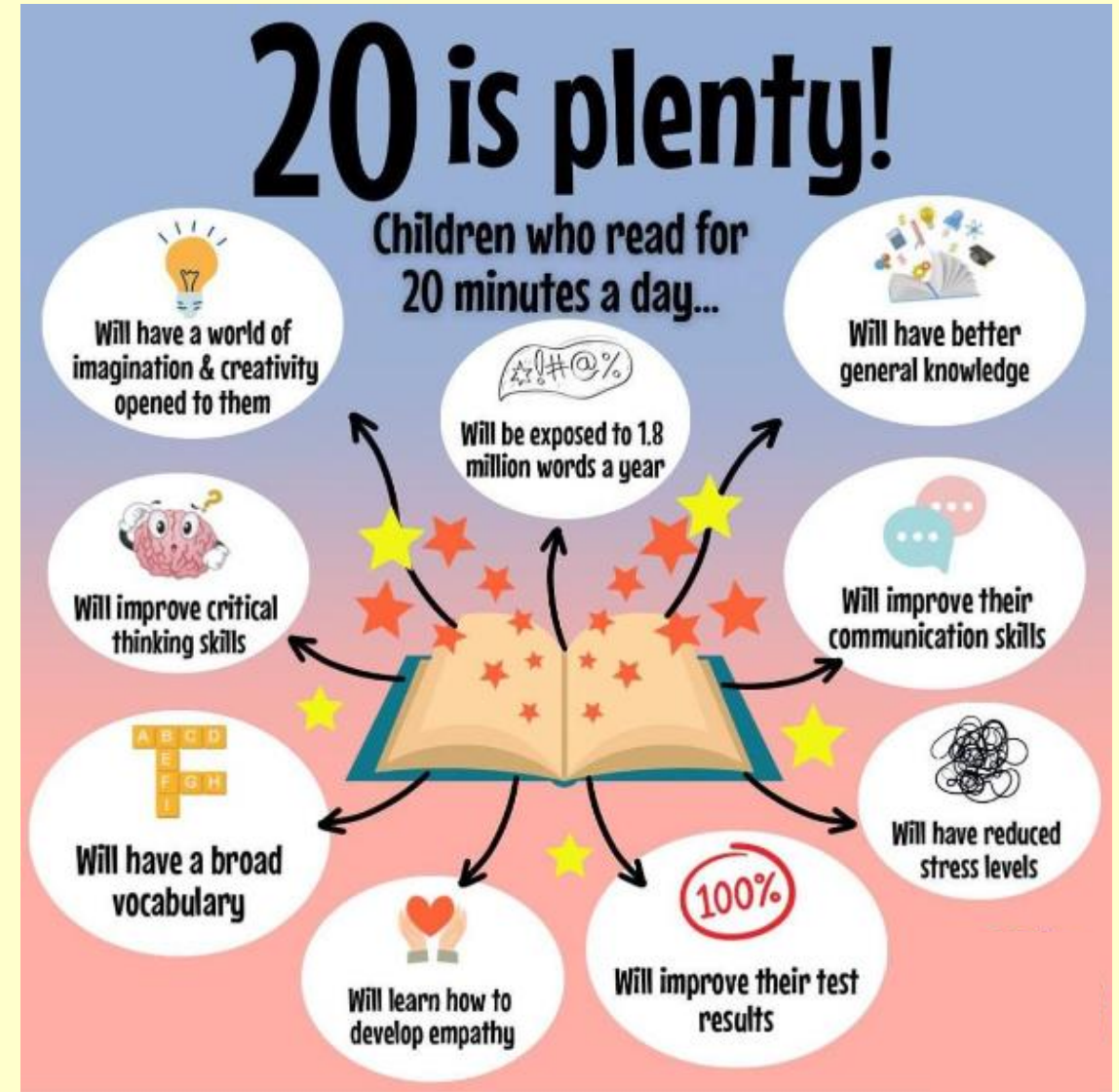
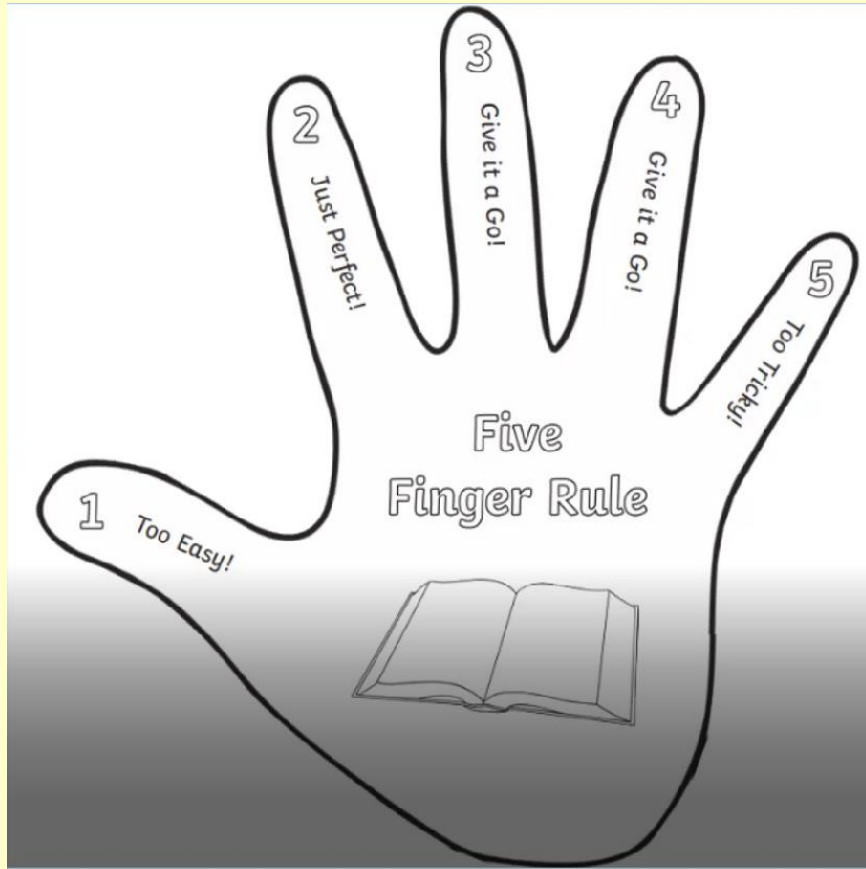
It's important that kids
enjoy reading,
no matter what form that takes!
- Babies to Bookworms
www.babiestobookworms.com



