



St Paul's C of E Junior School

Reading Information Evening

Thursday 20th September 2018

Every Minute Counts

Child 'A' reads
1 minute each day

180 minutes in a
school year

8,000 words



Child 'B' reads
5 minutes each
day

900 minutes in a
school year

282,000 words



Child 'C' reads
20 minutes each
day

3,600 minutes in a
school year

1,800,000 words



There is strong evidence linking reading for pleasure and educational outcomes.

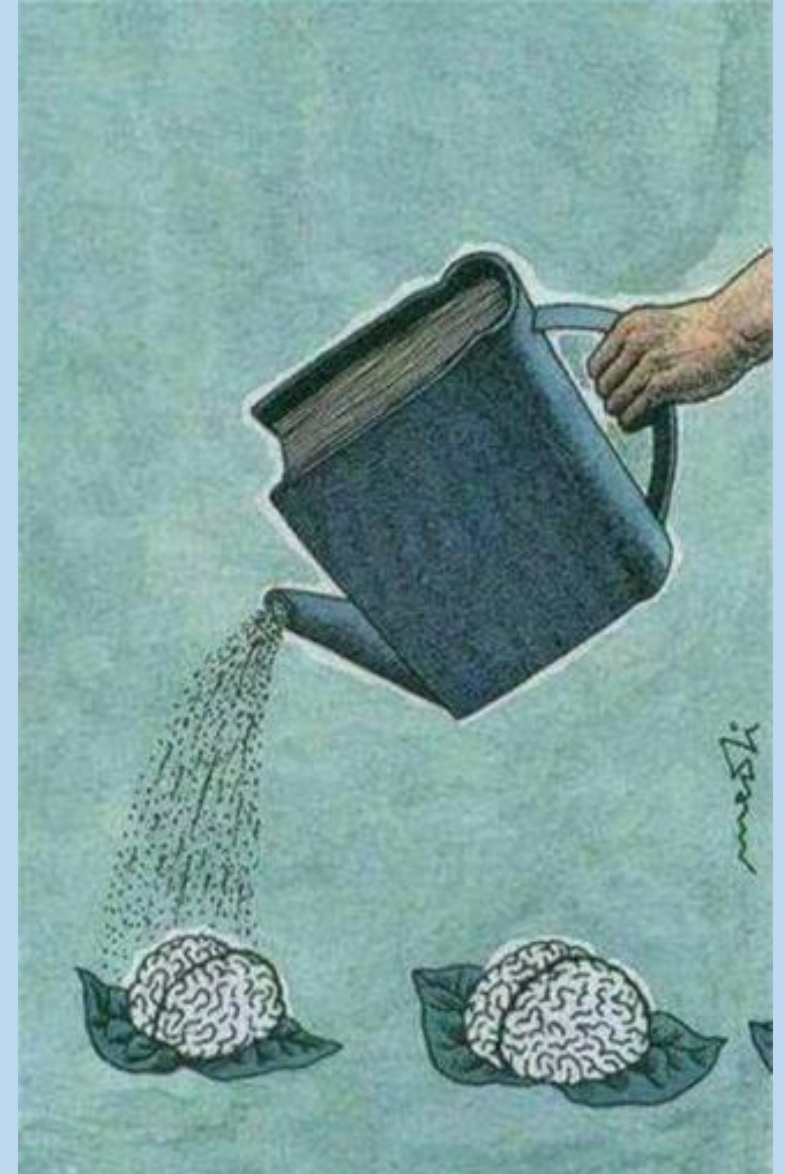
Excellence in almost any academic subject requires strong reading skills - becoming a lifetime reader is based on developing a deep love of reading.



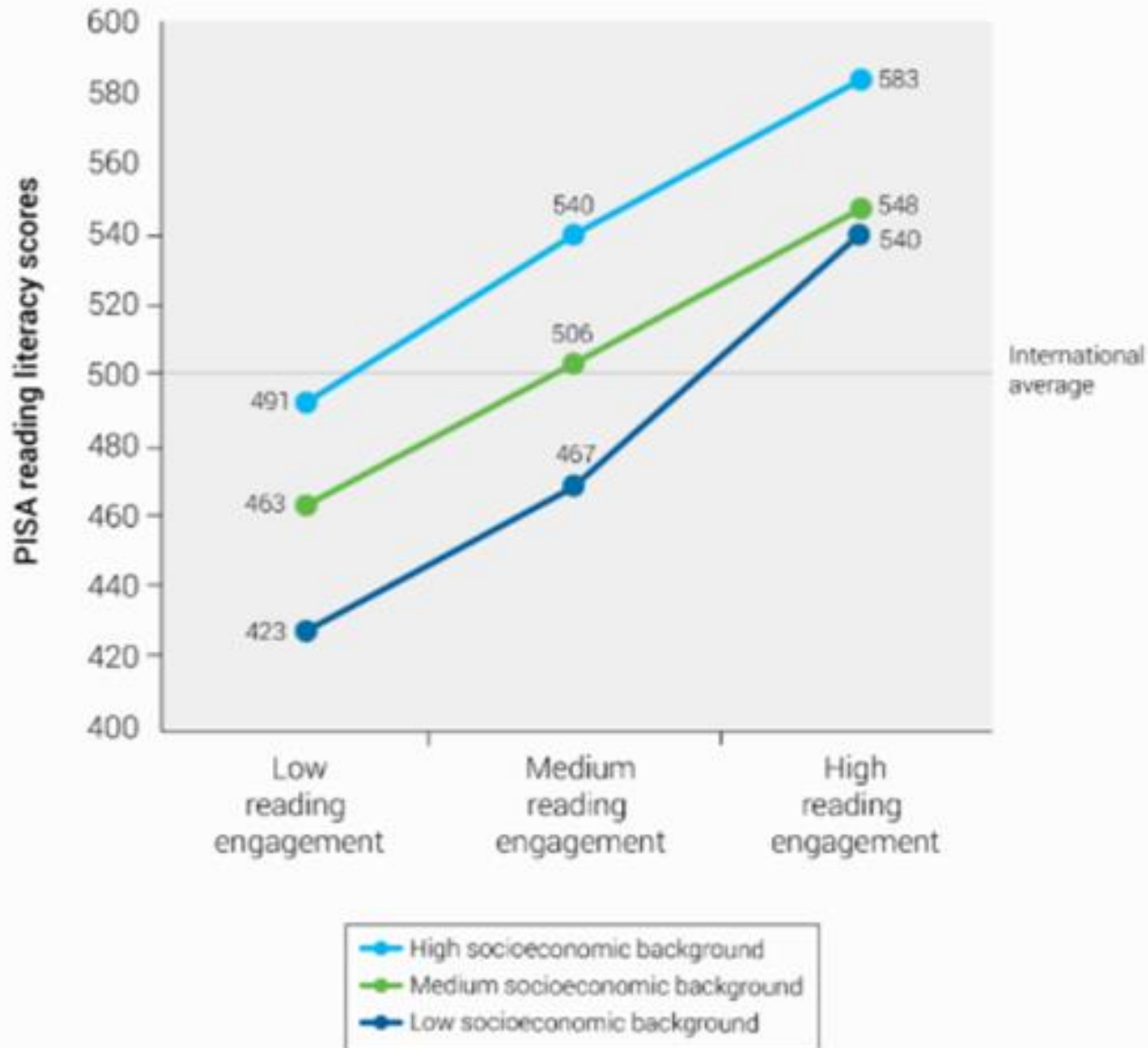
Students who read 20+ minutes per day outside of school score in the 90th percentile of their peers.

