

# Hampton Junior School

## Succeeding in Reading Parent Workshop 20<sup>th</sup> October 2023



# Welcome

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





# The importance of reading:



Every year in England, thousands of children leave primary school without the confidence and fluency in reading that they need. The impact on their learning, life chances and engagement with reading is significant. We need to ensure that every child can read well by the age of 11.

Specific groups are far more likely to fail. For some children this will be related to additional needs, but for many children the reason is less clear. The reading gap between boys and girls in England is one of the widest in the developed world. Children from poorer backgrounds are also more likely to fall behind. Every child should have the support they need to prevent this from happening.

This problem is reinforcing social and ethnic inequality and holding our economy back. If it is not addressed it will cost us £32.1 billion by 2025.<sup>1</sup>

Literacy Trust

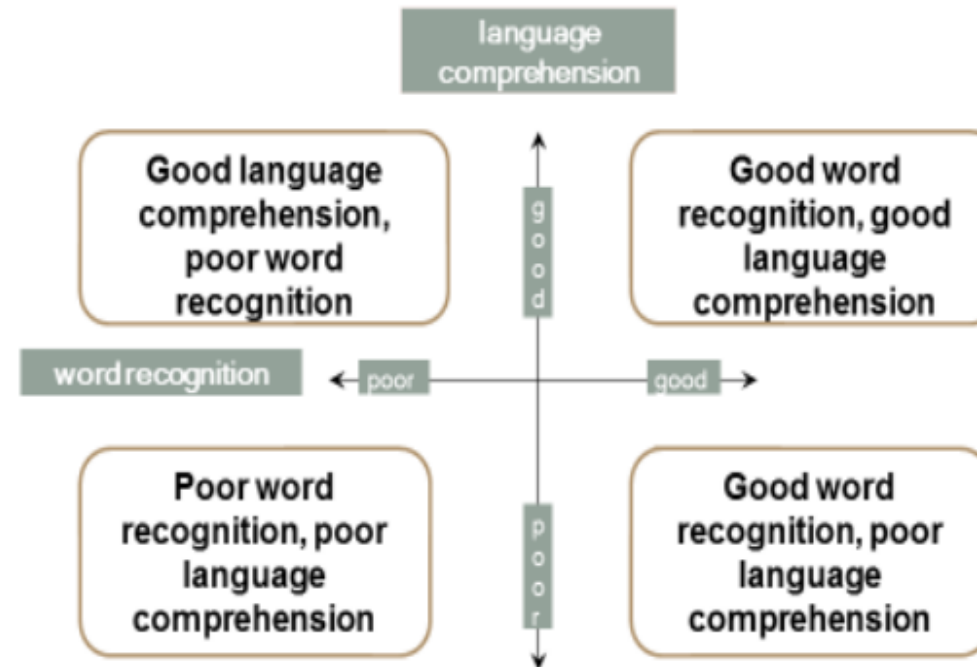
Teaching children to read as well as possible produces advantages for the individual. Without reading, it is impossible to access written information, on paper or online. Those who cannot read are also excluded from most social media. Crucially, being unable to read significantly narrows the range of work and life opportunities a person can access.

OFSTED





## The Simple View of Reading



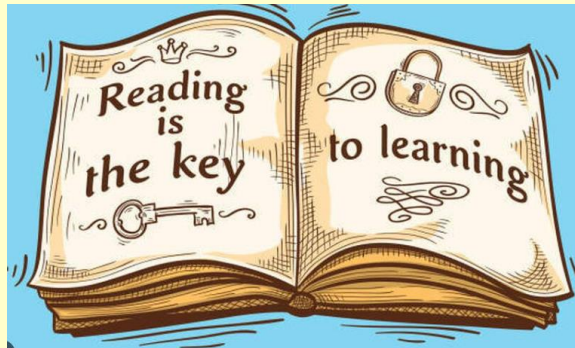
Two dimensions of reading → four possible outcomes



# 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



## STAGES AND SCHEMES

The types of books students need to read depend on their stage of reading development and reading purposes. Avoid schemes that do not align with the teaching sequence of their SSP program. However, narrowly limiting students to unfamiliar books within a specific level or colour band may hinder their motivation to read extensively and impede their development of fluent and confident reading. Once pupils are reading the last 'decodable' books from their SSP programme, they will already be able to read a whole host of other books independently.

## READING ACROSS THE CURRICULUM

Children should read across the curriculum; without books, children are reliant on remembering what their teachers say to them. There are many types of texts which can teach, reinforce or extend the content taught in the curriculum as well as exemplify the features of texts typical within subjects such as science, history and geography. When using texts from across the curriculum, teachers should consider the vocabulary and features that might need to be explained to children in order for them to have a clearer understanding.



