



READING WORKSHOP



Aim of the workshop

- To share the importance of reading (national curriculum aims)
- What is reading for pleasure?
- What does reading in school look like?
- How can I help my child read at home?
- How can I motivate and encourage my child to read for pleasure?

National curriculum Aims KS1/KS2

- To read easily, fluently and with good understanding.
- To develop the habit of reading widely and often, for both pleasure and information.

National curriculum Aim KS1/KS2

- All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Key Stage 2 (Year 3,4, 5 and 6)

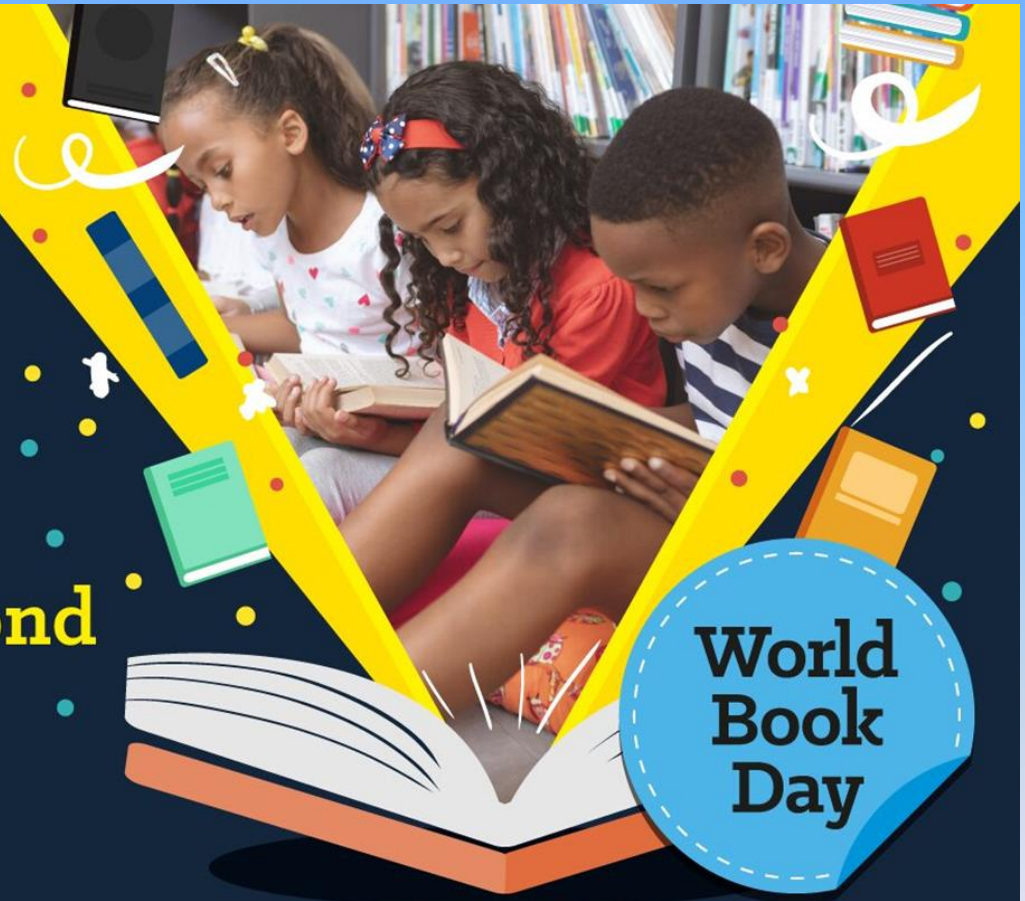
- It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Reading for Pleasure

Reading for
pleasure from
an early age
**benefits children
throughout their
education and beyond**

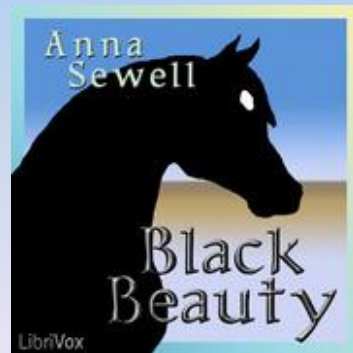
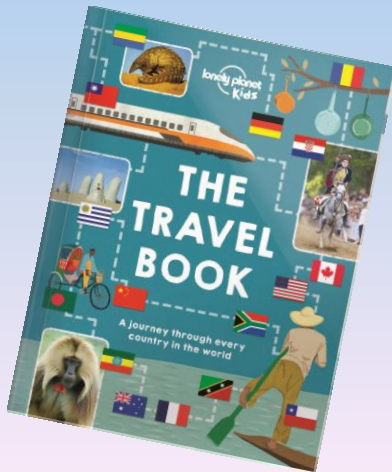


