

Reading Workshop



Why read?

<https://www.youtube.com/watch?v=TDuOsD79D9o&t=20s>



HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987

Reading requires two skills

**Phonics and Word
Recognition**

**Understanding
(Comprehension)**



In EYFS and KS1, the key focus is about word reading before reading comprehension.



What is Phonics?

Phonics
ee ur ow
wh y au

What is phonics?

Phonics is one method of teaching children how to read and write.

Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words.

Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair.

Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling.

Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

Phonics is currently the main way in which children in British primary schools are taught to read in their earliest years.

Children will also be taught other skills, such as whole-word recognition (these are often referred to as tricky words or common exception words) such as **some** and **the**.

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

How do we do this?

At school

- ▶ Read every day. Children are given books matched to their phonetic ability to practise word reading and can also take books home to read for pleasure. We read the same book all week and children also take this home to develop **fluency**.
- ▶ Story time - story spine
- ▶ Drop and reads
- ▶ Whole class reads - story spine
- ▶ All children read to an adult at least once a week
- ▶ Reading diaries
- ▶ Class libraries and recommended reads
- ▶ Displays
- ▶ Library visits and links
- ▶ Author visits
- ▶ **Website** - support for parents
- ▶ Workshops
- ▶ Reading across curriculum
- ▶ Events - World Book Day, Get Caught Reading, assemblies and poetry week

At home..

Make reading visible; have books available at home

Share books every day

Talk about books

Sit and listen

Respect choices

Getting Started

Sharing books - Always remember that we teach phonics to help our children learn to read and write and in order to do this successfully they need to love books! The best way to help your child is to read as many books as possible in both English and your child's home language. Read anything that your child is interested in (including magazines, menus, etc). You don't have to read all (or any) of the words each time. Remember to use silly voices, make sound effects, pull faces, act things out, talk about what you can see, talk about what you both think and feel and have fun!

General tips to support reading

Once is never enough! - Encourage your child to re-read favourite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately.

Dig deeper into the story - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?" (you could use the 'questions to get more from your child's reading book' for some varied ideas.

Take control of the television - It's difficult for reading to compete with TV and video games. Encourage reading as a distraction free activity.

Be patient - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.

Pick books that are at the right level - Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

I read to you, you read to me - Take turns reading aloud at bedtime. Kids enjoy this special time with their parents. If they are tired you could try reading before school or as soon as they get in from school.

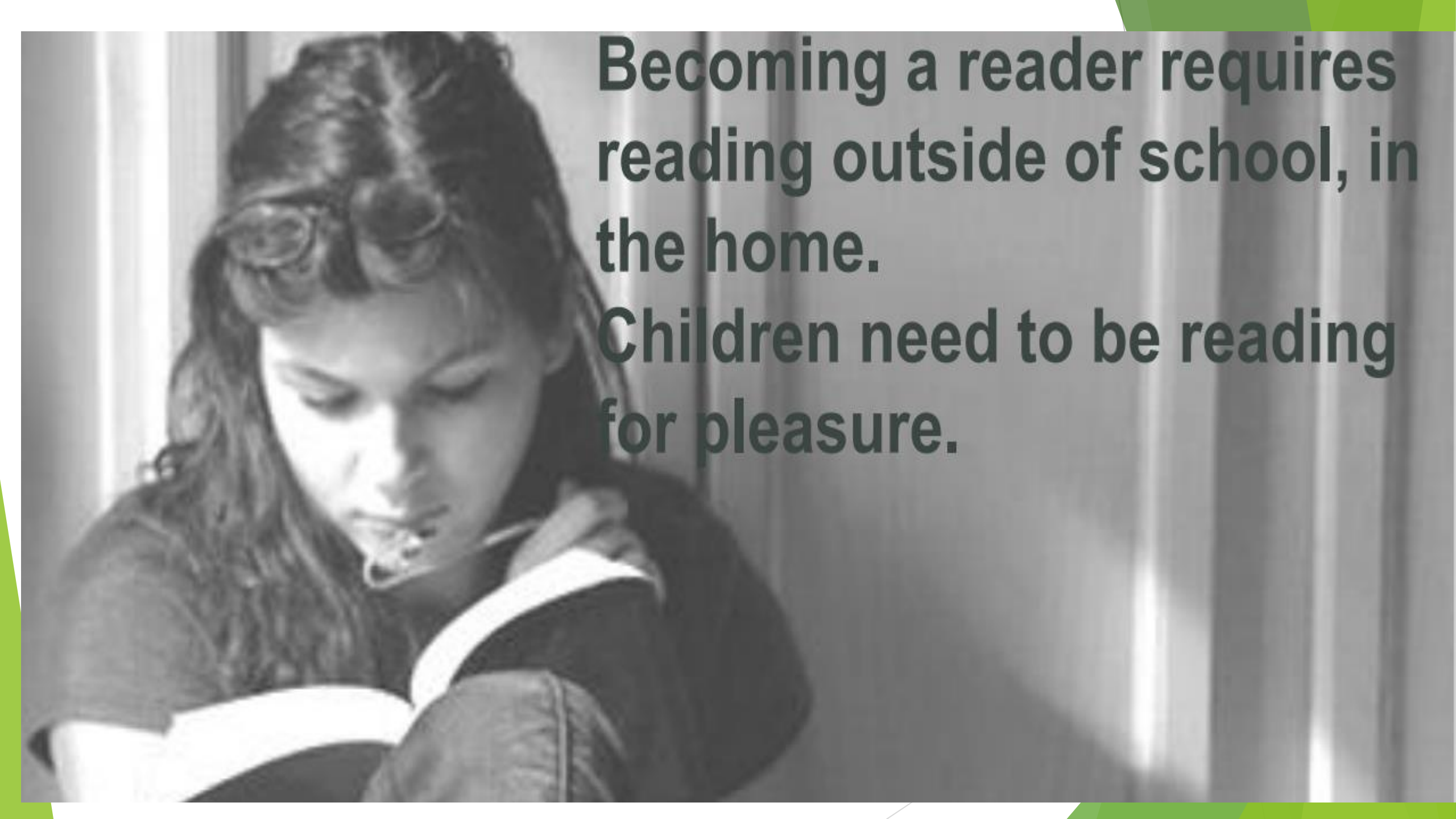
One more time with feeling - When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often kids are so busy figuring out a word they lose the meaning of what they've just read.