Students who read 5 minutes per day out of school drop to the 50th percentile even with the same in-school instruction.

Students who read for 1 minute per day out of school fall below the 10th percentile.



High reading engagement equals high reading scores for all socioeconomic groups



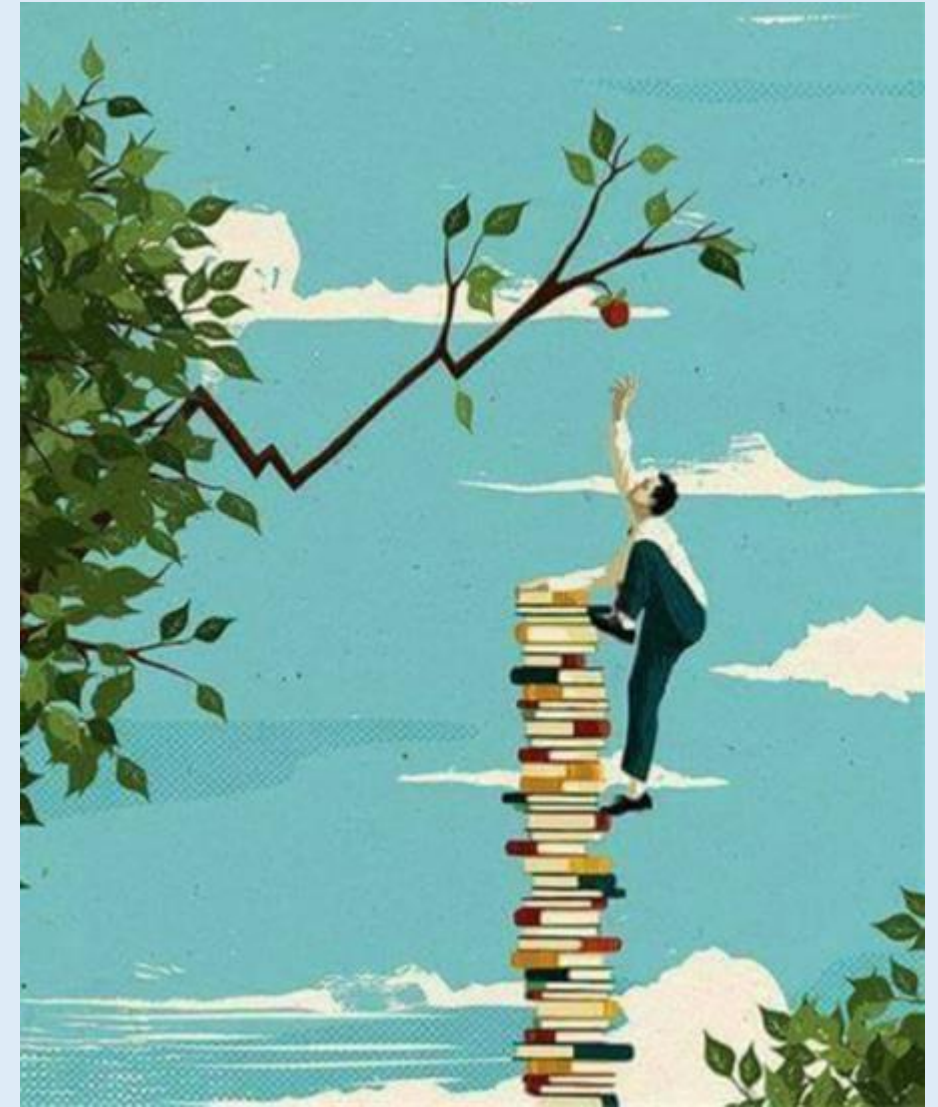
Studies have found that reading for pleasure is more important to a child's educational achievement than their family's wealth or social class.

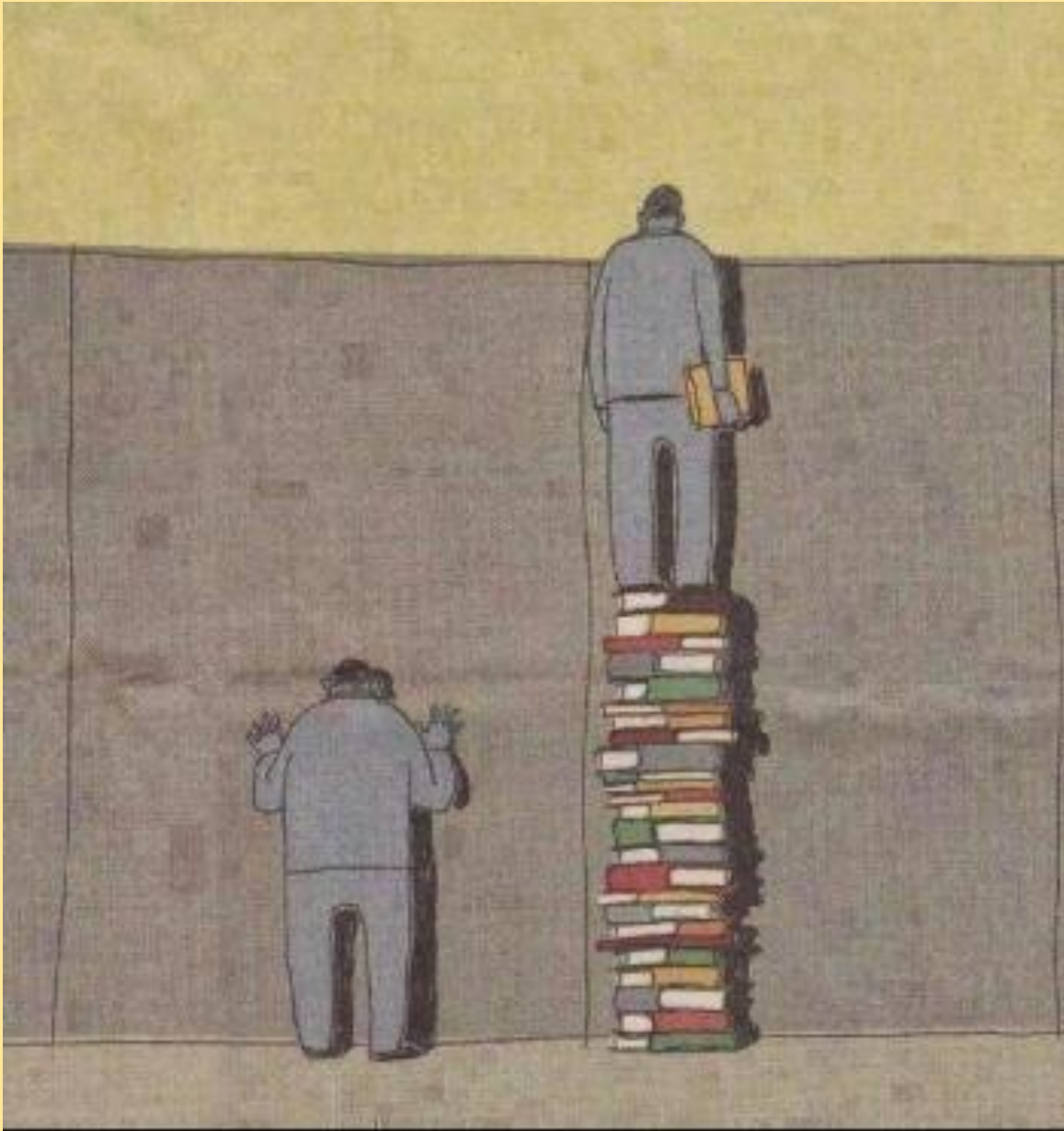


Research carried out for The Reading Agency found strong evidence that reading for pleasure can also result in:

- increased empathy;
- improved relationships with others;
- reductions in symptoms of depression and dementia;
- and improved wellbeing.