# Reading Framework Updates July 2023



## TEACHING READING

It is important that talk and discussion are used to enable learning in the classroom across KS2 and KS3, again refraining from using an approach such as voluntary hands-up, where children can opt out of participating. Reading should be taught explicitly and require conscious effort from pupils. Great reading teaching develops pupils both in the moment and in developing excellent future habits. Effective teaching includes teachers reading aloud, pupils reading aloud, teacher modelling and explanation, and questioning.



## TRANSITION AND KEY STAGE THREE

At transition, pupils who are weaker readers should be identified. For struggling readers, Year 7 can be very hard - especially given the literacy demands and differences between subjects and teachers. Early identification and support can help prevent disengagement and will enable learning across the curriculum. It is useful for secondary teachers to understand how reading is taught in primary schools and ensure that children's love for reading is nurtured to enable them to become skilled readers.





## 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



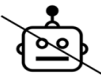
**Accuracy**

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.



### 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 <sup>67</sup>	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 /oe/	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/



# 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.

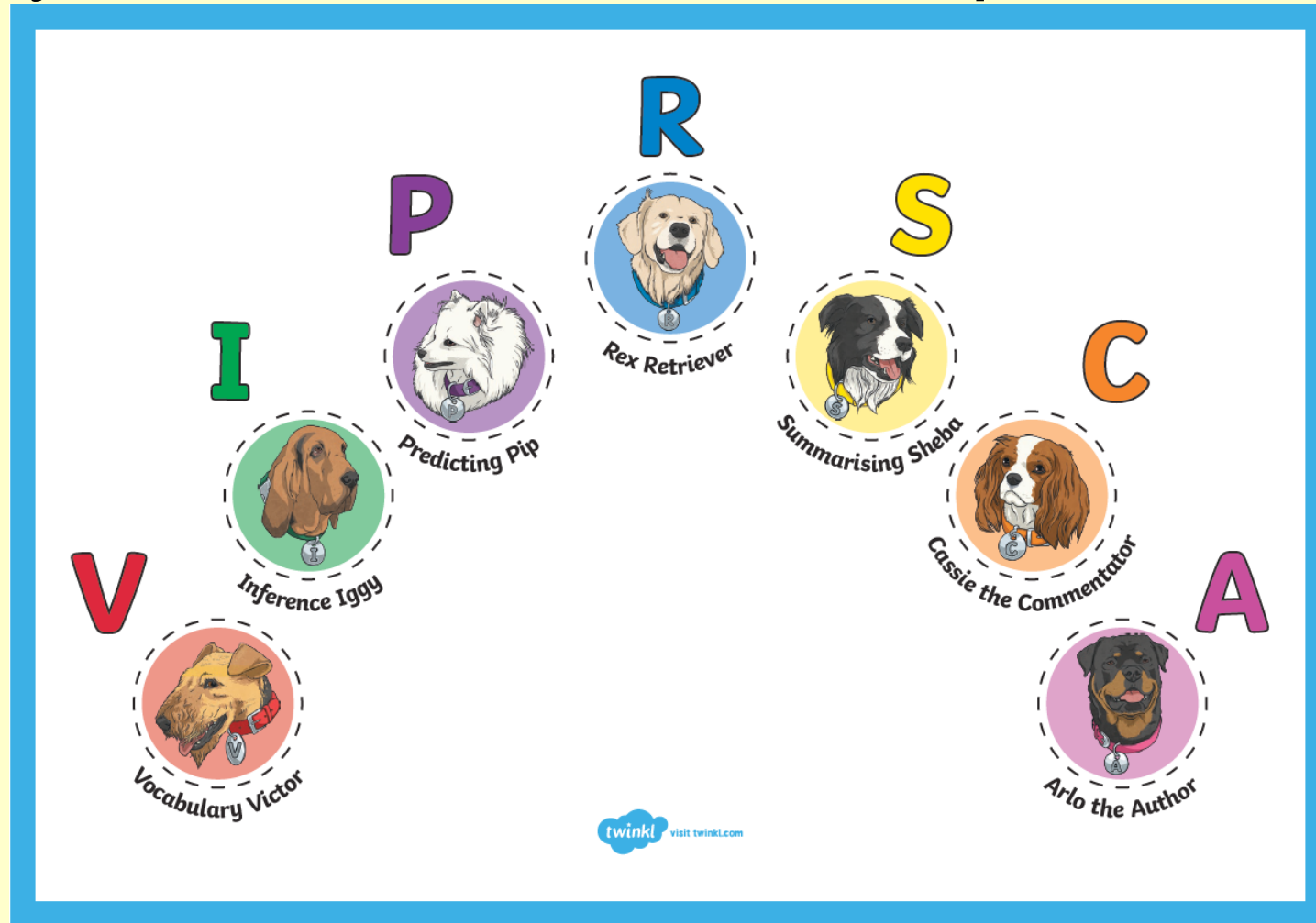
## DECODING

- 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							
<b>Aa</b> accident accidentally actual actually address after again although answer any appear are arrive ask	<b>Bb</b> bath be beautiful because behind believe bicycle both break breath breathe build	<b>Cc</b> calendar caught centre certain child children Christmas circle class climb clothes cold come complete consider continue could	<b>Dd</b> decide describe different difficult	<b>Ee</b> early earth eight eighth enough even every everybody exercise experience experiment extreme eye	<b>Ff</b> famous fast father favourite February find floor forward forwards	<b>Gg</b> go gold grammar grass great group guard guide	<b>Hh</b> half has he heard heart height here his history hold hour house
<b>Ii</b> I imagine important improve increase interest is island	<b>Kk</b> kind knowledge	<b>Ll</b> last learn length library love	<b>Mm</b> many material me medicine mention mind minute	<b>Nn</b> natural naughty no notice	<b>Oo</b> occasion occasionally of often old once one only opposite ordinary our	<b>Pp</b> parents particular	<b>Qq</b> quarter question
