Hampton Junior School

Succeeding in Reading
Parent Workshop
30th September 2024

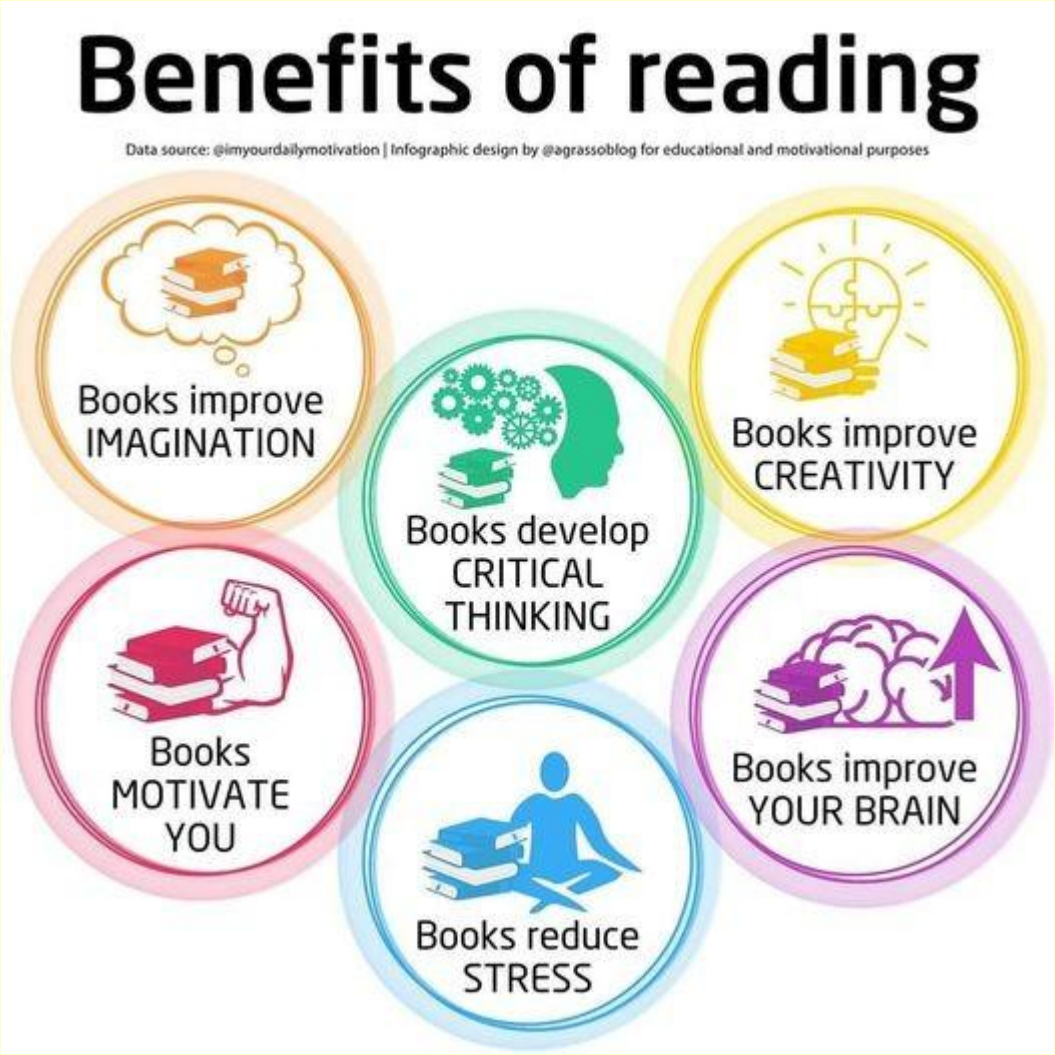
Welcome

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

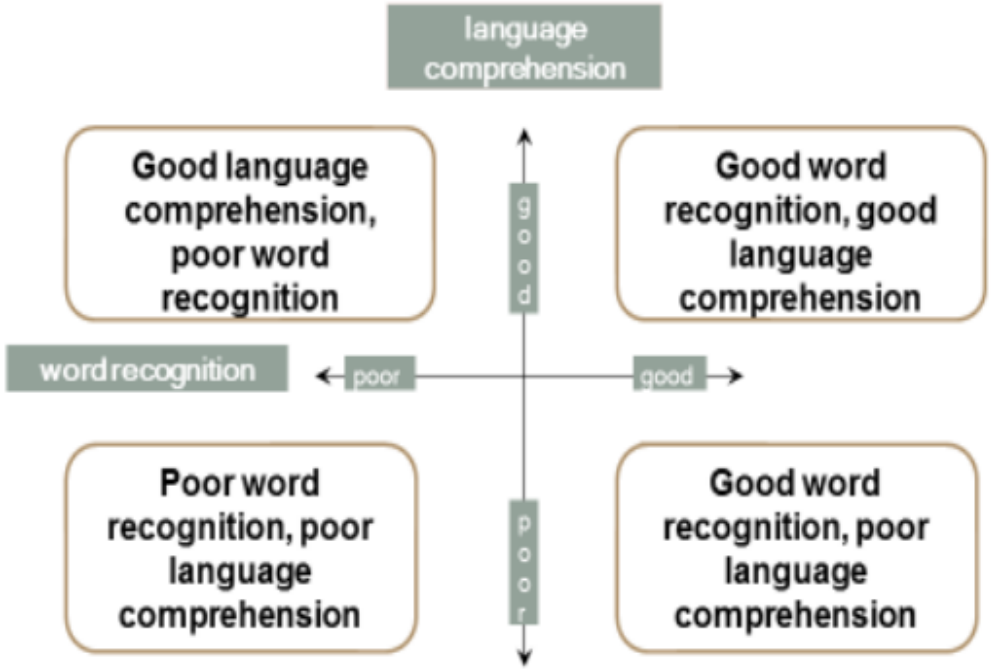

Why is reading so important?
Play (k)
0:03 / 1:52

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

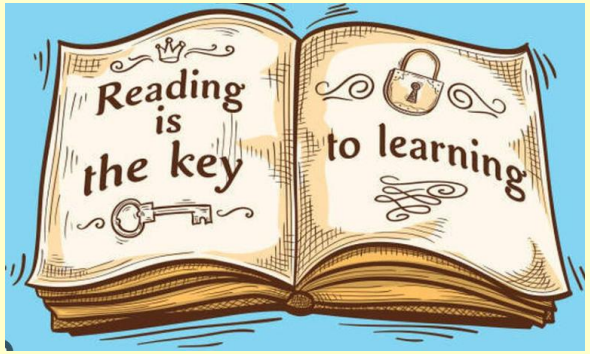


Two dimensions of reading → four possible outcomes

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.