If reading is a pleasure, children will not see it as 'work' but as a way of accessing a wealth of information and opening doors to other worlds.





Those who believe themselves not to be good at reading often find it difficult to reverse their negative attitudes towards it.

Children who fail to make the necessary progress see the gap between their reading and that of their peers widening and consequently, their negative attitudes harden.

THE SKILLED READING PROCESS

Background knowledge

Vocabulary

Language structures

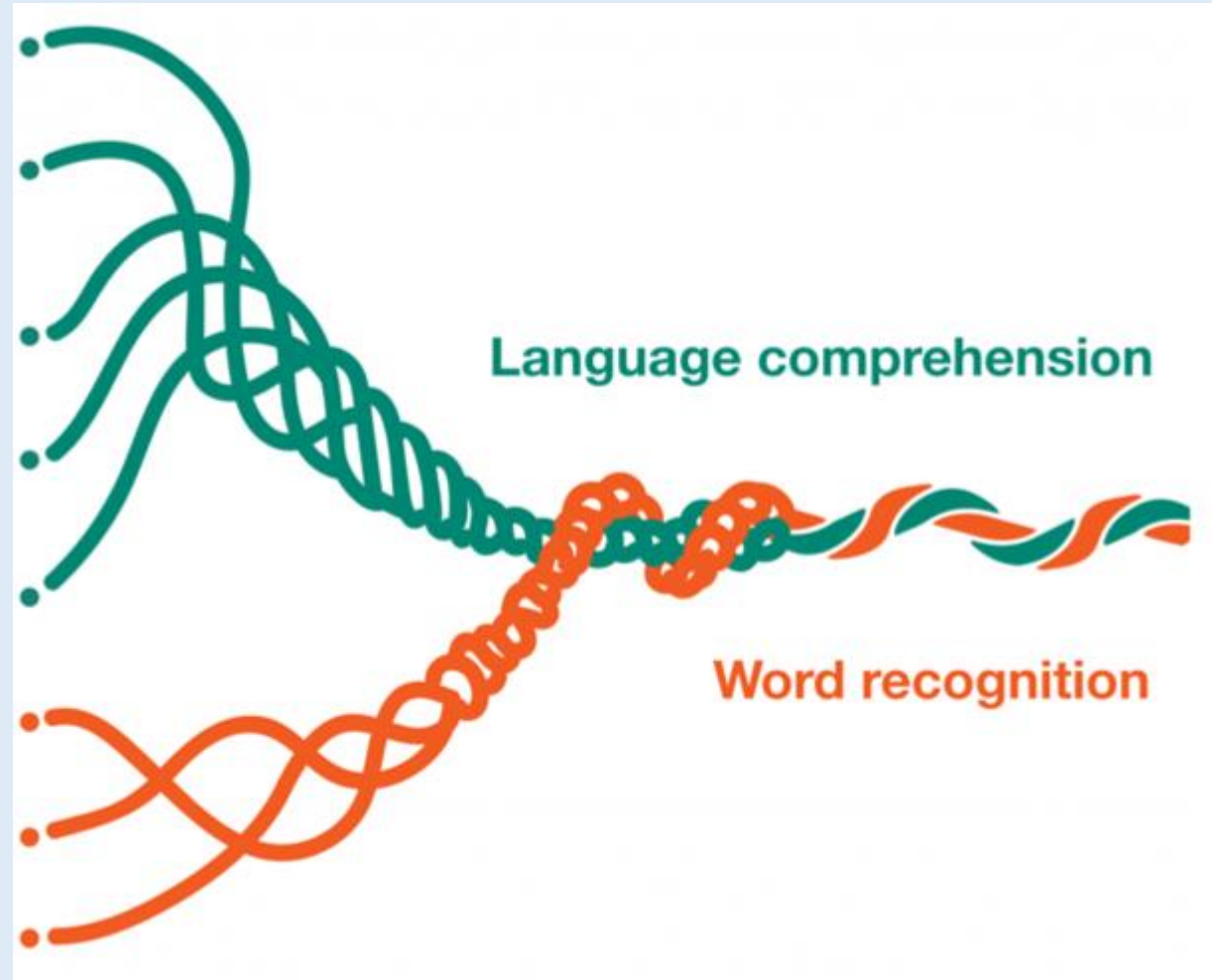
Verbal reasoning

Literacy knowledge

Sight recognition

Decoding

Phonological awareness



Competent decoders do not always understand what they are reading.



St Paul's Reading Culture

- Class novels
- DEAR sessions
- Book Talk
- Guided Reading
- Paired Reading
- Vocabulary development
- Word of the Day

St Paul's Reading Culture

- Adults reading with children
- Adults actively modelling reading and book talk
- Informal book discussion
- Reading and Thinking groups
- Developing fluency initiative
- Lunchtime drop-in Reading Room
- Home Learning

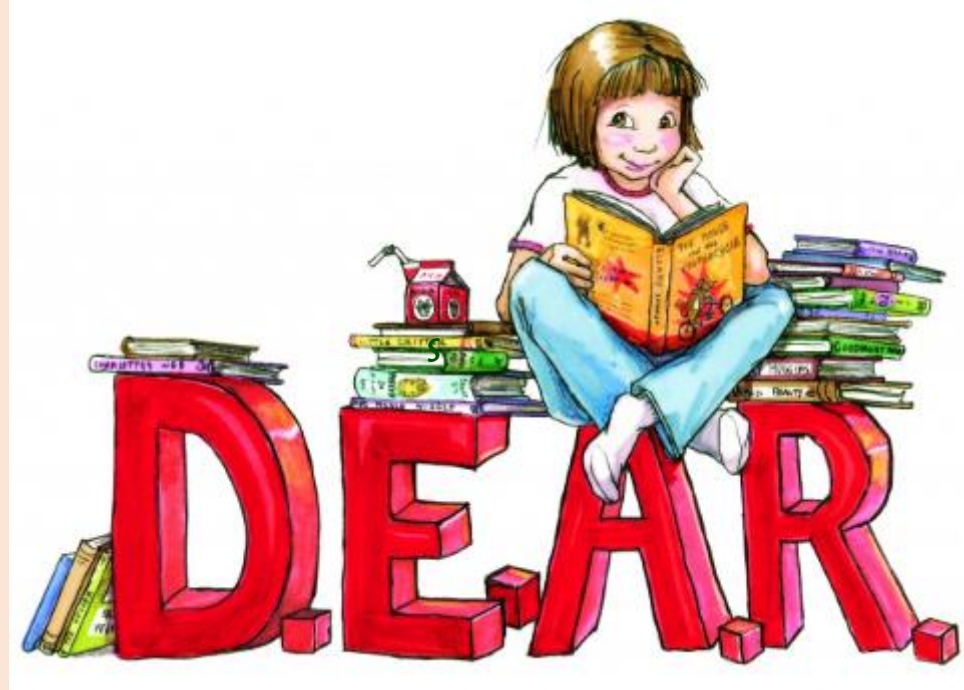


CLASS READERS

3F	Stig of the Dump	Clive King
3G	The BFG	Roald Dahl
3H	Stig of the Dump	Clive King
4A	Harry Potter and the Philosopher's Stone	JK Rowling
4B	Night Zookeeper and the Spying Giraffes	Joshua Davidson
4M	Tumbleweed	Dick King-Smith
5K	The Astounding Broccoli Boy	Frank Cottrell Boyce
5P	Wed Wabbit	Lissa Evans
5S	The Nowhere Emporium	Ross MacKenzie
6D	Pax	Sara Pennypacker
6L	All the Things that Can Go Wrong	Stewart Foster
6W	The Explorer	Katherine Rundell