Department
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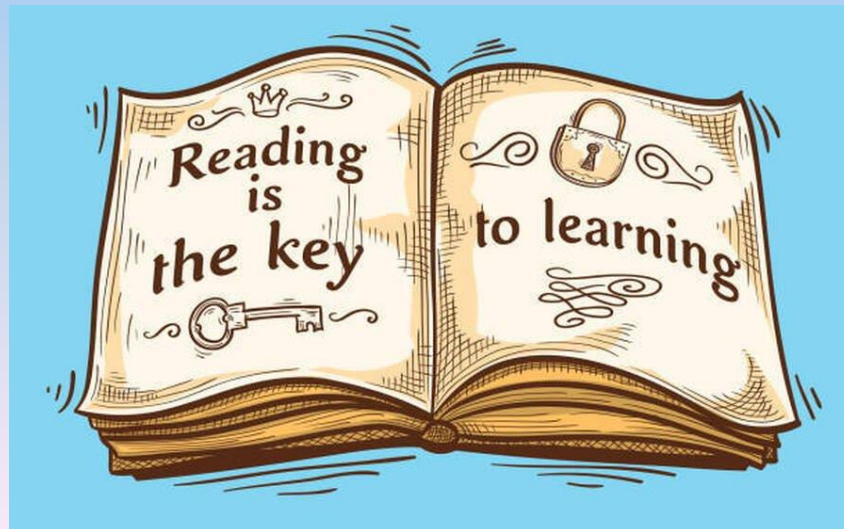
What is Reading for Pleasure?

Anything from poetry to instruction manuals, magazines, comics, biographies, fiction, history, information – it's a lifelong resource. You can do it anytime, anywhere!



The Power of Reading!

- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards.
- 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.



Why is it SO important?

- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.
(Clark 2011; Clark and Douglas 2011)
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status. (OECD, 2002)

Why else is it SO important?

- Reading for pleasure has been associated not only with increases in reading attainment but also with writing ability, text comprehension, grammar, breadth of vocabulary, attitudes, self confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature and decision-making.

(Clark & Rumbold, 2006; Howard, 2011)

Escapism

Engagement

Empathy

**What is reading
for pleasure?**

Entertainment

Enjoyment

Enlightenment

Reading in School

- Phonics sessions
- Spelling and phonics sessions
- English lesson with a reading focus
- High quality texts
- Reading aloud in all subjects
- Quiet reading
- Whole class story time
- 1:1 reading with an adult



READING AT HOME



- Make time
- Actively engage with the text
- Echo reading
- Paired reading
- Your child is NEVER TOO OLD to be read to

BE A READING ROLE MODEL

Parents are the #1 source of encouragement for kids ages 6–17 to read books for fun

82%

Followed by teachers & school librarians

67%



Kids & Family Reading Report™: 6th Edition
#KFRR | scholastic.com/readingreport

 SCHOLASTIC



Reading Requires Two Skills:

Phonics & Word Recognition

- The ability to blend letter sounds (phonemes) together to read words.
- The ability to recognise words presented in and out of context.

Understanding

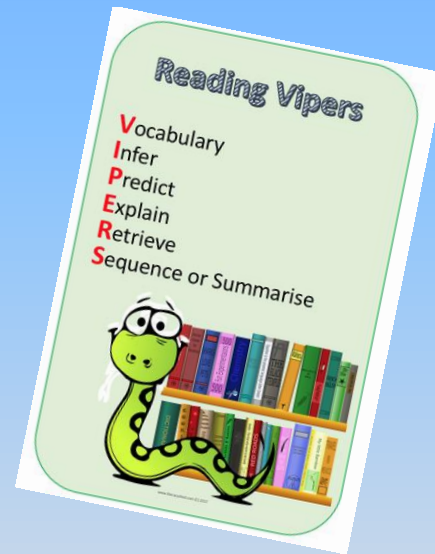
- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.

*Remember:

- 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 Reading Vipers?