Reading Framework Updates July 2023

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

Reading Framework Updates July 2023

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.

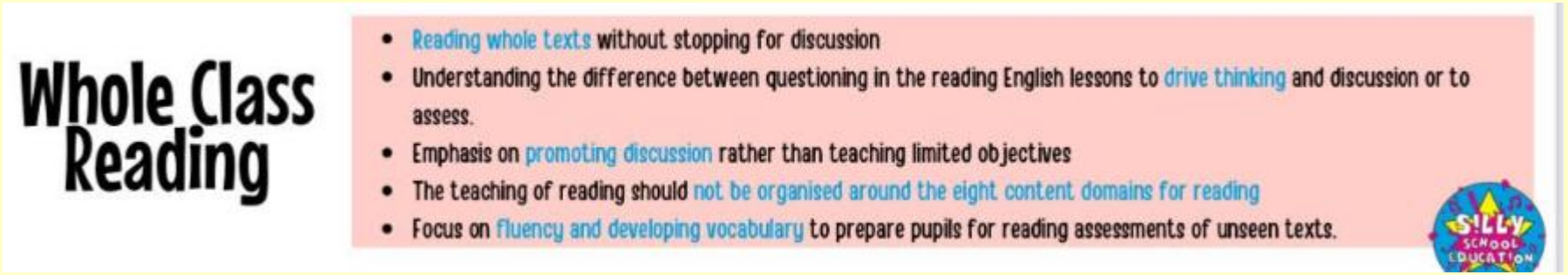
Teaching Reading

- 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.

Reading Framework Updates July 2023



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

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

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.

