



**Let's read!**

# Aims and objectives

- What are the New Curriculum expectations?
  - What are the key reading principles?
    - Why do we use WRI?
      - Home reading
  - What is the speed reading challenge?
- Is my child reading the correct level books?

# What are the New Curriculum expectations?

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

# What are the key reading principles?

In 2002 the Organisation for Economic Cooperation and Development (OECD) reported that:

“Being more **enthusiastic** about reading and a **frequent reader** was more of an advantage on its own than having educated parents in good jobs.”

enthusiastic reader + frequent reader = power to become agents of their own learning

# What are the key reading principles?

- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

# What are the key reading principles?

Reading is fundamental to how we think, how we behave, how we perceive and interact with the world.

Let's think how much we read in a day:





What are the key reading principles?

We do it without thinking, it just happens.

Why?

For us confident and fluent readers, it is second nature.

So, it's natural, that we would want the same for our children.

However....

What are the key reading principles?

For children to become sophisticated and motivated readers, who want to read more, we must actively and passionately teach them reading skills and love of reading.

# What are the key reading principles?

## The Many Strands that are Woven into Skilled Reading (Scarborough 2001)

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts etc)

VOCABULARY  
(breadth, precision, links etc)

LANGUAGE STRUCTURES  
(syntax, semantics etc)

VERBAL REASONING  
(reference, metaphor etc)

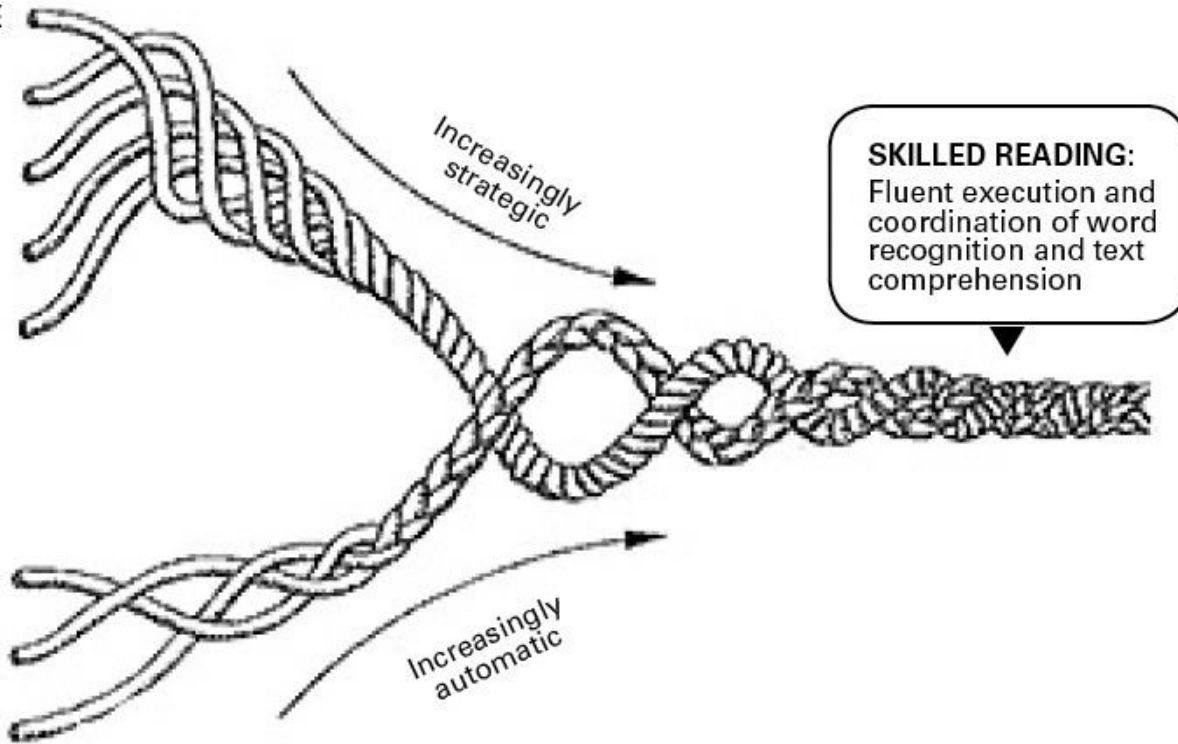
LITERACY KNOWLEDGE  
(print concepts, genres etc)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes etc)

DECODING (alphabetic principle  
spelling-sound correspondence)

SIGHT RECOGNITION  
(of familiar words)



# What are the key reading principles?

Being able to read does not mean you understand what you read.  
Your child might sound like a good reader but may not necessarily understand what the text means.