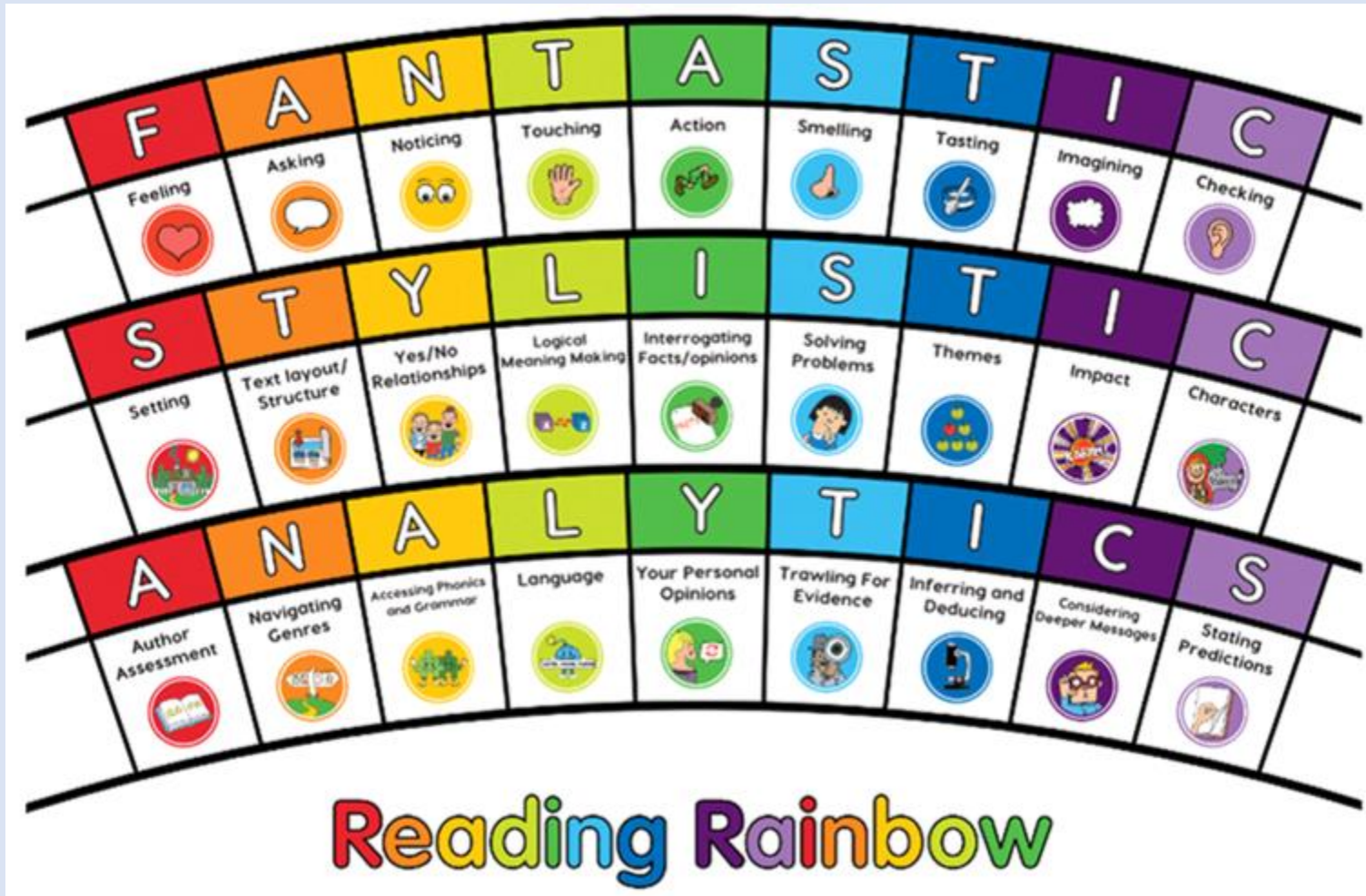


Drop Everything And Read



... making reading part of our everyday routine.

BOOK TALK





IMAGINING

We learn about the inner thoughts of the character when ...



I really felt that swans and other people weren't helping Gracie and Daniel. I felt kind of sad and a sense of mystery.

The main character is illustrated in a way that made me think that he is very strong-minded and possibly clever.

I think Bert done it.

A powerful feeling of uncertainty overcomes the reader because Gracie feels "excluded, even hurt by this," as the Birdman and Daniel form a closer connection and she feels a little left out - "Daniel invented that year a whole new private language."

The main character (Jan) is underdeveloped by the author because he has not been illustrated in a way that makes you warm to him. The author has not given a back story or evidence of Jan's parentage. We barely know anything about him.

The main character is underdeveloped because he acts brave but is scared and anxious. On the one hand, he starts shivering to show he is scared and holds his cardboard sword. On the other hand, he shouts, "I've got a sword and I'm not afraid to use it."

GUIDED READING

Vocabulary

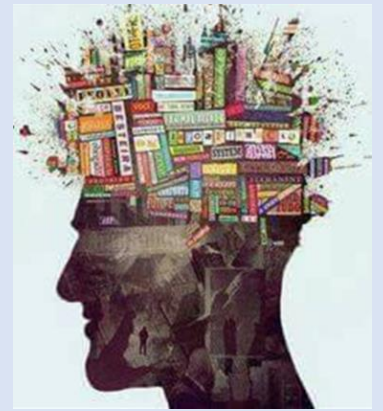
Inference

Prediction

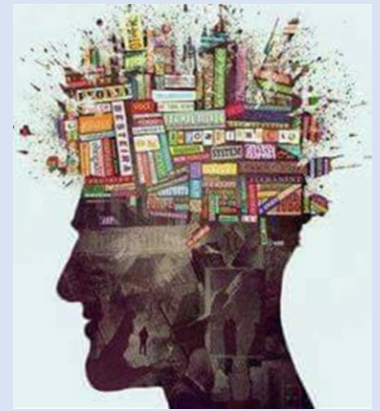
Explanation (of authorial intent or impact on reader)

Retrieval

Summarising and Sequencing



GUIDED READING



Activities include:

- discussing likes, dislikes, puzzles and patterns;
- making links with the children's own lives and experiences;
- acting out what is being read as it is read aloud;
- conversations over the garden gate;
- hot-seating;
- freeze frames;
- voicing thoughts;
- agony aunt;
- and conscience alley.



PAIRED



READING



‘Through teaching I learn.’ Comenius

PAIRED READING



Peer tutoring - children working together to promote learning.

The attainment differential means that if the tutee gets stuck, the tutor should have the experience and ability to assist.

Research has shown that tutors tend to get even more benefit than tutees during this process:

- they need to think about a topic, deconstruct what they know about it and then explain it in a straightforward manner to the tutee;
- and they may be able to see where the tutee is going wrong in their work, whereas awareness of their own errors may be more problematic.

