Reading Workshop

How do we teach your child to read?

How are we doing as a school?

How can you support your child in reading at home?
How are we doing as a school?

<table>
<thead>
<tr>
<th></th>
<th>Our school</th>
<th>Southend data</th>
<th>National data</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLD</td>
<td>77%</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>PHONICS</td>
<td>90%</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>KS1 READING</td>
<td>Expected: 87% Exceeded: 45%</td>
<td>Expected: 78% Exceeded: 31%</td>
<td>Expected: 76% Exceeded: 25%</td>
</tr>
</tbody>
</table>

**Good level of development**
Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.
How do we teach your child to read?

- Group guided Reading
- Book fairs/Book Week
- Individual Reading
- Using the Library.
- Phonics and spelling rules.
- Shared/Active reading
- Stimulating learning environment.
What is Phonics?

- There are 26 letters in the alphabet but these can be combined in hundreds of different ways to make the 44 phonemes (sounds), which can be confusing:
  - oi - spoil
  - oy - toy
- During FS and year 1, children are taught how to combine letters to make sounds, and how to put the sounds together to make words. As they move into year 2, they will be taught spelling rules.
- These skills are crucial for both reading and writing.
- 20 minute sessions are carried out daily.
What is Guided Reading?

- Children in groups of approximately six.
- Weekly/fortnightly session.
- The level of text is matched to the group.
- Each session is carefully planned for using strategies to read independently as well as developing comprehension skills.
- The teacher will use these ongoing assessments to reach a termly judgement as to what standard the children have reached and what the next steps are.
What is Active Reading?

- Whole class sessions.
- Weekly/fortnightly session.
- The level of text is above the reading standard of the class.
- Opportunity to teach and model strategies and skills particularly prediction and comprehension.
- The teacher will use these ongoing assessments to reach a termly judgement as to what standard the children have reached and what the next steps are.
1. It's the most important thing you can do to help your child succeed. Research evidence shows that your involvement in your child's reading and learning is more important than anything else in helping them to fulfil their potential.

2. Books contain new words that will help build your child's language and understanding. Children who are familiar with books and stories before they start school are better prepared to cope with the demands of formal literacy teaching.

3. Reading together is fun and helps build relationships.

4. The impact lasts a lifetime. Readers are more confident and have greater job opportunities.

5. Children learn by example, so if they see you reading, they are likely to want to join in. Reading with children, or talking about what they have read, is a wonderful way to show that it is an important and valued way to spend free time.
Comprehension

Why test comprehension???

Read the following passage and answer the questions:

Ron im illy bashtruf. Ini vasby ti desh pinskay. Ini vasby ti poosh farnow.

1. Corto im Ron?
2. Corsee bo ini vas ti?
3. Cormas bo ini vas ti desh pinskay?
4. Colton tosh Ron poosh van?
Comprehension

Why the focus on comprehension???

Ron is a girl. She went to the park. She went to play football.

1. Who is Ron?
2. Where did she go?
3. Why did she go to the park?
4. Who will Ron play with?

THERE IS NO POINT IN BEING ABLE TO DECODE IF YOU CANNOT COMPREHEND!!!
Comprehension

Why the focus on comprehension???

- Literal meaning
- Prediction
- Inference
- Deduction
- SKILLS FOR LIFE!
How to ask ‘good’ questions.

There are three types of questions. Can you spot any of these in the video?

**RETRIEVAL**

The answer is in the text.

**DEDUCTIVE INFERENCE**

The clues are in the text.

**INDUCTIVE INFERENCE**

Using your own opinion and knowledge of the world.
Reading test.

- Except for exceptional circumstances, all pupils will take the tests.
- 2 papers
- Not strictly timed
- All children need to take both papers
- A score will later be converted to a scaled score.
- National standard will be 100.
“Where are we going?” Monster asked nervously.

“To that island,” said Frog, pointing towards a tiny spot on the horizon.

“It’s a long way,” said Monster. “I don’t think I like boats.”

Monster was beginning to feel seasick.

8 What could Frog see on the horizon?

Tick one.

- a boat
- the sun
- an island
- a beach

9 Find and copy one word which tells you that Monster was not feeling well in the boat.
Plastics are now made from oil, coal and natural gas. We are using these things so fast that the Earth’s supplies may run out. Scientists are investigating new ideas for making plastics from plants such as sweet potato, bamboo and flax.

What you can do to help

**Re-use**
You can re-use lots of plastic objects. Plastic bottles can be re-used many times, rather than throwing them away after each drink. Unwanted plastic goods, such as CDs and toys, can be donated to charity shops.

**Reduce**
Another thing we can do to help is to use less plastic. For example, many people are using fewer plastic bags for their shopping.

**Recycle**
Recycling is a good way to get rid of unwanted plastics. Recycled waste materials are used again to make new products. However, this can be difficult as different types of plastic need to be recycled in different ways. Some plastics can be melted
Put ticks in the table to show which sentences are **true** and which are **false**.

One has been done for you.

<table>
<thead>
<tr>
<th>The information says that...</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>recycling is a good way to get rid of unwanted plastics.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>we should use more things made of plastic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>today we use plastics a lot.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plastic is hard to get rid of.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plastics rot.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Why can plastics be dangerous when they melt?

12. Give **two** problems with landfill sites.
   1. 
   2. 

13. What are most plastics made from today?
   
   Give **two** things.
   
   1. 
   2. 
So, how can I support my child with reading at home?

Reading words/phrases in your environment.

Bedtime Stories

‘secret’ messages

Support and encouragement

Enjoying a wide range of reading materials.

Using libraries

Reinforcing taught phonemes/sight words

Opportunistic i.e. recipes etc

Ask ‘good’ questions.

Your child is never too old to read to you or for you to read to them!!!

Make reading a pleasure! Make it fun! Help your child to enjoy books!
Any questions??