# What are the key reading principles?

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.

What are the key reading principles?

**What are we doing in school  
to support your children with  
reading?**

What are the key reading principles?

WORD RECOGNITION

Miss Hannah Chandler to present



# These are all the strands children will need to know by year 6

Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text

# What are the key reading principles?

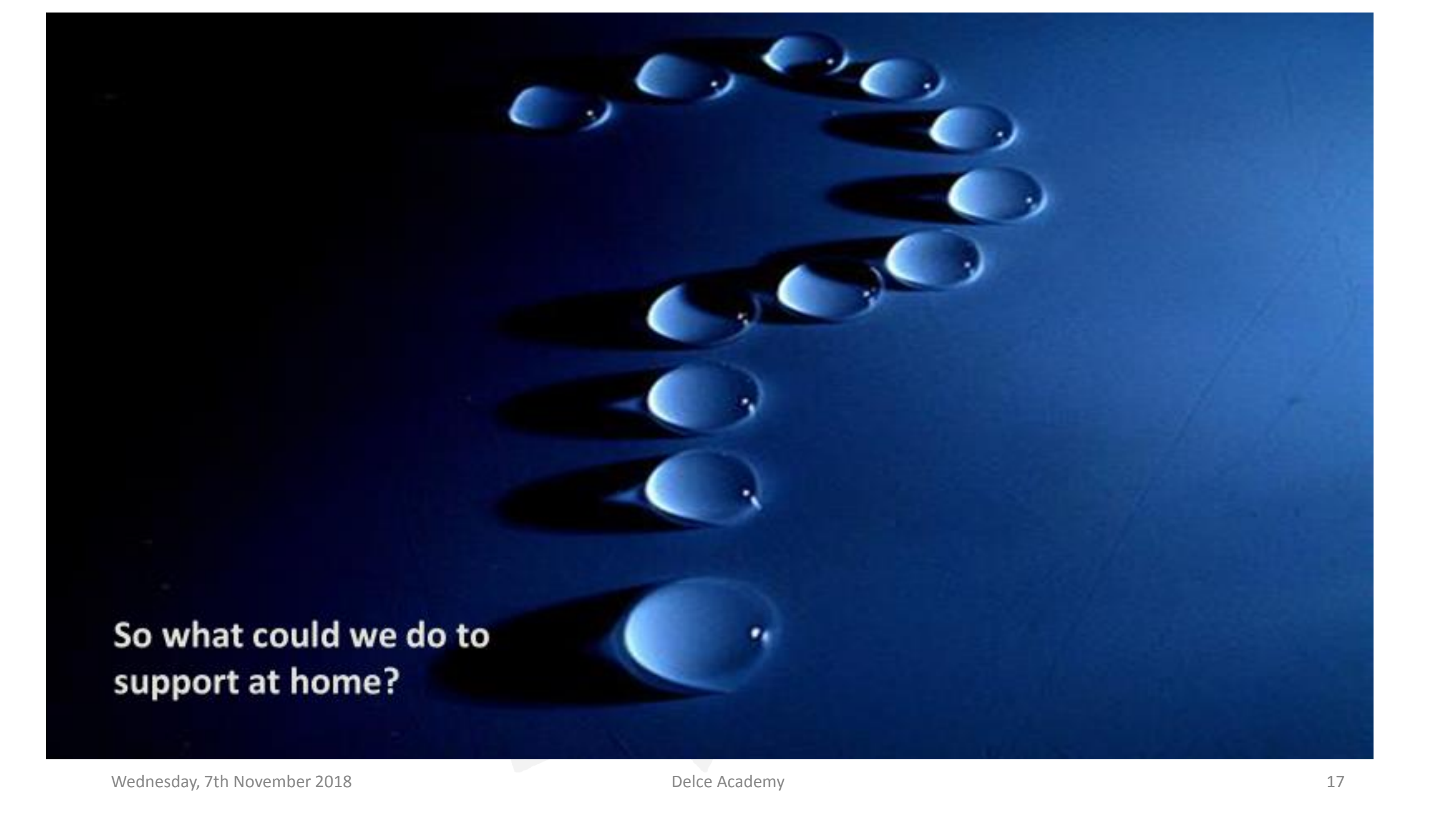
## LANGUAGE COMPREHENSION

### GUIDED READING STRUCTURE

CYCLE 1 (age expected reading books – supported by the teacher)	CYCLE 2 (independent level books – independent, pair and group work)
<ol style="list-style-type: none"><li>1. Pre-Read</li><li>2. Analysis</li><li>3. Conference</li><li>4. GPQ</li><li>5. Creative Curriculum Activity</li></ol>	<ol style="list-style-type: none"><li>1. Pre-Read</li><li>2. Analysis</li><li>3. Conference</li><li>4. GPQ</li><li>5. KPI Comprehension</li></ol>

Although reading can be taught in a  
classroom,  
it must be practised.