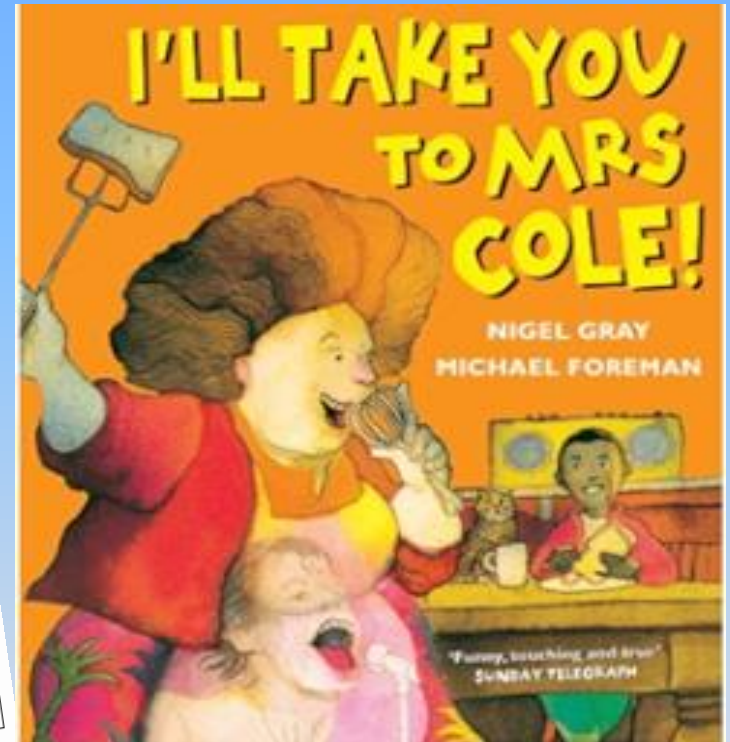
- VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum.
- They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.



- The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Example: I'll Take You To Mrs Cole!

Double Pages 1 and 2	
Vocabulary	<p>What is laying a table?</p> <p>Find rhyming words.</p> <p>Find a word that shows that the boy is thinking about his visit.</p>
Infer	<p>What was the boy doing instead of laying the table?</p> <p>How does the author make Mrs Cole's house look scary?</p> <p>Why does the boy have to put on his hat and coat?</p>
Predict	<p>Predict whether mum will actually take him to Mrs Cole's.</p> <p>Predict what will happen at Mrs Cole's house.</p>
Explain	<p>Why do you think the author says dirty and noisy separately?</p>
Retrieve	<p>Why is mum annoyed?</p> <p>What does she threaten to do?</p> <p>Where does Mrs Cole live?</p> <p>What was the boy playing in the bath?</p>
Summarise	<p>Summarise mum's reasons for taking the boy to Mrs Cole by writing her thoughts. Use no more than twenty words.</p>



Quality Questioning

Closed Questions

- Do you like this book?
- Do you like this character?
- Is this a good story?
- Do you like this kind of story?



Can you see how this limits your child's responses/thinking?

Open Questions

- What do you like about this book?
- What do you like about the characters?
- Why do you think this is a good story?



Can you see how much more effective open questions are in deepening your child's responses/understanding?

How Can You Help At Home?

- Make reading visible; have books available in your home and let your child see you reading. Children need to see that reading is something adults do too.
- Talk about books.
- Sit and listen.
- Respect choices.
- Encourage your child to read at bedtime (and at any other time!)
- Visit the library

Reading To/With Your Child

- Explore different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Shared reading - read your favourite book, or your child's current favourite book to them.
- Read slowly, with expression, mood and tone. Use different voices for characters. Ensure they read to punctuation marks.
- Talk about what is happening and what might happen next.
- Leave the story on a cliff-hanger!

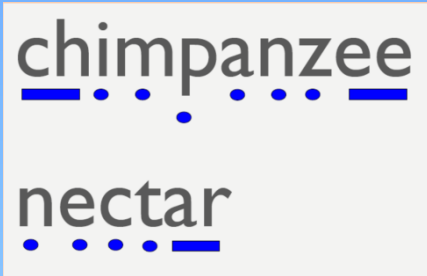
How Do I Help My Child Read Unknown Words?

What strategies can I use to help my child?

- Blending phonemes.
- Looking for clues in pictures.
- Splitting the words into smaller parts or syllables.
- Spotting if it looks like a word you already know.
- Reading to the end of the sentence then going back to see if you can work the word out.

Strategies:

Blending Phonemes:



Looking For Clues In The Pictures:

The man reached for his putter so he could start the game.



Split the words up into smaller parts:

The theatre put on a pantomime.
pan + to + mime = pantomime

Does it look or sound like another word?

I think I just saw a louse!

- mouse
- house
- grouse
- louse

Read to the end of the sentence and then go back again

1. The electricity was not working so Lilly and Jordan could not use the kettle or the oven.
2. Lily wrinkled her freckled nose as she trudged along at the back of the line.