

Stanbridge Lower School



Reading Information Session for Y2,3,4
Friday 20th September 2024



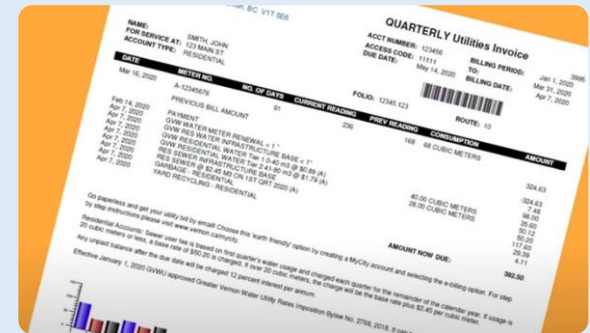
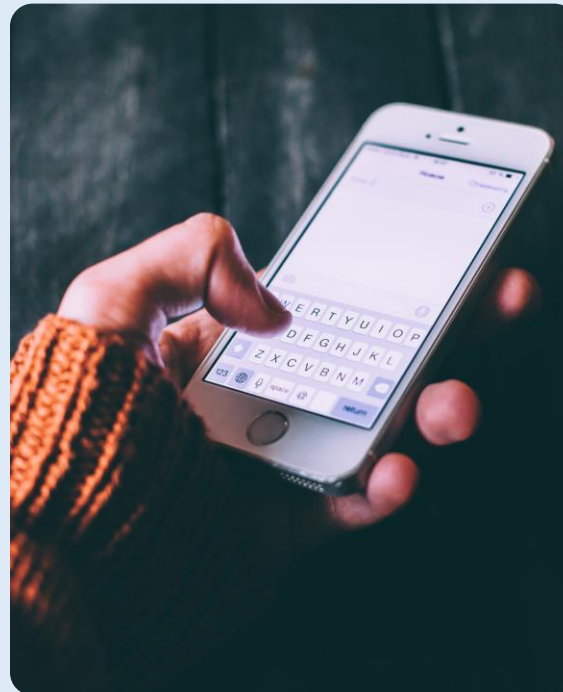
“

"Reading is important. If you know how to read, then the whole world opens up to you."

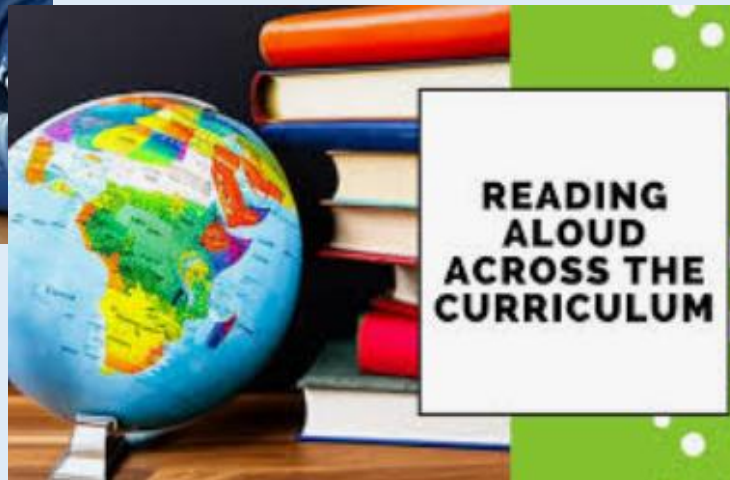
– Barack Obama

”

Practical Reasons



Enables life long learning



I MET a DRAGON face to face
THE YEAR WHEN I WAS TEN,
I TOOK a TRIP TO OUTER SPACE,
I BRAVED a PIRATE'S DEN,
I WRESTLED with a wicked troll,
and FOUGHT a GREAT WHITE SHARK,
I TRAILED a RABBIT DOWN a HOLE,
I HUNTED FOR a SNARK.
I STOWED ABOARD a SUBMARINE,
I OPENED MAGIC DOORS,
I TRAVELED in a TIME MACHINE,
and SEARCHED FOR DINOSAURS,
I CLIMBED atop a GIANT'S HEAD,
I FOUND a POT OF GOLD,
I DID all this IN BOOKS I READ
WHEN I WAS TEN YEARS OLD.

For pleasure.....

Think about favourite books from your childhood:

- What made it memorable?
- Did you read it or was it read to you?
- What skills knowledge and understanding did you require to access it?



Essential Reading Skills

Phonics & Word Recognition

Fluency & Understanding

Phonics is....making connections between the sounds of our spoken words (phonemes) and the letters that are used to write them down (graphemes).

Some words can't be read using phonics – we call these **common exception words** and we learn to sight read these.

Fluency increases speed and supports understanding.

60% accuracy

I **libbled spig** in the **croopit** on **Morflip hicklepulg**. It was **filp** after we **yambled** in **Huphlup Greep**. The **webble** was **yisking**. **Blord** had **ippen** we'd be **yambling** just in **shrud** for the **exime**. **Troosey ugo** was there. Just me. The **greks** were inside the **volda** with **Yabba Hoost**, **mirriming** about the **diggle**.