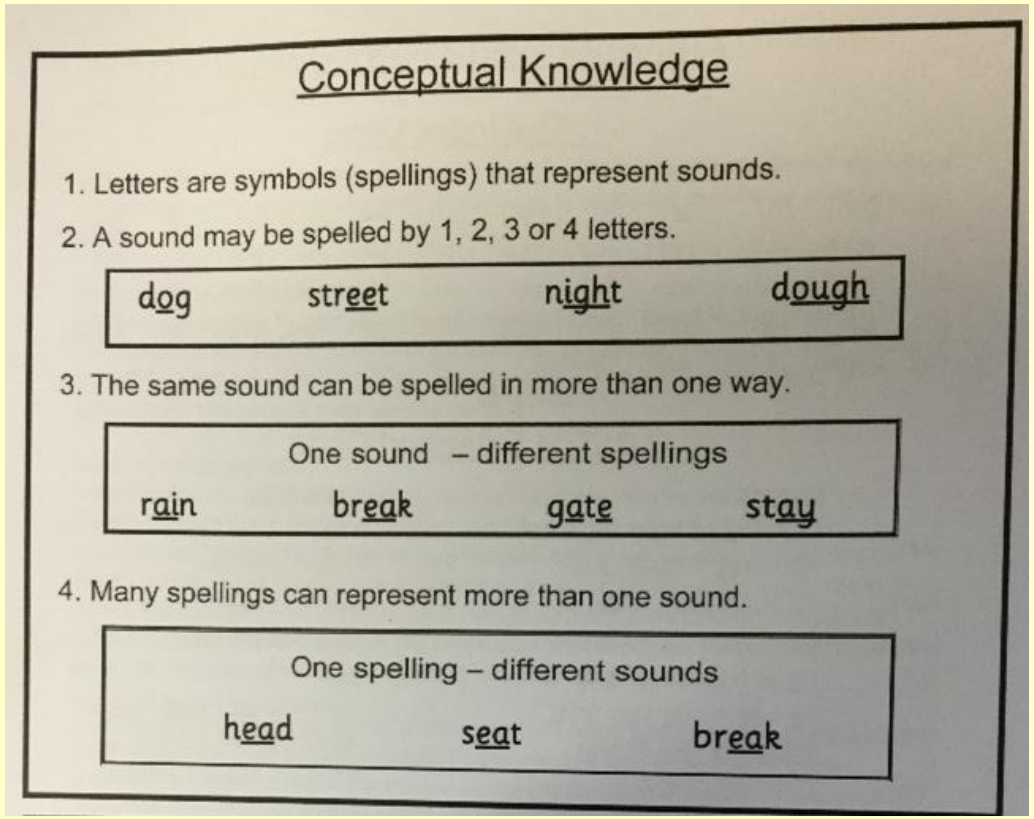


Sounds-Write

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.

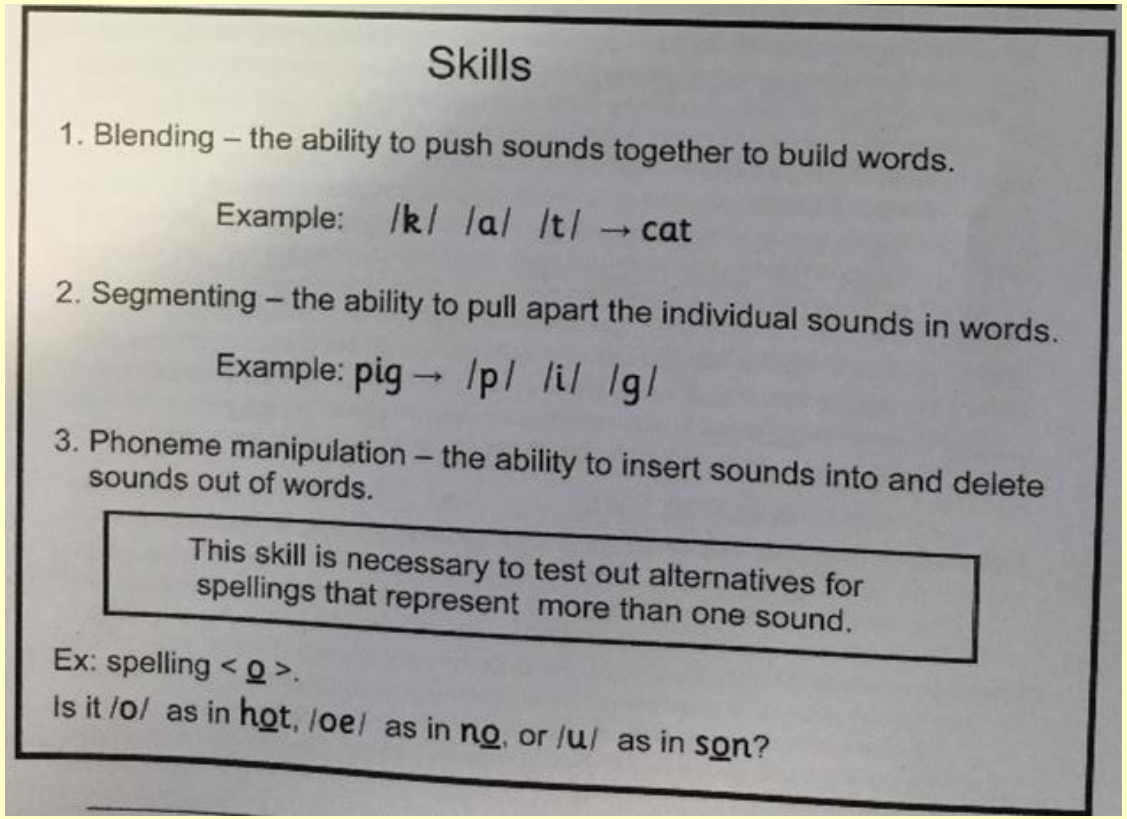
One sound – different spellings

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	big
	sh	fish
	air	hair
	augh	caught