<b>Rr</b> recent regular reign remember	<b>Ss</b> said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise	<b>Tt</b> the there	<b>Vv</b> various	<b>Ww</b> was water we weight were where who whole wild woman women would	<b>Yy</b> you your	<b>Zz</b> zero zoo	<b>therefore</b> they though thought through to today told

# 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 Assessments 1 per term / 1 per half 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.	<ol style="list-style-type: none"> <li>1. Introduce book to child – tell them how much of the book they will read during this session.</li> <li>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.</li> <li>3. Spot out any words that the child may struggle with.</li> <li>4. Child to begin reading – use a mixture of adult reading and child reading (adult to model sounding out word then whole sentence reading)</li> <li>5. Finish with a discussion about what you have read together.</li> <li>6. Write comment relating to skill focus in reading record and class record.</li> </ol>
	expression/intonation	Children who can read words but the tone and speed is lacking to create flow.	<ol style="list-style-type: none"> <li>1. Introduce book to child – tell them how much of the book they will read during this session.</li> <li>2. Share the learning intention with the child (to increase speed/different voices for the different characters/noticing punctuation etc)</li> <li>3. Spot out any words that the child may struggle with.</li> <li>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.</li> <li>5. Child to begin reading – use a mixture of adult reading and child reading (adult to model using expression/changing voice etc)</li> <li>6. Finish with a discussion about what you have read together and congratulate child.</li> <li>7. Write comment relating to skill focus in reading record and class record.</li> </ol>
comprehension	Vocabulary	Children who can read words and the flow of reading is good. Pick a comprehensi on focus to advance comprehensi on skills.	<ol style="list-style-type: none"> <li>1. Introduce book to child – tell them how much of the book they will read during this session.</li> <li>2. Share the learning intention with the child (focus this on one part of the comprehension (VIPERS))</li> <li>3. Spot out any words that the child may struggle with.</li> <li>4. Child to begin reading – use a mixture of adult reading and child reading (adult to read to the child to aid the comprehension)</li> <li>5. Stop the child at different points and use questioning to check understanding. Have conversations related to the skill focus – discussion of inference etc.</li> <li>6. Finish with a discussion about what you have read together and congratulate child.</li> <li>7. Write comment relating to skill focus in reading record and class record.</li> </ol>
	Inference		
	Prediction		
	Explain		
	Retrieval		
	Summarise (Sequence in KS1)		