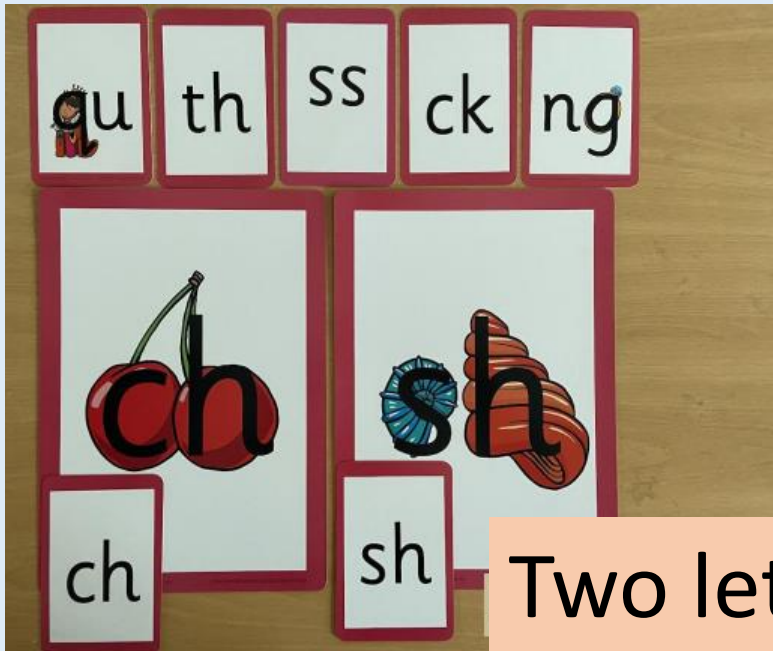
90% accuracy

I **libbled** him in the garage on a Sunday **holfding**. It was the day after we moved into Falconer **Greep**. The winter was ending. Mum had said we'd be moving just **shrud** for the spring. **Troosey** else was there. Just me. The others were inside the house with **Yabba** Death, worrying about the baby.

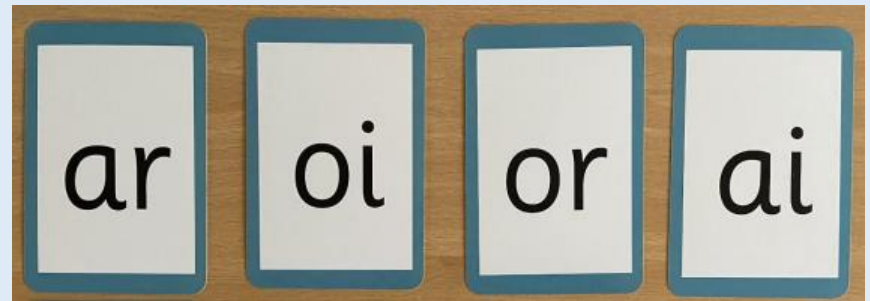
Little Wandle Refresher

Terminology your children should know

Consonant Digraphs



Vowel Digraphs



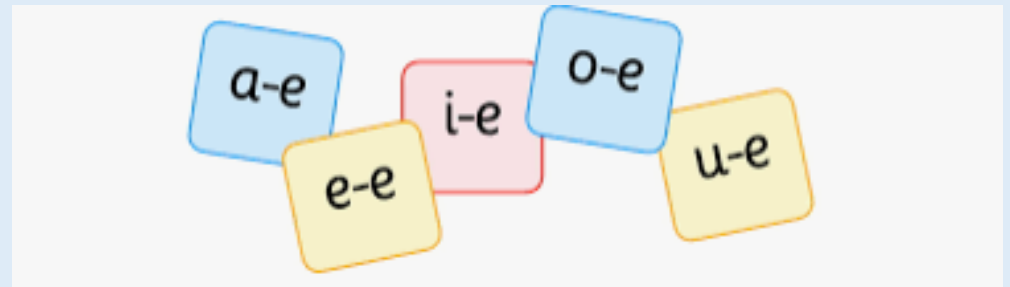
Two letters, one sound

Trigraph



Three letters, one sound

Split digraphs



Two split letters making one sound

Teaching Phase 5 words

ea

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each /ee/
h**e**ad /e/
br**ea**k /ai/

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

And all the different ways to write
the phoneme sh:

shell

chef

special

caption

mansion

passion

COMPREHENSION

- Once children can decode words accurately and increase their fluency, comprehension is the next skill important to understanding what it is they are reading.
- This requires the child to actively think and wonder about what it is that they have just read and retain the information in their short-term memory.
- This can be developed by taking moments in between sentences and pages to pause and ask some of the following style questions to encourage children to recall what they have read:

Can you work out these comprehension conundrums?