“Parents must remember its not their job to  
teach kids to read, it is to encourage them to  
love books.”

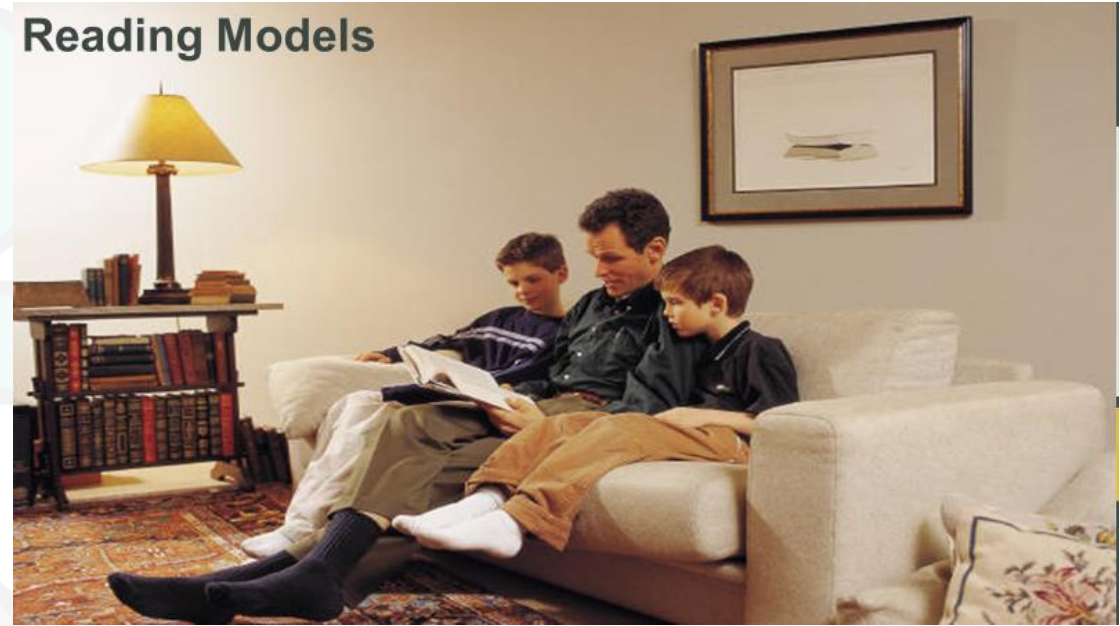


**So what could we do to  
support at home?**

Take an interest in what they are reading and listen to them read



## Reading Models



Encourage them to read something new.