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

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

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	neat	/ee/
	head	/e/
	great	/a_e/

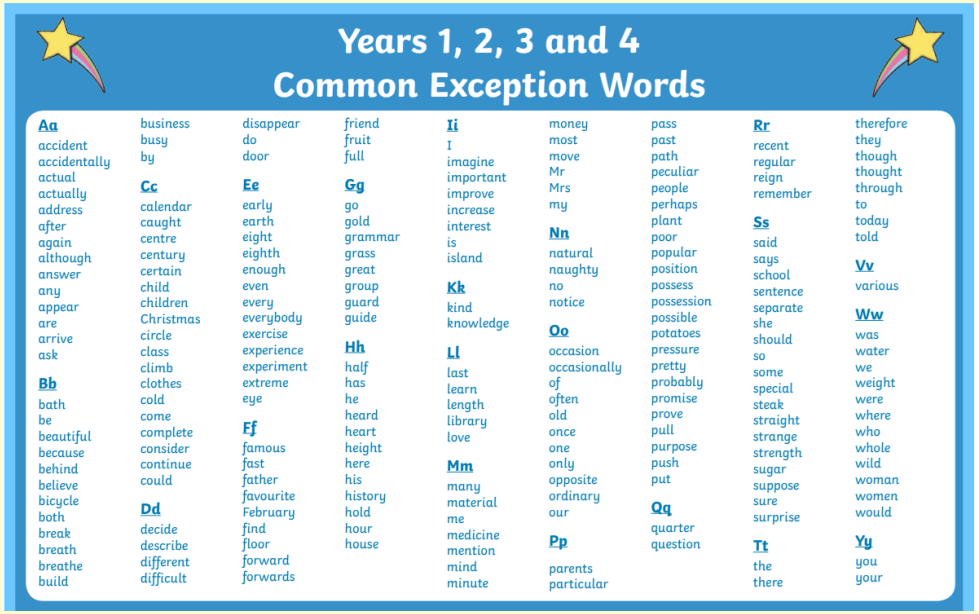
Phonics at HJS

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

Bb
bath
be
beautiful
because
behind
believe
bicycle
both
break
breath
breathe
build
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
disappear
do
door

Ee
early
earth
eight
eighth
enough
even
every
everybody
exercise
experience
experiment
extreme
eye

Ff
famous
fast
father
favourite
February
find
floor
forward
forwards
friend
fruit
full

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
strange
strength
sugar
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surprise

Tt
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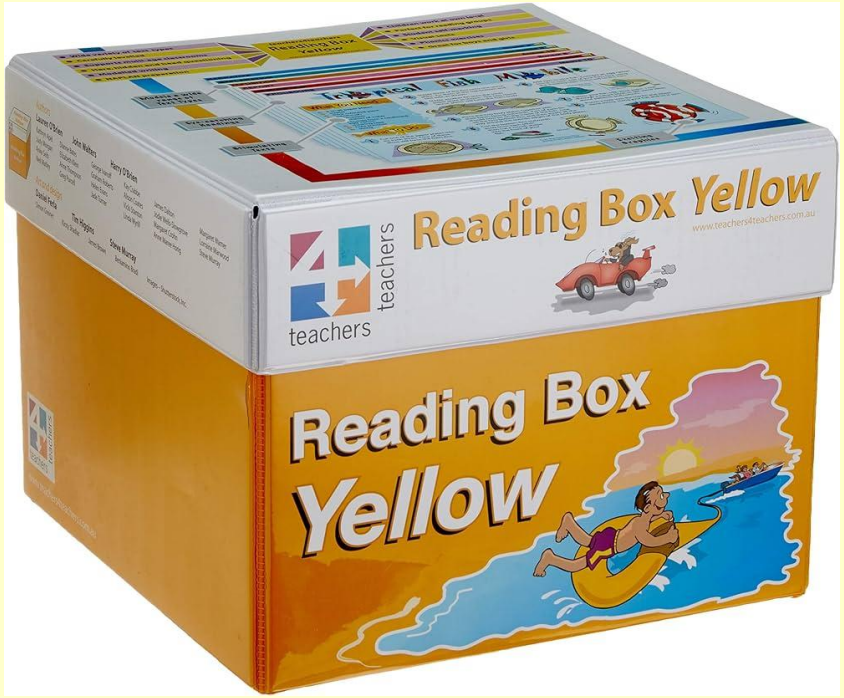
Vv
various