| Definition | Conundrum | Answer |
|--|-----------|--------|
| the text that comes before and after a phrase to help to explain meaning | onxtcet | |
| to select key details from a text | evitarler | |
| to express the most important facts or ideas | mmeiusras | |
| to note similarities and differences in a text | oaecpmr | |
| is an interpretation that goes beyond the literal information given. | cnnfeiere | |
| to say that (something) will or might happen in the future | trceidp | |
| is an understanding based on the evidence given in the text. | eddecu | |

KS1 Content Domains for reading comprehension

Table 2: Content domain relating to questions

| Content domain reference | |
|--------------------------|---|
| 1a | draw on knowledge of vocabulary to understand texts |
| 1b | identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information |
| 1c | identify and explain the sequence of events in texts |
| 1d | make inferences from the text |
| 1e | predict what might happen on the basis of what has been read so far |

KS2 Content Domains for Reading Comprehension

Table 2: Content domain relating to questions

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

Once pupils can decode accurately and speedily, reading a lot is the principal way they develop as readers. Putting in the 'reading miles' allows pupils to practise their reading, building experience with increasingly complex texts, encountering new knowledge, gaining new language, including vocabulary, and developing their fluency.

Over the course of year 2 and into key stage 2, the focus of the teaching of reading therefore shifts from decoding towards ensuring pupils get this print experience and support with spoken language, both through teacher-led reading sessions and independent reading.

When 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.



Using pictures & film

Is he going to open the blue jar? How do you know?

Why is his other fist clenched?

What does his body language tell us about his thoughts and feelings?

Choose 3 words that describe his character. Justify your choices.

Can you create a title for this picture?

<https://www.onceuponapicture.co.uk/>

<https://www.literacyshed.com/the-lighthouse.html>

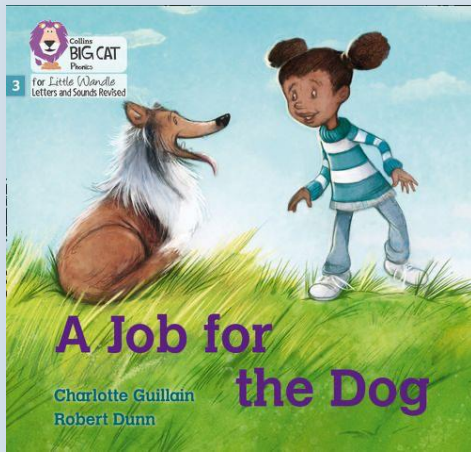
Teaching reading at Stanbridge

- Daily Phonics Teaching in YR, Y1, Y2
- 3 x weekly focus reads in YR, 1, 2 – focus on decoding, prosody and comprehension in small groups
- Text based English sessions – shared reading, echo reading, choral reading, close reading
- 2 x weekly guided reads in Yr3&4 – whole class focus on comprehension
- Story Time and weekly visit to the library
- Singing Assembly – reciting and remembering lyrics

Support available for children who have fallen behind:

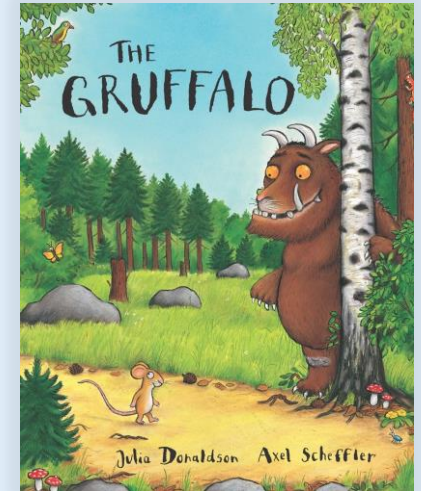
- Catch up phonics for anyone who has not achieved phase 5 phonics – this is taught daily as part of the Little Wandle Phonic programme
- Anyone reading below their chronological age is identified as a daily reader in school
- Children continuing to cause concern may be referred to the Special Educational Needs Co-ordinator

Books going home



Reading Book

At your child's level – should be able to read with at least 90% accuracy. Once they can confidently de-code, they should develop expression and understanding of the text.



Sharing Book

A book chosen by the child to share with others. This might be from the class library or school library.

What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?



**Children are made readers
on the laps of their parents.**

— Emilie Buchwald



10 THINGS YOUR CHILD LEARNS WHEN YOU READ STORIES AND POEMS OUT LOUD TO THEM:

1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next



How else can I support my child?



If your child is still developing their phonic knowledge, please look at the Little Wandle videos and guidance for parents:
www.littlewandlelettersandsounds.org.uk

Let your child “show off” their reading to you and celebrate and praise all the way!

Share books with your children for pleasure. Support children when completing phonics homework.

Encourage your child to read every day and use the reading prompts to help with understanding.

Help your child to practise reading and spelling the common exception words



I will defend the importance of
bedtime stories to my last gasp.

— *J. K. Rowling* —

Thankyou for coming..
Any Questions

**If you have any questions, please feel free to come and speak with
Miss Gooding after the session.**