The Reader Teacher
Reads, Reviews & Recommendations!

FirstNews
NEWS TO GET YOUNG PEOPLE TALKING

Supporting at Home



Why Read at home?

STUDENT A READS

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year




SCORES IN THE 90TH PERCENTILE ON STANDARDIZED TESTS

STUDENT B READS

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year




SCORES IN THE 50TH PERCENTILE ON STANDARDIZED TESTS

STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



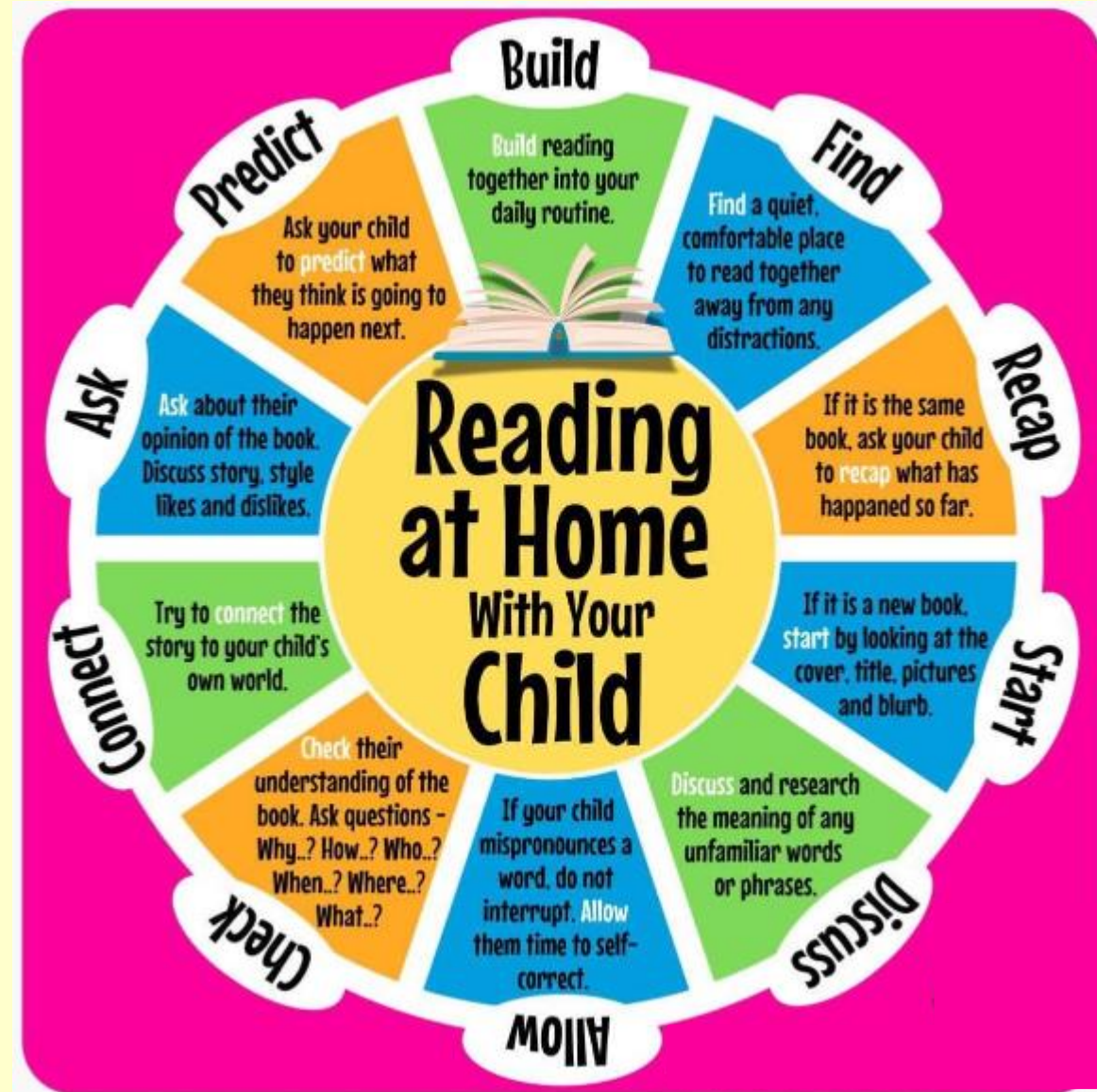

SCORES IN THE 10TH PERCENTILE ON STANDARDIZED TESTS

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

www.bettefetter.com

Supporting at Home



Reading Challenges



Reading Awards

Each academic year, pupils can earn Bronze, Silver, Gold and Platinum awards for Reading. Pupils must start on Bronze and work their way up to Platinum.

To take part, print off the challenge (or ask your class teacher for one), complete it at home on a separate piece of paper and hand it to your class teacher to mark. You will then receive your award in your year group meeting.

× YEAR 3



Bronze Reading Award



Silver Reading Award



Gold Reading Award



Platinum Reading Award

+ YEAR 4

+ YEAR 5

+ YEAR 6

+ HJS RECOMMENDED READING LISTS

- Available on HJS website and Google Classroom
- Reflect current authors, classic texts, BAME authors, linking to taught topics, a range of genres and texts, texts from different cultures and settings, revisiting previous topics
- Age-appropriate texts for each year group

"All pupils should encounter characters, situations and viewpoints that mirror their own lives, so they understand that they matter. Books, however, should also give them a window into the lives of others."

Useful links



General support

<https://relay.libguides.com/language-comprehension/phrasing>

Online

<https://storylineonline.net/>

<https://www.thereaderteacher.com/year3>

Audio books

<https://open.spotify.com/>

<https://www.audible.co.uk/>

Storyline Online

The Reader Teacher

Reads, Reviews & Recommendations!



audible 