The image features a warm, golden-yellow background with several overlapping clock faces. The most prominent clock is in the upper right, showing Roman numerals and hands. Other clock faces are visible in the background, some partially obscured. In the lower left, there is a dark silhouette of a tree against a lighter, hazy area. The overall composition is layered and artistic, with a green geometric shape on the right side.

**We need time for
reading...**

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



A black and white photograph of a young girl with long, dark, curly hair and glasses perched on her head. She is sitting and reading an open book. The background is a window with vertical blinds, and light is streaming through, creating a soft, focused atmosphere. The image is framed by green decorative shapes in the corners.

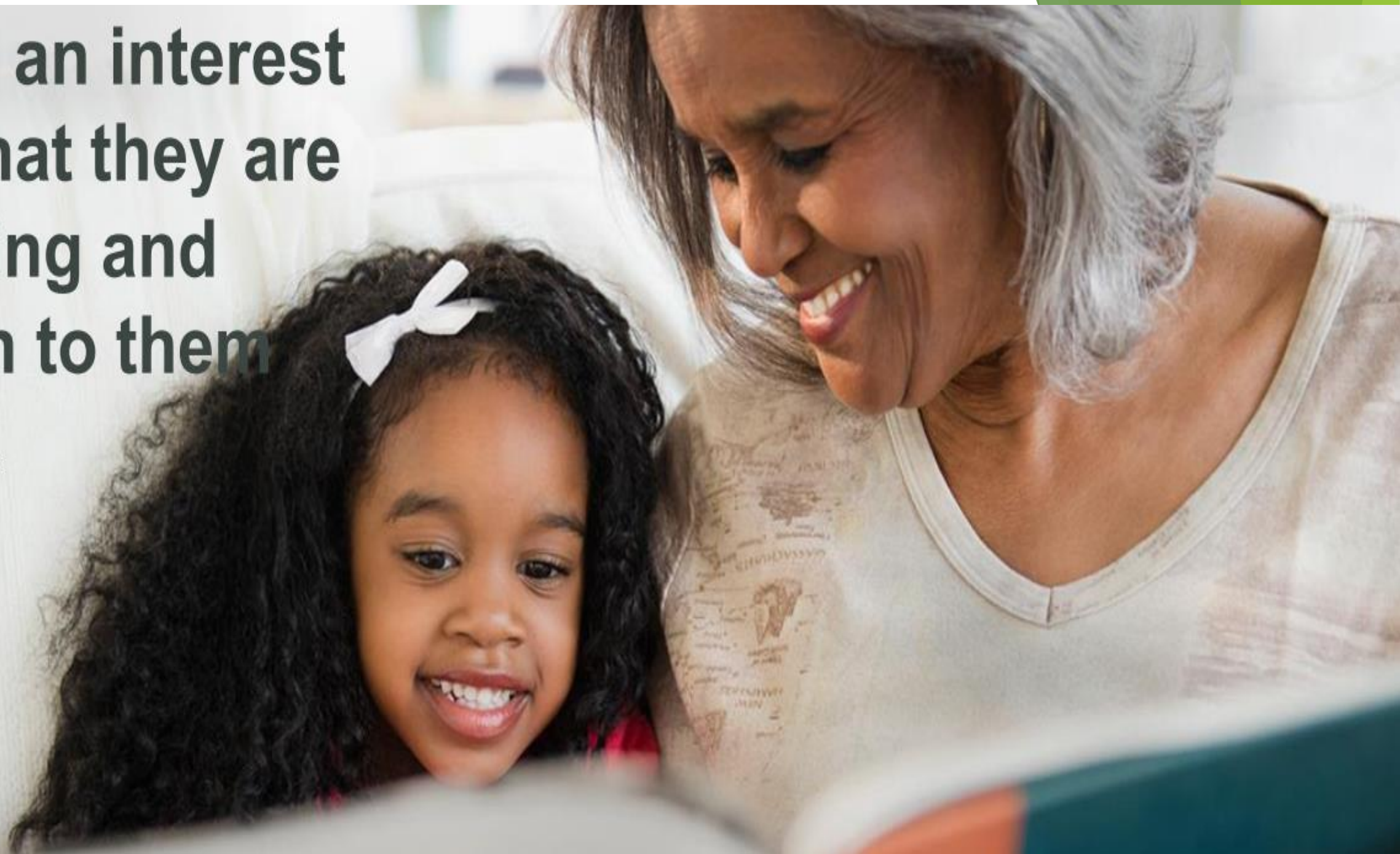
Becoming a reader requires reading outside of school, in the home.