Ww
was
water
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would

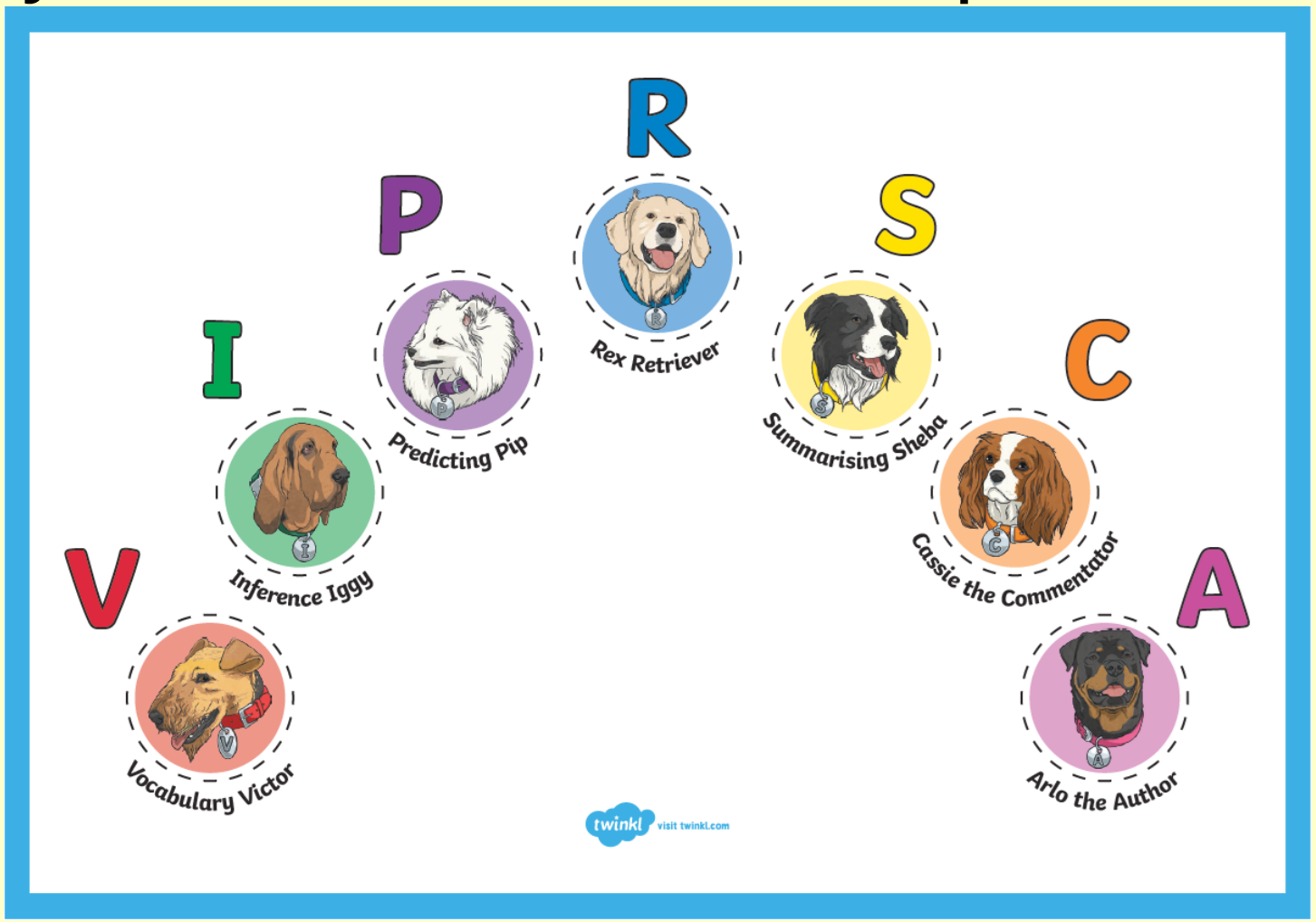
Yy
you
your

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.

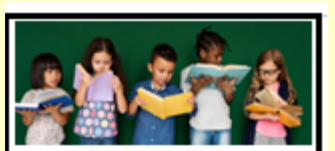
Collins BIG CAT KS2 Guided Reading Book Bands

- 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 this book at home?