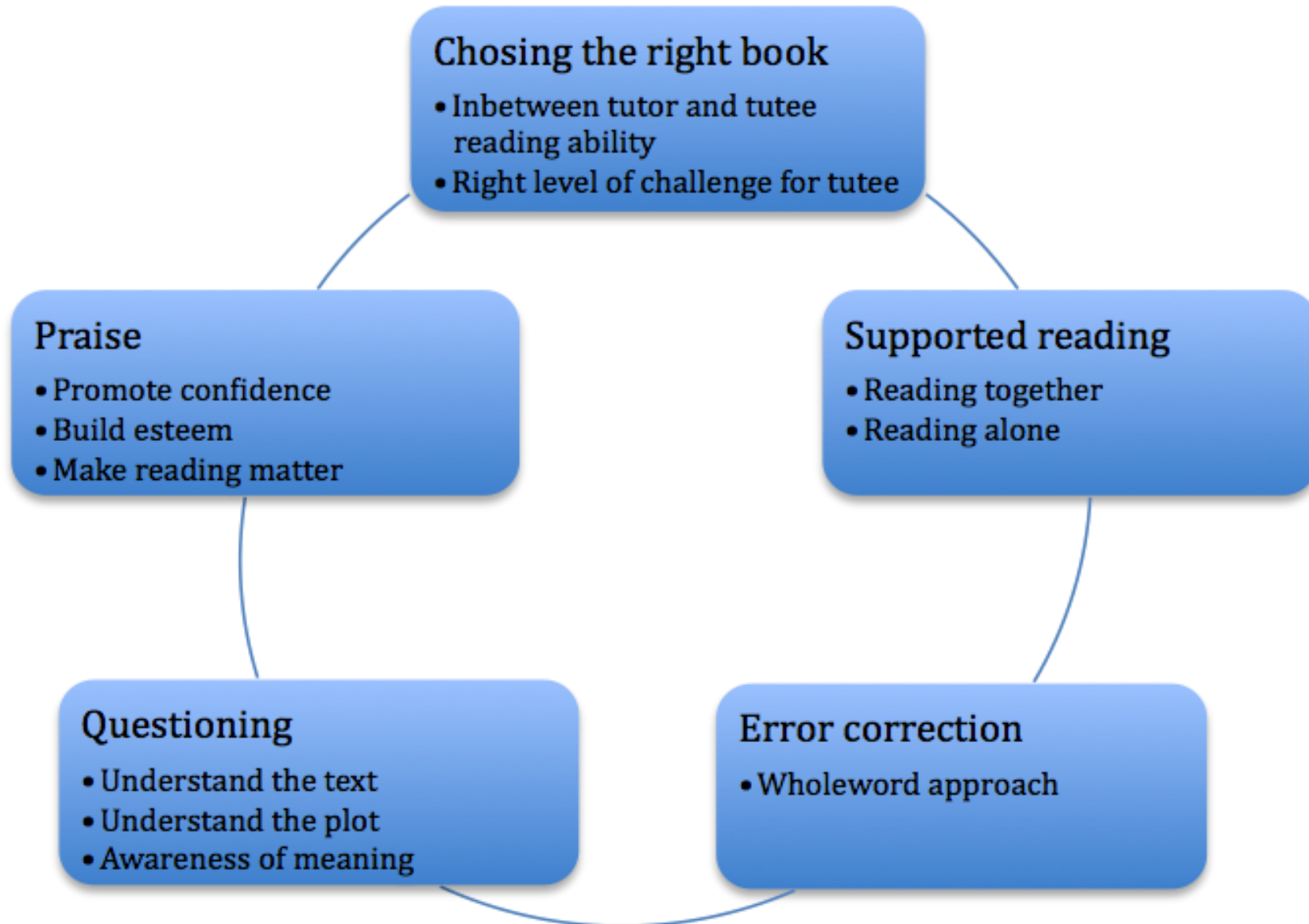
PAIRED READING

Some of the reported benefits of peer tutoring have been:

- increased attainment in reading;
- enhanced motivation;
- improved self-esteem; enhanced interpersonal, social and teamwork skills;
- greater awareness of the needs of others;
- better developed communication skills;
- an enhanced sense of citizenship;
- enhanced social cohesiveness and reduced social exclusion for classes as a whole;
- and better social, communication and teamwork skills.



Aspects of Paired Reading





*The way of words, of knowing
and loving words, is a way to
the essence of things, and to the
essence of knowing.*

John Donne

Vocabulary knowledge is vital for reading success - it is an integral part of the skilled reading process.

Alongside socio-economic status, vocabulary is one of the most significant factors in children achieving an A* to C grade in mathematics, English language and English Literature. (2017)

Some children can decode effectively but they still struggle to comprehend a text because they have specific vocabulary deficits and significant gaps in their background knowledge.

Vocabulary knowledge is essential for reading comprehension success whilst comprehension is also necessary for developing vocabulary. The ultimate aim of reading is understanding - therefore, comprehension is what we are after in the classroom, and beyond, when reading.

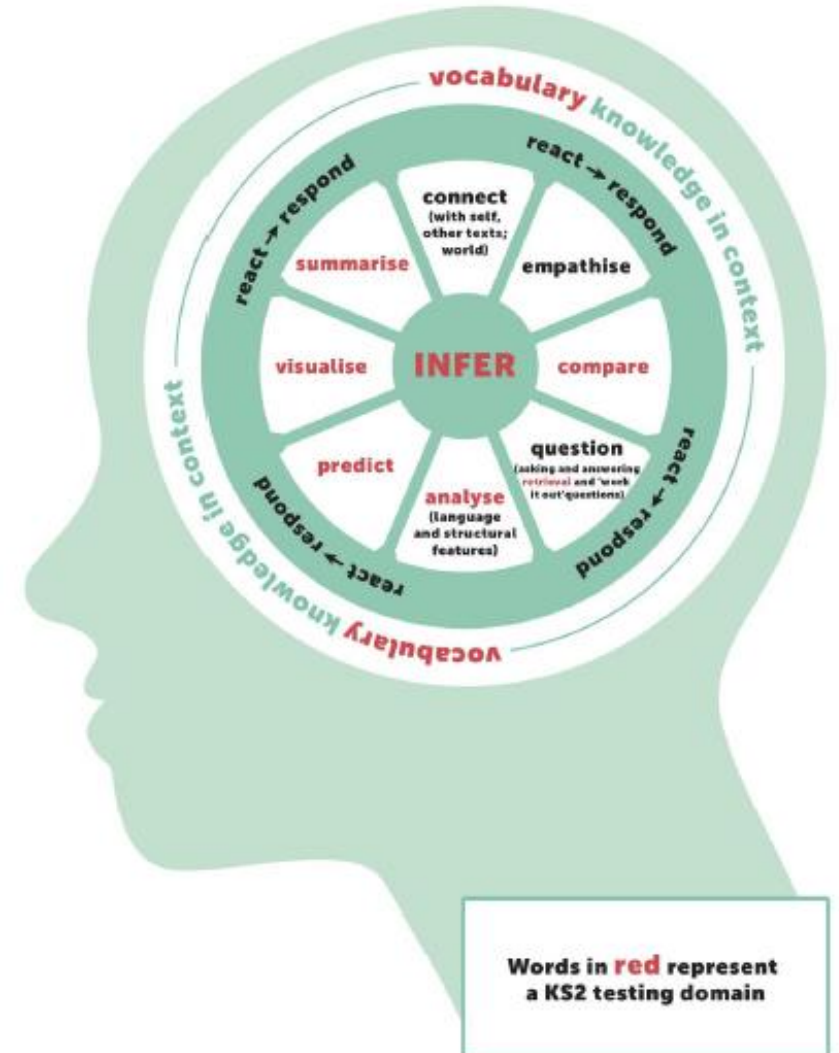
What is the percentage of words known in a text that ensures reading comprehension?