Children need to be reading for pleasure.

A place to read and to keep books



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



Reading Models



Books for
parents
available

Encourage
them to read
something new.

<https://www.thereaderteacher.com/>



Reading to your children – be a model to promote reading for pleasure and reading technique

- **Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction, comics, newspapers, kindles, ipads.**
- **Read them the book that was your favourite when you were a child.**
- **Read slowly, with expression. Try to use different and funny voices for characters.**
 - **Follow the words and read the story using the pictures.**
 - **Discuss the meaning of new or unfamiliar words.**
- **Talk about what is happening and what might happen next. Leave the story on a cliffhanger!**

Talk and open questioning to support your children at home – this supports their ability to explain ideas in more detail instead of yes/no answers

- 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*. We need to use **OPEN** questions, not **closed** questions.

Importantly- What is reading?

Understanding (Comprehension)

- **Being able to read does not mean you understand what you read.**
- **Your child might be able to decode but may not necessarily understand what the text means.**
- **The best way to develop understanding is to talk about texts.**

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



ReadMaster

The National Curriculum:

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.

Fluency and reading aloud

Fluency is:

Pupils should be able to read 90 words a minute.

90-95% of a text should be read accurately, if at the right level

accuracy

automaticity

prosody

Automaticity (reading words with appropriate speed)

- ▶ Automaticity is the fast, effortless word recognition that comes with a great deal of reading practice. In the early stages of learning to read, readers may be accurate but slow and inefficient at recognising words. Continued reading practice helps word recognition become more automatic, rapid, and effortless.
- ▶ Seidenberg: 'Children who struggle when reading aloud do not become good readers if left to read silently; their dysfluency merely becomes inaudible' (2017. P130) *If left to silent read then the more difficult the text becomes the more the difficulties become exaggerated. Children still need to read out loud so that we can assess fluency.*
- ▶ Attention to oral reading fluency is important.
- ▶ Reading too fast is not what we are aiming for.
- ▶ We are looking to move children towards a suitably paced rate when reading aloud.
- ▶ • 120 WPM by Year 4 rising to 150 WPM by the end of Year 6. Y2 - aim for 70- 80 WPM for Y2.
- ▶ • Reading rates should have a degree of flexibility

This should be in place before we then ask children to read silently.

Beginner readers, however, whatever their age, do not have a choice about speed because they are still engaged in decoding the words on the page.
RF

Accuracy (Reading words correctly - Word recognition and Pronunciation)

- ▶ Accuracy is closely linked with automaticity.
- ▶ Appropriately paced reading is important but it shouldn't be at the expense of reading accuracy.
- ▶ Decoding errors will impact on how well a child reads and understands a text.
- ▶ Accuracy develops as words become more familiar.