Reading 1:1 with your child

Skill focus		Type of child	teaching sequence
decoding		Children who are still learning to 'sound out words' – mostly EYFS and ks1 children.	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.	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.
comprehension	Vocabulary Inference Prediction Explain Retrieval Summarise (Sequence in KS1)	Children who can read words and the flow of reading is good. Pick a comprehension focus to advance comprehension skills.	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.



Reading with Children at HJS

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	• 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.	• 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	• 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	• 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	• 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.	• 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	• 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	• 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	• 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	• 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	• 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	• 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

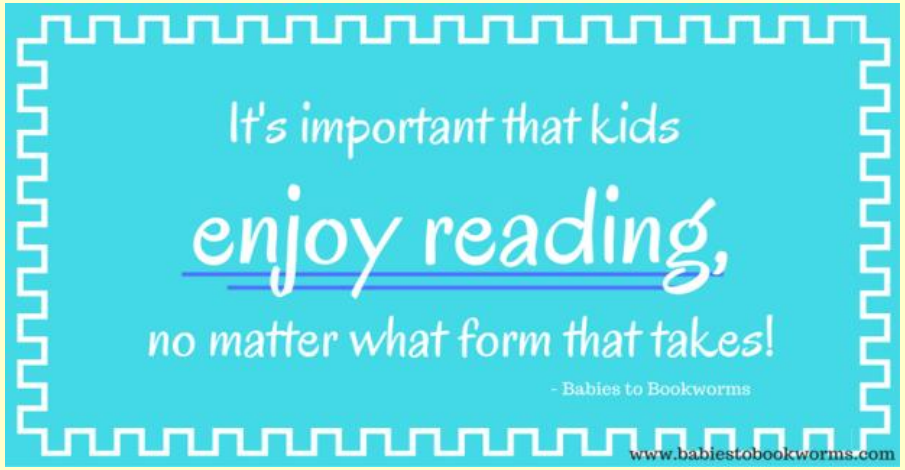












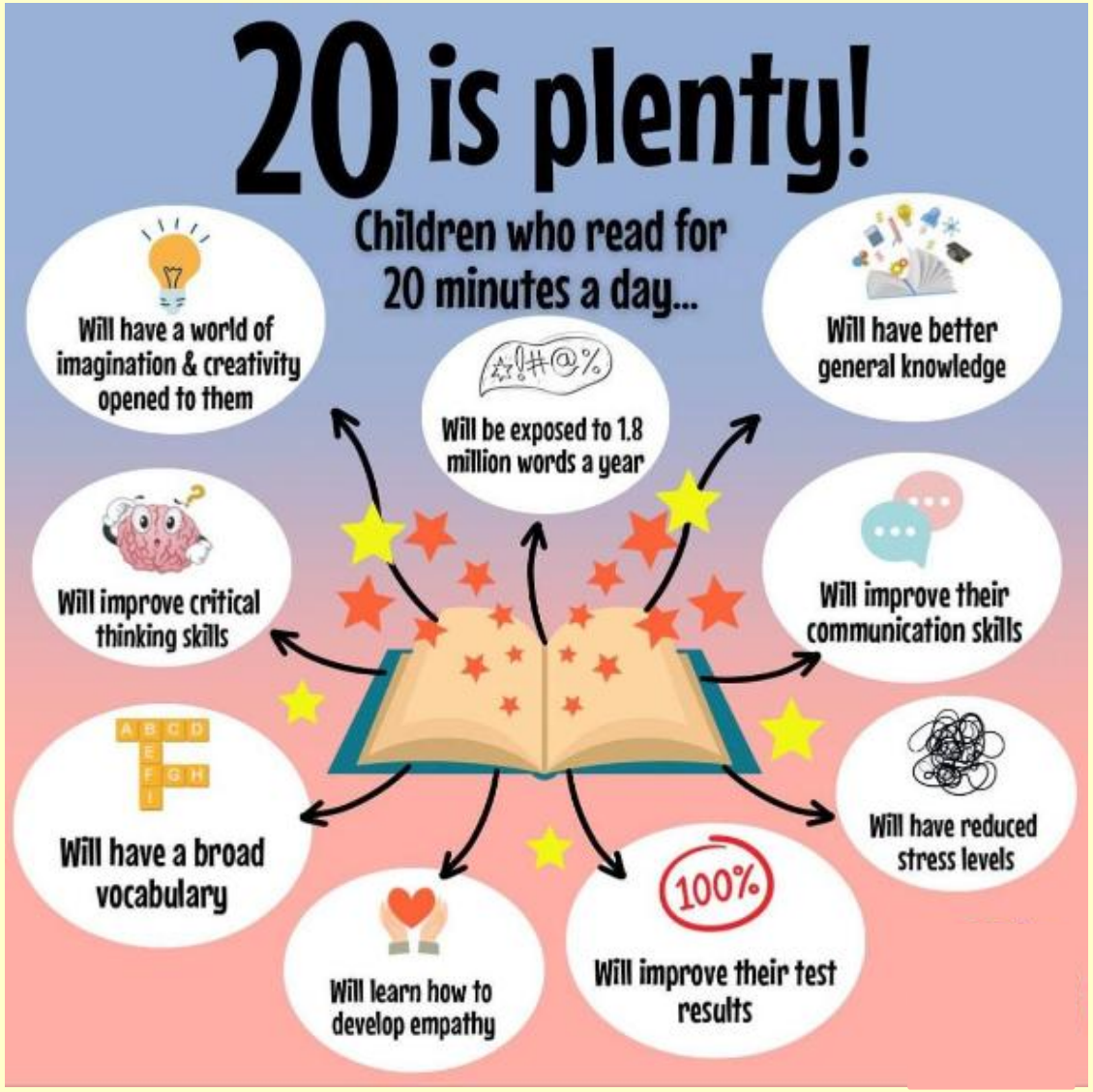




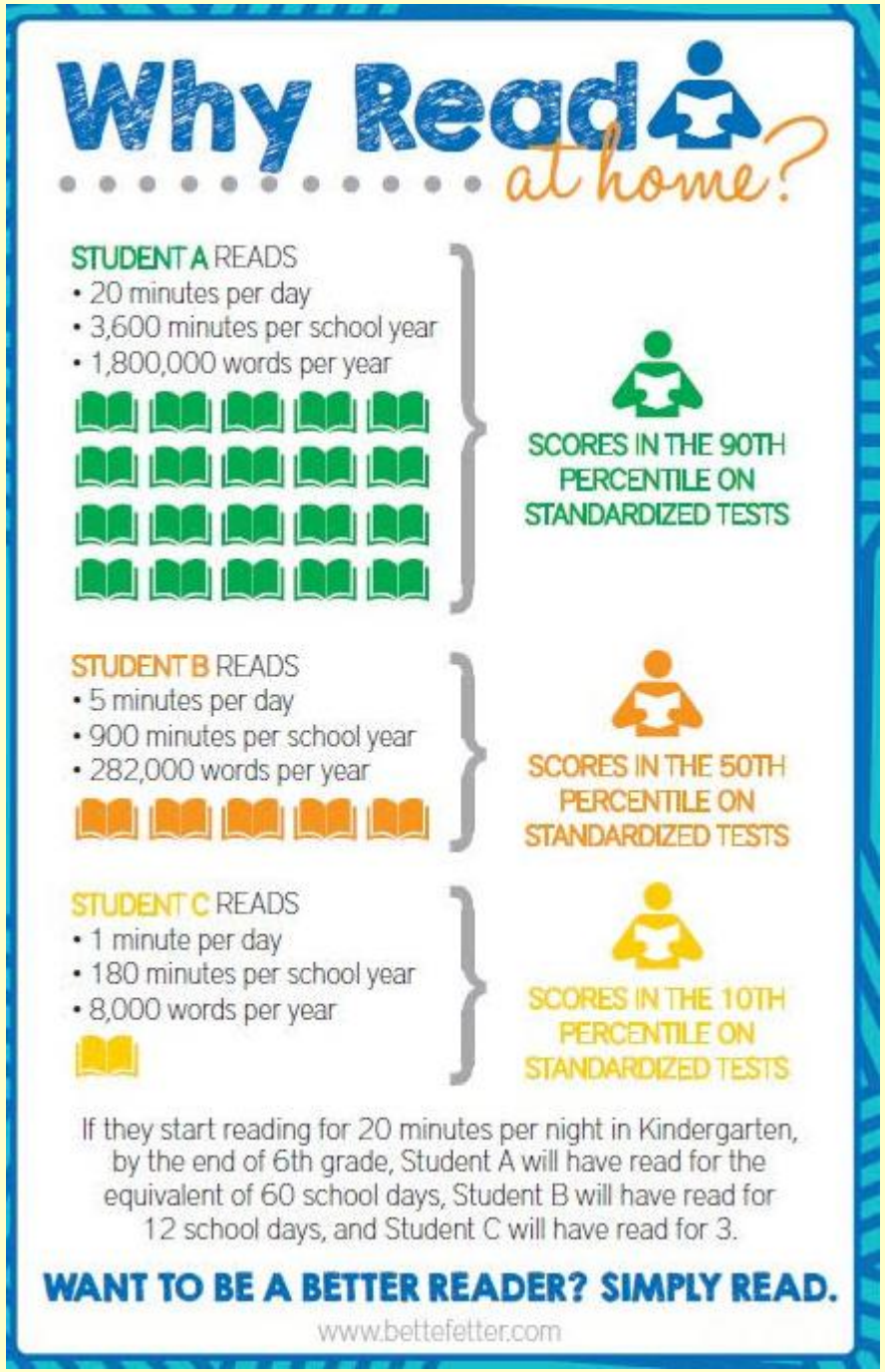


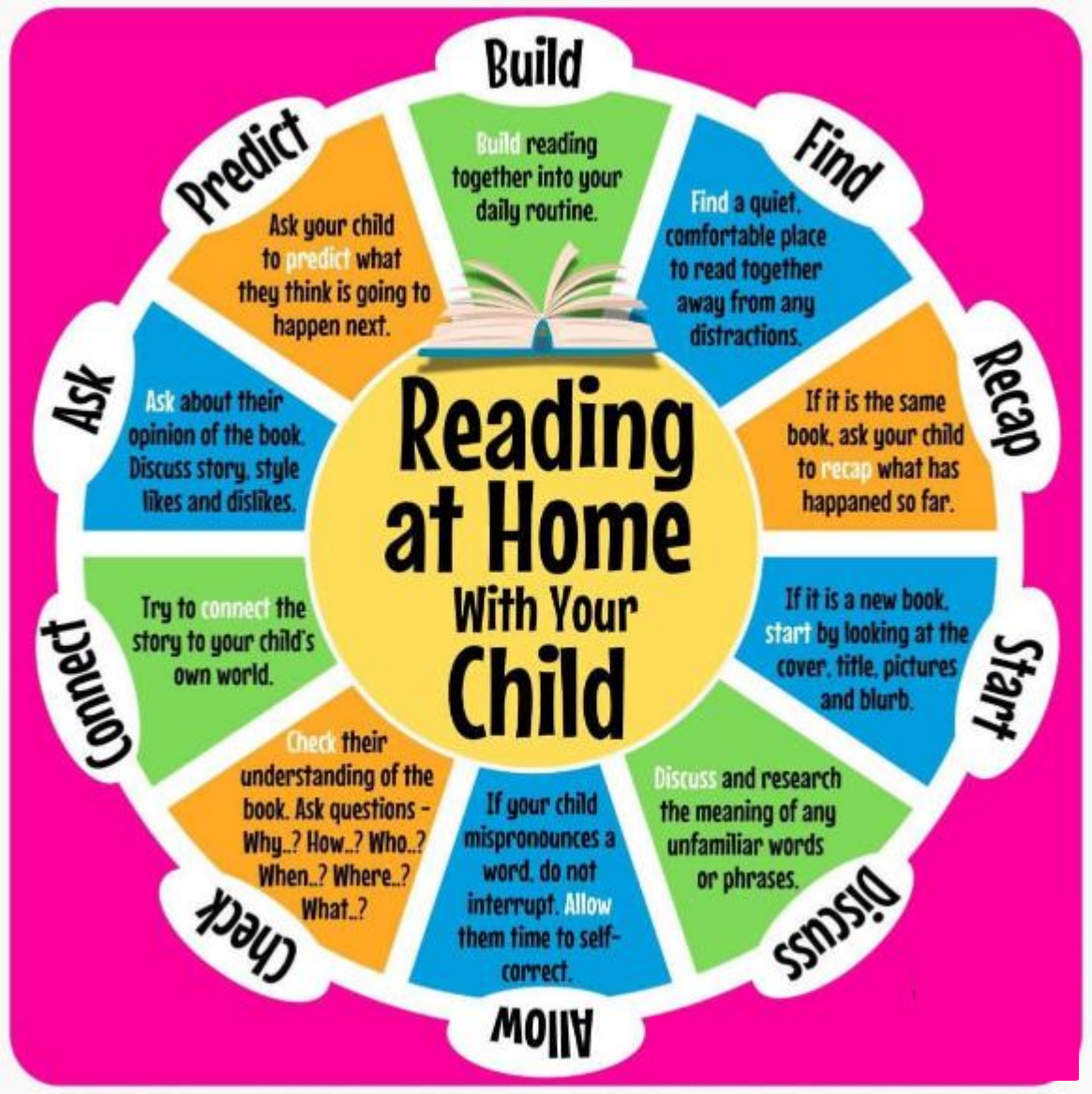
Supporting at Home





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

"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."

- 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

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/