‘If we consider each circle to be a moat which the children must cross before they are able to access the skills within the innermost circles, then we see clearly that they will not get very far if they do not understand the meanings on the words on the page.’

Penny Slater

A Conceptual Model for teaching Reading Comprehension aligned with the National Curriculum



Beck & McKeown's Guide to LEARNING more WORDS

From a research article in 'Impact'
the journal of @CharteredColl

"Education depends upon reading, and all reading depends upon vocabulary."

High-vocabulary pupils:

- * know more words
- * know more about words
- * Comprehend what they read better
- * Have improved cognitive processing



"The more general academic language pupils have,
the better equipped they are to read a range of texts."

Introduce words through explanations in everyday connected language, rather than dictionary definitions
Eg. 'abhor' is to really hate a thing

Provide several contexts in which the word can be used.

If only one context is provided the pupil tends to stick with just that context so multiple contexts are critical

Get pupils to interact with word meanings right away.

Active learning is more effective
e.g. using questions "Is a commotion more likely in a library or a playground? Why?"

Provide many encounters with target words.

Require pupils to notice & record real-world use of target words outside the classroom.

Provide examples, situations & questions that are interesting

Relate examples to the pupils' own current experience

Develop activities that require pupils to process meanings in deep thoughtful ways.
e.g. give 3 examples of when people may quarrel.

@ImpactWales

Vocabulary Ninja

Word of the Day: gingerly (adverb)

Definition: If you do something gingerly, you do it in a careful manner, usually because you expect it to be dangerous, unpleasant, or painful.

Gingerly, she made her way across the narrow, rotten floorboards.

Synonyms:

Antonyms:

Challenge: Write a sentence that starts with the adverb gingerly.



"Research has repeatedly shown that motivation to read decreases with age, especially if pupils' attitudes towards reading become less positive... If children do not enjoy reading when they are young, then they are unlikely to do so when they get older."

The National Literacy Trust







Shared reading experiences are highly beneficial for young people.

Benefits include:

- facilitating enriched language exposure;
- fostering the development of listening skills, spelling, reading comprehension and vocabulary;
- and establishing essential literacy skills.

They are also valued as a shared social opportunity between parents and their children to foster positive attitudes toward reading.

'When children get older and learn to read for themselves, it can be tempting for parents to step back and let them continue their reading adventures alone. However, research shows the enjoyment of reading, developed through shared reading time with parents or carers, has a significant positive impact on a wide range of life outcomes, including social, personal, health and wellbeing, and educational.'

Diana Gerald, Book Trust Chief Executive





- Children hear better than they read.
- Reading aloud stimulates vocabulary growth.
- Reading together offers parents and children good quality time spent 1:1
- Reading aloud shows us we're not so different from others after all.

Role of parents and the home environment

Key Dfe findings include:

- Parental involvement in a child's literacy is a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri and Buchanan, 2004)
- Children whose home experiences promote the view that reading is a source of entertainment are likely to become intrinsically motivated to read (Baker, Serpell and Sonnenschein, 1995)

- Children are more likely to continue to be readers in homes where books and reading are valued (Baker and Scher, 2002)
- Parents' engagement has a positive impact on pupil progress. Primary children whose parents read a book with their child “every day or almost every day” performed higher than children whose parents reported that they had done this “never or almost never” or just “once or twice a month”.





Many of the most successful children at secondary school, college and university were well-equipped and highly-skilled readers, with wide-ranging vocabulary, comfortable comprehension etc. prior to leaving the primary phase –

this is our aim for every child!

Around 15 per cent, or 5.1 million adults in England, can be described as 'functionally illiterate.'

They would not pass an English GCSE and have literacy levels at or below those expected of an 11-year-old.

The National Literacy Trust

HOME READING CULTURE

Let them catch you reading for pleasure.

DEAR

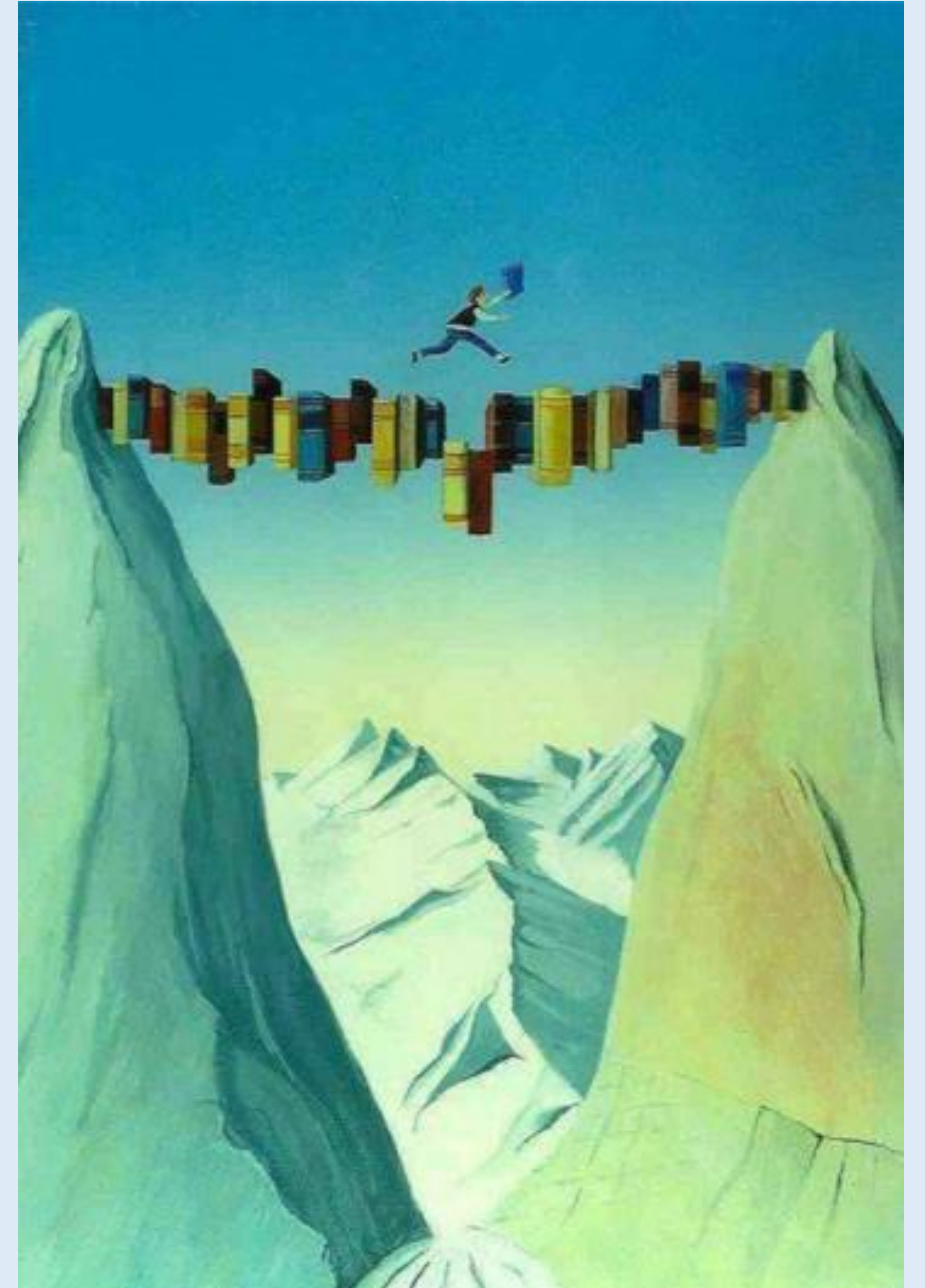
Read aloud to your child every day.