The national curriculum refers to pupils reading words comprising the year 1 GPCs 'accurately and speedily', reflecting this concept of fluency.
The Reading Framework

Prosody (appropriate stress and intonation)

- ▶ **Reading with expression**, is widely considered to be one of the hallmarks of the achievement of reading fluency. When a child is reading prosodically, oral reading sounds much like speech with appropriate phrasing, pause structures, stress, rise and fall patterns, and general expressiveness.
- ▶ Prosody links comprehension to the way we read words aloud.
- ▶ It supports further, deeper understanding.

“Reading aloud to children is an opportunity to demonstrate fluency while also helping listeners to make meaning”

Kala Williams

Mastery in Reading Comprehension

It's important as adults that we look at a book before hand so we can model the meaning we're getting across, i.e. if a text is conveying sadness, we have to model this.

A reader is unlikely to show a good grasp of prosody if they cannot already read the words with appropriate pace.

Developing Fluency

Recognising familiar words 'at a glance'

Some pupils can decode a word by sounding and blending once; later, whenever they come across the same word, they read it 'at a glance'. Most pupils, however, have to decode a word overtly several times in different contexts before it becomes familiar enough to read 'at a glance'.

Pupils learn to read words 'at a glance' more easily if, when they first decode a word by saying the sounds and blending them, they know what it means: the written word is a label for what the spoken word represents. A pupil therefore might be more likely to read 'dog' at a glance than 'cog', and 'splash' rather than 'stash'. The more words pupils can read at a glance, the sooner they see beyond the word as consisting of a series of letters to decode and can focus on what the word means

Extra practice

Some pupils benefit from repeating the activities above in small groups to increase their fluency.

On other days pupils might choose to read and reread joke books, silly poems aloud to each other.

They also benefit from reading aloud the same texts home and build up their reading miles.

How do children develop fluency?

For all children, reading a lot is the key to developing fluency!

Bug Club

Re-reading books is important for developing fluency. When children re-read a book, they don't have to focus so much on decoding and understanding the words - they are free to concentrate on reading with pace, accuracy and expression.

So why is fluency important?

Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

EFF

As pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it.

Reading Framework

Fluency practice

- ▶ Opportunities for acting out e.g particular character dialogues or actions (children will need to see models of this from adults)
- ▶ **Reading aloud** is an opportunity to demonstrate fluency while also helping listeners to make meaning. expert models - foundation of literacy development. It is the single most important activity for reading success (Bredekamp, Copple, & Neuman, 2000). It provides children with a demonstration of phrased, fluent reading (Fountas & Pinnell, 1996)
- ▶ Echo reading - a re-reading strategy to help children develop fluent, expressive reading.
- ▶ Choral reading - reading aloud in unison with a class or group of children. Helps to build fluency, self-confidence and motivation.
- ▶ Repeated reading - engaging children in repeatedly reading texts improves reading ability.

This involves pupils re-reading a short text a set number of times or until they reach a suitable level of fluency. It is a great way to develop accuracy and automaticity when encountering complex tier 2 and 3 vocabulary in a subject with complex language like science.

- ▶ Fluency changes, depending on what readers are reading, their familiarity with the words, and the amount of their practice with reading text. Even very skilled readers may read in a slow, labored manner when reading texts with many unfamiliar words or topics. For example, readers who are usually fluent may not be able to read technical material fluently, such as a textbook about nuclear physics or an article in a medical journal.
- ▶ It is important to note that fluency instruction should be with a text that a student can read at their independent level. It is at this level where students are able to practice on speed and expression rather than decoding. The chart below describes each reading level:
- ▶ Independent Level Relatively easy for the student to read (95% word accuracy).
- ▶ Instructional Level Challenging but manageable for the reader (90% word accuracy).
- ▶ Frustration Level Difficult text for the student to read (less than 90% word accuracy).

Expected standard Y2

- ▶ https://www.youtube.com/watch?v=rEWlfQQI_Uo

Expected standard Y6

<https://www.youtube.com/watch?v=O4KJZ1oSkbl>

What it means to be a reader at age 11



Source: Clark, C. and Teravainen, A. (2017) 'What it means to be a reader at age 11: valuing skills, affective components and behavioural processes :An outline of the evidence', London: National Literacy Trust

Parent Questionnaire

- ▶ My child does not take books home to read

New books purchased for all classes. Teachers checking book during drop and reads. Communicate in reading diaries. Reading challenges.

- ▶ How to encourage..

Rewards systems in place - check on Dojo

- ▶ Age appropriate

Reader teacher website

Any questions...