## Suggestions for Parents

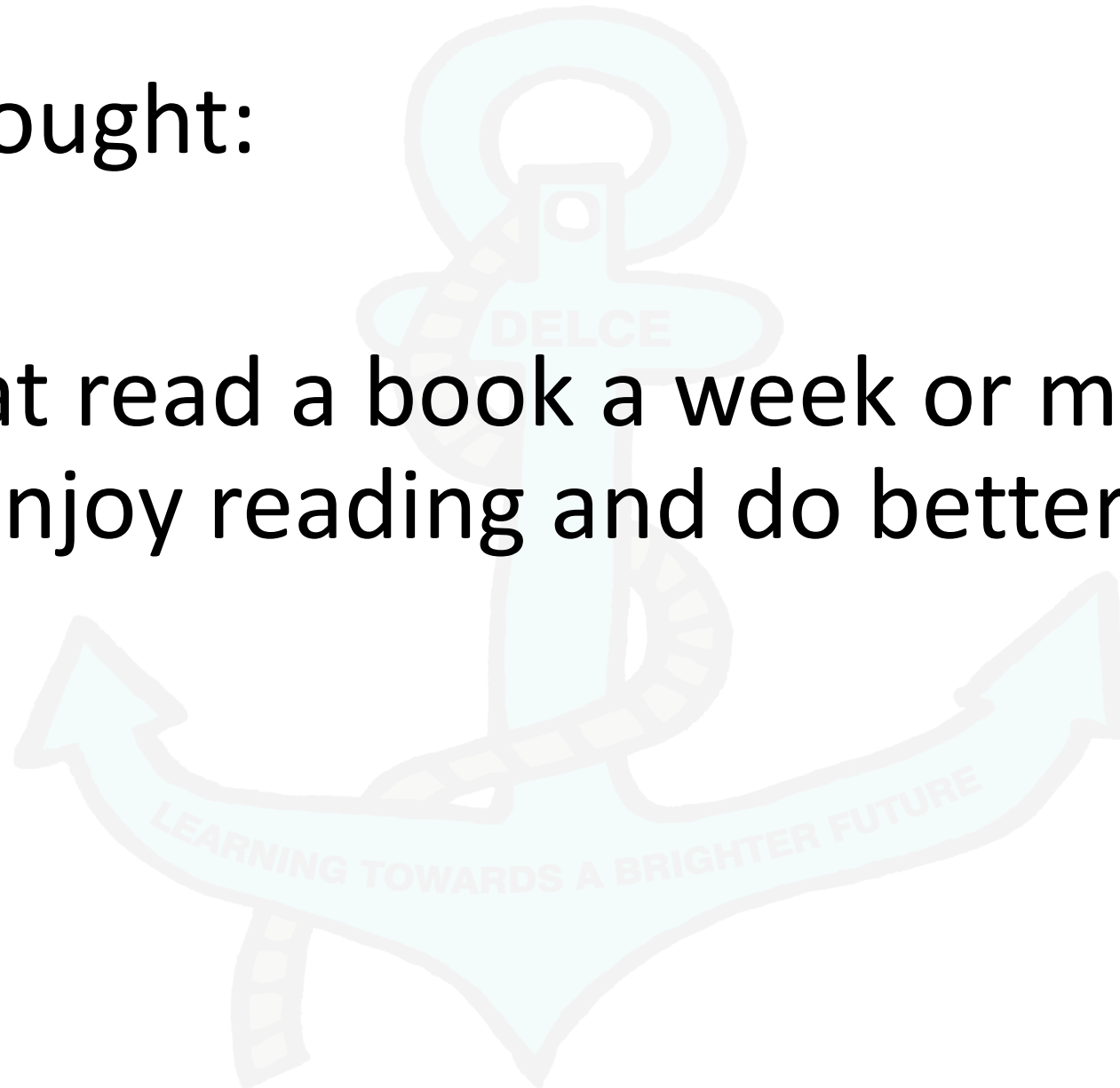
- Positive attitude to books
- Role models with reading
- Reading initiatives e.g. Seeing authors, going to book clubs at the library
- Book experiment (encouraging use of kindle, ipads, different genres, newspapers, comics)
- Books & Reading material around the home
- Reading supported and encouraged
- Questions asked about the books read
- Read a book together.

# Questioning to support your children at home?

- Do you like this book?
  - Do you like this character?
  - It's a good story isn't it?
  - Do you like reading?
  - Are you good at reading?
  - Do you like this kind of story?
  - What do you like about this book?
  - What do you think of this character?
  - Why do you think this is a good story?
  - What's great about reading?
  - Why are you a good reader?
  - What is it about these stories that you like so much?
- Change these questions so that the answers cannot be yes or no.

A final thought:

Those that read a book a week or more were likely to enjoy reading and do better in school.



# What is the speed reading challenge?

Aim: to practise reading at speed

Method:

- each child will receive a 100 words long text at the age expected level (as part of their homework pack)
- children practise reading the text daily (once)
- children time how long it took them to read the text and make a note of the time in their Reading Record
- children read all the words correctly and with expressions, taking notice of punctuation

Outcome:

- Children are able to read the whole text within 60 seconds (after 5 days)

# Is my child reading the correct level books?

An example of colour banding linked to reading stages expected at end of year

	Independent	Instructional (expected for end of year )	challenge
	A child can read it alone with ease, accuracy and fluency. They may make errors but can easily sort them out. They are confident in applying all the reading strategies independently without support. They can use the strategies independently to get the most out of the text.	A child can read it independently but there are some errors or evidence of the child having to work to sort the reading out. They are using phrasing and fluency but might be slowing down at points of difficulty. The challenge is not so great that they lose control and not so easy that there are few learning opportunities. They can summarise and talk beyond the text but may need support to think deeper and engage more fully with the text.	These may need more support with comprehension and themes. They may be texts that would need a richer discussion in order to fully access the text. There may be more challenging vocabulary or text structures, complex themes or literary devices. More work on the context or theme may be required before or during reading.
Year 6	Magenta	Black	Silver
Year 5	Grey	Magenta	Black
Year 4	Brown	Grey	Magenta
Year 3	Lime	Brown	Grey
Year 2	Gold	White	Lime

# Q & A