Discuss what you are reading and what your child is reading.

Read children's books yourself.

Use your local library for books and audio CDs.

Have a house with a healthy reading diet, a wide variety of text types.



A picture paints a thousand words



The visual aspect of an illustrated work can be a powerful medium for both storytelling and teaching. It can have a dramatic impact on comprehension at all levels and boost composition skills. Graphic novels and picture books form an important part of the broader reading diet of primary children.



Read Aloud Tips:

The amount of time you spend reading together is up to you – 20 minutes is ideal.

You may want to choose to read a chapter each night, or perhaps read a poem or an essay.

Leave time for discussion.

Choose a book you too will enjoy reading. You should be able to convey your enjoyment to your child.

When reading aloud to your child, the best time is when you have cleared away your responsibilities so you don't feel rushed or tense. Your child's sense of enjoyment comes in part from the enjoyment you convey when you read aloud. If you are stressed, you are not going to have a good time reading to your child and your child will not enjoy listening to you either.

Find a book that you do not have to struggle to read. The language should feel comfortable and easy in your mouth. You do not want to have to stop to look up pronunciations and definitions because this will interrupt the flow and make your reading stilted and unpleasant to hear.

Choosing 'Just Right' books

Use the Five Finger Test



- Put 5 digits on the page
- Read the words under each digit
- Repeat the process over four pages

Add up the total number of mistakes:

- 1 or less = book is too easy
- 2 - 3 = book is 'Just Right'
- 4 or more = book is too hard



St Paul's C of E Junior School

Questions to use when reading with your child

The questions reflect the way books are discussed
in school and will help your child gain a deeper
understanding of the texts they share with you.

I can discuss the structure and organisation of the text

How do headings help you?
What can you say about the layout of this?
What do you think about the title?
Can you suggest a title?
Why is this?
How do pictures help?
Why does the author use pictures?
Why has the author chosen this setting?
Where are the characters?
How does the author use language?
Which words are used to describe the characters?
Tell me how the story is organised.
If you were the author, how would you organise the story?

I can understand, describe, select or retrieve information or ideas from the text I am reading

Where does the story take place?
When does the story take place?
What is the setting like?
Who are the characters?
What does the author say about the characters?
What has happened?
What happens next?
Can you tell me what happens?
How do you know?
Can you find the answer?
Can you describe the characters?
What is this about?

I can suggest what the writer's purpose and viewpoint is

Can you think of other books you have read which are like this one? How are they alike?
Why has the author chosen this setting?
How does the author try to influence what you think of this character?
Why does the author want to make you feel this way?
What is the purpose of this paragraph? (e.g. to move things on)
What question would you like to ask the author of this book?
What can you tell about what the author thinks?
Does the article/story try to get you to care about anything or anyone?
Who is this writing for?
What is it trying to persuade the reader to do?

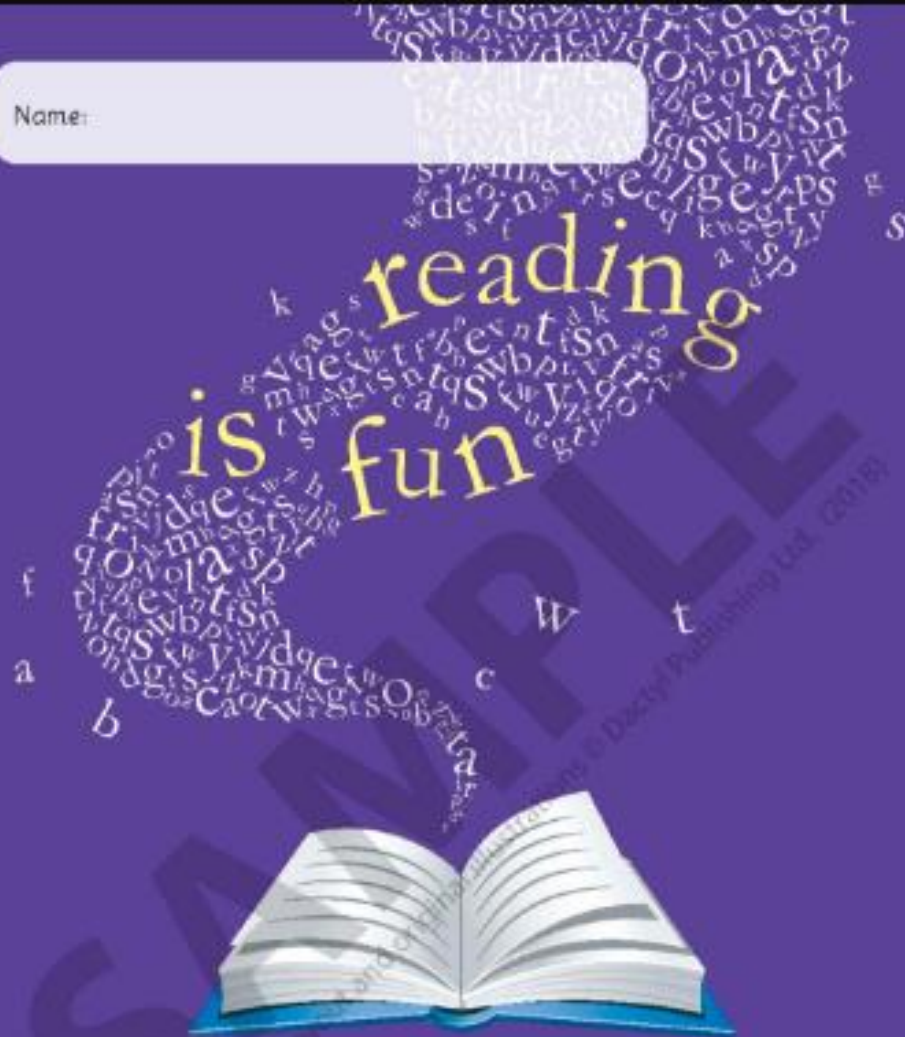
Name: _____



Reading Record

Including a Guide for the Reading Helper

Name: _____



Reading Record

Including pages to support reading and writing

Top Tips for the Reader

Now that you are a confident reader, you need to:

- Read a wide range of fiction (e.g. legends and modern stories) and non-fiction books.
- Choose books that you find interesting and
- Make sure you understand what you are reading.

Here are some top tips to help you with your reading.

- 1 Use the 'Comments' spaces in this reading book.
 - If you thought your book was interesting.
 - How easy or difficult the book was to read.
 - What you enjoyed most about the book.
- 2 In the spaces at the bottom of each reading page, write tricky words or new words you have discovered by using a dictionary.
- 3 Join a library if you can and spend some time recommending great books to your friends. You think the books are worth reading.
- 4 If you are struggling to understand what you are reading:
 - Read over the difficult parts again.
 - Slow your reading down a little.
 - Ask someone to read with you and talk about the book.
 - Look at any pictures to see if there are any clues.
- 5 Make sure you know the difference between reading non-fiction books, magazines or what is fact and what is someone's opinion.
- 6 When you have finished a book, it is important that you have understood everything. You can do this by:
 - Telling the story in your own words.
 - Drawing pictures of scenes or characters.
 - Writing a letter to a character from the book.
 - Describing a character from the book, in your own words.
 - Try asking yourself some questions about the book (see the next page).

Questions About Your Book

Try asking yourself some of these questions to check that you are understanding what you are reading.