# Reading 1:1 with your child



	Key Reading Skills	Question Stems
Year 3 - Vocabulary	<ul style="list-style-type: none"> <li>use dictionaries to check the meaning of words that they have read</li> <li>discuss words that capture the readers interest or imagination</li> <li>identify how language choices help build meaning</li> <li>find the meaning of new words using substitution within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>Can you find this word in the dictionary?</li> <li>By writing in this way, what effect has the author created?</li> <li>What other words/phrases could the author have used here?</li> <li>How has the author made you feel by writing...?</li> <li>Which word tells you that...?</li> <li>Find and highlight the word that is closest in meaning to...</li> </ul>
Year 3 Inference	<ul style="list-style-type: none"> <li>children can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>justify inferences by referencing a specific point in the text.</li> <li>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>make inferences about actions or events</li> </ul>	<ul style="list-style-type: none"> <li>What do you think..... means?</li> <li>Why do you think that?</li> <li>Why do you think....?</li> <li>How do you think.....?</li> <li>Can you explain why....?</li> <li>What do these words mean and why do you think that the author chose them?</li> <li>Find and copy a group of words which show...?</li> <li>How does the description of ... show that they are...?</li> <li>Who is telling the story?</li> <li>Why has the character done this at this time?</li> </ul>
Year 3 Prediction	<ul style="list-style-type: none"> <li>justify predictions using evidence from the text.</li> <li>use relevant prior knowledge to make predictions and justify them.</li> <li>use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Can you think of another story with a similar theme?</li> <li>Which stories have openings like this?</li> <li>Do you think that this story will develop the same way?</li> <li>Why did the author choose this setting? Will that influence the story?</li> <li>What happened before this and what do you think will happen after?</li> <li>Do you think the setting will have an impact on plot moving forward?</li> </ul>

**Year 3 question stems for comprehension**

Year 3 Explaining	<ul style="list-style-type: none"> <li>discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</li> <li>recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>What is similar/different about two characters?</li> <li>Explain why... did that.</li> <li>Describe different characters' reactions to the same event.</li> <li>Is this as good as...?</li> <li>Which is better and why?</li> <li>Why do you think they chose to order the text in this way?</li> <li>What is the purpose of this text and who do you think it was written for?</li> <li>What is the author's viewpoint? How do you know?</li> <li>How are these two sections in the text linked?</li> </ul>
Year 3 Retrieval	<ul style="list-style-type: none"> <li>use contents page and subheadings to locate information</li> <li>learn the skill of 'skim and scan' to retrieve details.</li> <li>begin to use quotations from the text.</li> <li>retrieve and record information from a fiction text.</li> <li>retrieve information from a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>Who are the characters in this text?</li> <li>When / where is this story set? How do you know?</li> <li>Which part of the story best describes the setting?</li> <li>What do you think is happening here?</li> <li>What might this mean?</li> <li>How might I find the information quickly?</li> <li>What can I use to help me navigate this book?</li> <li>How would you describe the story?</li> <li>Whose perspective is the story told from?</li> </ul>
Year 3 Summarise	<ul style="list-style-type: none"> <li>identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>begin to distinguish between the important and less important information in a text.</li> <li>give a brief verbal summary of a story.</li> <li>teachers begin to model how to record summary writing.</li> <li>identify themes from a wide range of books</li> <li>make simple notes from one source of writing</li> </ul>	<ul style="list-style-type: none"> <li>What is the main point in this paragraph?</li> <li>Sum up what has happened so far in X words or less.</li> <li>Which is the most important point in these paragraphs?</li> <li>Do any sections/paragraphs deal with the same themes?</li> <li>Have you noticed any similarities between this text and any others you have read?</li> <li>What do I need to jot down to remember what I have read?</li> </ul>

# Love of Reading at HJS



- Reading Ambassadors – 2 children in each class
- Reading shed
- Hampton Library visits
- ERIC sessions
- “Class reads”
- Book Fair
- Author Day
- World Book Day

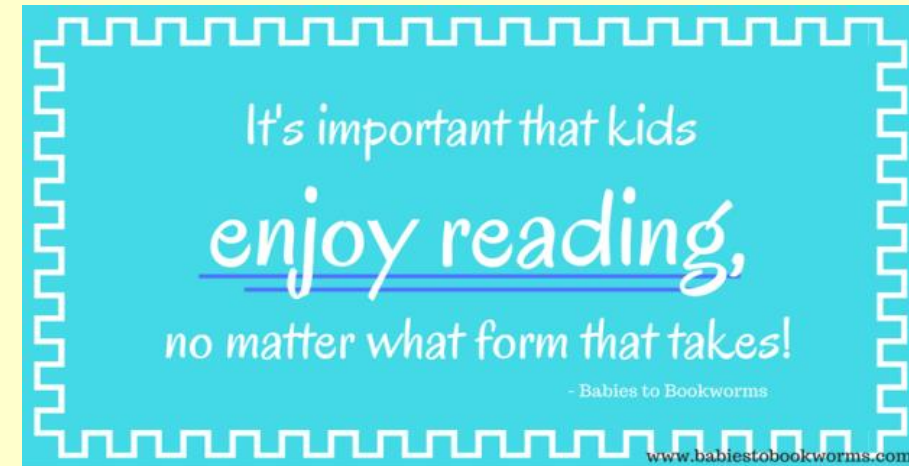


# Supporting at Home



“  
READ  
”

read and read  
some more!





# The Five Finger Rule





# 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 