Before you start

- Why did you choose this book?
- What do you think will happen in the story?
- If this is a non-fiction book, what do you hope to find out?

Halfway through

- What has happened so far?
- Who are the main characters?
- How do you think the main characters are feeling now?
- How would you describe the story so far? (For example it could be funny or exciting.)
- What might happen next?
- Questions about non-fiction books:
 - What have you learned so far?
 - What are you hoping to find out next?
 - What is the most interesting thing you have learned?

At the end

- Did you enjoy this book?
- What was the best part of the story?
- Would you recommend this book to a friend?
- Why would you recommend it, or why wouldn't you?
- Would you choose more books by the same author? (If so, you could look for some more books by the same author.)

Figurative Language

Look out for great use of language by the author of your book and make a note of any outstanding examples in your reading record. Watch out for:

- Metaphors** It was a deep, dark secret.
- Similes** She swims like a tuna.
- Personification** The litter danced in the wind.
- Hyperbole** I've asked you a thousand times.
- Idiom** Now you've let the cat out of the bag.
- Alliteration** The wild winds whistled through the trees.
- Onomatopoeia** The sizzling sausages smoked in the pan.

The Building Blocks of Sentences

Nouns

We use **nouns** to give names to people, places and things.

Proper nouns start with capital letters and they

- names of particular people (*Joe, Amy*)
- place names (*Spain, London*)
- days and months (*Monday, July*)

Common nouns such as *child, town* and *mosque* are not names of any particular person, place or thing. Nouns can also be **countable** (*book, toy*) or **uncountable** (*water, love*).

Noun Phrases

Noun phrases are groups of words doing the job of a noun.

Example: *The old yak* walked slowly to the fence.

Pronouns

Pronouns are used in place of nouns in sentences.

Examples: *Jane* went to school → *She* went to school.

Pronouns like *mine* and *yours* are called **possessive pronouns**. They show something belongs to. **Example:** *Yours* is the book.

Determiners

Determiners give important information about nouns.

Examples: *the, a, an* - *the picture was on the wall.*
this, that - *that book is fantastic.*
some, every - *some noisy people were talking.*
my, your - *my name is Sam.*

Adjectives

Adjectives describe things (nouns). They can tell you 'size', 'how many' and lots more.

Examples: *The blue pencil.* *An enormous bar of chocolate.*

Verbs

Verbs often tell us what someone or something is doing. Verbs have different tenses.

Examples: *I feel full.* (Present tense) *They were playing.* (Past tense)

National Curriculum Word List for Years 5-6

You are expected to know these words by the end of Year 6. Tick ✓ each word when you know the meaning **[M]** and when you know the spelling **[Sp]**.

accommodate	[M] [Sp]	correspond	[M] [Sp]	identity	[M] [Sp]	queue	[M] [Sp]
accompany	[M] [Sp]	criticise	[M] [Sp]	immediate(ly)	[M] [Sp]	recognise	[M] [Sp]
according	[M] [Sp]	curiosity	[M] [Sp]	individual	[M] [Sp]	recommend	[M] [Sp]
achieve	[M] [Sp]	definite	[M] [Sp]	interfere	[M] [Sp]	relevant	[M] [Sp]
aggressive	[M] [Sp]	desperate	[M] [Sp]	interrupt	[M] [Sp]	restaurant	[M] [Sp]
amateur	[M] [Sp]	determined	[M] [Sp]	language	[M] [Sp]	rhyme	[M] [Sp]
ancient	[M] [Sp]	develop	[M] [Sp]	leisure	[M] [Sp]	rhythm	[M] [Sp]
apparent	[M] [Sp]	dictionary	[M] [Sp]	lightning	[M] [Sp]	sacrifice	[M] [Sp]
appreciate	[M] [Sp]	disastrous	[M] [Sp]	marvellous	[M] [Sp]	secretary	[M] [Sp]
attached	[M] [Sp]	embarrass	[M] [Sp]	mischievous	[M] [Sp]	shoulder	[M] [Sp]
available	[M] [Sp]	environment	[M] [Sp]	muscle	[M] [Sp]	signature	[M] [Sp]
average	[M] [Sp]	equipped/ equipment	[M] [Sp]	necessary	[M] [Sp]	sincere(ly)	[M] [Sp]
awkward	[M] [Sp]	especially	[M] [Sp]	neighbour	[M] [Sp]	soldier	[M] [Sp]
bargain	[M] [Sp]	exaggerate	[M] [Sp]	guidance	[M] [Sp]	stomach	[M] [Sp]
bruise	[M] [Sp]	excellent	[M] [Sp]	occupy	[M] [Sp]	sufficient	[M] [Sp]
category	[M] [Sp]	existence	[M] [Sp]	occur	[M] [Sp]	suggest	[M] [Sp]
cemetery	[M] [Sp]	explanation	[M] [Sp]	opportunity	[M] [Sp]	symbol	[M] [Sp]
committee	[M] [Sp]	familiar	[M] [Sp]	parliament	[M] [Sp]	system	[M] [Sp]
communicate	[M] [Sp]	foreign	[M] [Sp]	persuade	[M] [Sp]	temperature	[M] [Sp]
community	[M] [Sp]	forty	[M] [Sp]	physical	[M] [Sp]	thorough	[M] [Sp]
competition	[M] [Sp]	frequently	[M] [Sp]	prejudice	[M] [Sp]	twelfth	[M] [Sp]
conscience	[M] [Sp]	government	[M] [Sp]	privilege	[M] [Sp]	variety	[M] [Sp]
conscious	[M] [Sp]	guarantee	[M] [Sp]	profession	[M] [Sp]	vegetable	[M] [Sp]
controversy	[M] [Sp]	harass	[M] [Sp]	programme	[M] [Sp]	vehicle	[M] [Sp]
convenience	[M] [Sp]	hindrance	[M] [Sp]	pronunciation	[M] [Sp]	yacht	[M] [Sp]

14.9.18
The Wordsmith –Patricia Forde p21 – 27
Self-corrected errors independently and answered questions about the first chapter, demonstrating excellent understanding of what he had read.

2.3.18The 100 Mile an Hour Dog – Jeremy Strong p 24 – 28
Enjoying the humour in this story and read eagerly. Took note of the punctuation.

My Reading Books		Level/ Point Value
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		

Date, book and the page you read to		Comments <small>Give a score out of 10 to show how much you enjoyed your reading</small>	
			10
			10
			10
			10
Tricky words, or new words I have learned			

18.9.18
Stig of the Dump – Clive King p21 – 34
Good discussion about events in the story and retold the story in detail. Would benefit from reading the chapter again to improve fluency.



Wokingham Children's Book Festival

October 20th and 21st 2018



Reading

Read aloud to an adult for 20 minutes at least 4 times every week. During your reading, make sure you have answered at least 3 questions from different sections of the *Reading Prompts* booklet. Then, discuss how you feel about what you have read.

Ask the adult to write a comment in your *Reading Record*.

Spelling

Explain this week's spelling pattern to an adult. Discuss words that follow it and make a list of examples that you have found in your reading. Remember to take your list into school on Friday.

-able

-ably

Word of the Day

Share your class's word of the day with your family. Explain what it means and try to impress them by using it appropriately in conversation. Challenge them to find synonyms (words with a similar meaning).

Multiplication and Division Tables

Practise the multiplication and division table you are currently working on. Ask an adult to challenge you with lots of different questions so you are ready for your weekly test.

If you'd like to extend yourself further, read more widely around the topics you are currently learning about in class.

The following links may be useful.

[Education City](#)

[Topmarks Maths](#)

[BBC Bitesize](#)

