



Reading at home

Landywood Primary School

Tuesday 23rd February 2016 Led by Mrs E.Thacker (Literacy Leader)

Did you know?

You're never too old,
Too wacky, too wild
To pick up a book
And read to a child

Dr Seuss

There is no such
thing as a child
who hates to
read: there are
only children who
have not found
the right book!
Frank Serafini

The more you read
The more things you know
The more that you learn
The more places you'll go!

Dr Seuss

The Power of Reading!

- ▶ Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- ▶ 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.
- ▶ Success in reading is fundamental to success in school.
- ▶ Reading is all about acquiring meaning; for enjoyment, information and understanding.

Key Stage 2 SATS Changes

- In 2015/16 children in all years at Key Stage 1 and 2 are now studying the new national curriculum.
- KS1 (Year 2) and KS2 SATs (Year 6) will reflect the new curriculum for the first time this year.
- Year 6 this year, will be the first pupils to receive the new tests and the first to receive the new style of reporting results.
- 'Old' national curriculum levels (e.g. Level 3, 4, 5) have now been abolished and test scores will now be reported as 'scaled scores'.
- This means it is very difficult to compare the assessment of a previous year with the current year.

Scaled Scores - what is meant by “scaled scores?”

- It is planned that 100 will always represent the 'national standard'.

Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.

The scale will have a lower end point somewhere below 100 and an upper end point above 100.

A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

In July 2016 for the first publication of test results, each pupil will receive:

- A raw score (number of raw marks awarded).
 - A scaled score in each tested subject.
 - Confirmation of whether or not they attained the national standard.
- ▶ On publication of the test results in July 2016:
- ▶ A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.

A child awarded a scaled score of **more than 100** is judged to have **exceeded** the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.

A child awarded a scaled score of **less than 100** is judged to have **not yet met** the national standard and performed below expectation for their age.

Reading Test

The Reading Test consists of a single test paper with three unrelated reading texts.

Children are given 60 minutes in total, which includes reading the texts and answering the questions.

A total of 50 marks are available.

Questions are designed to assess the comprehension and understanding of a child's reading. Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

9 Look at Anousheh's blog entry for September 27th.
Explain how Anousheh felt about being in space that day.

2 marks

14 How does the information on page 6 make it sound easy to be a star spotter?

Give **two** ways.

1. _____

2. _____

2 marks

Understanding (Comprehension)

- ▶ 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.
- ▶ The best way to develop understanding is to talk about texts.
- ▶ The next slide is easy to read - does anyone understand what it means?

An extract taken from a computer manual

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

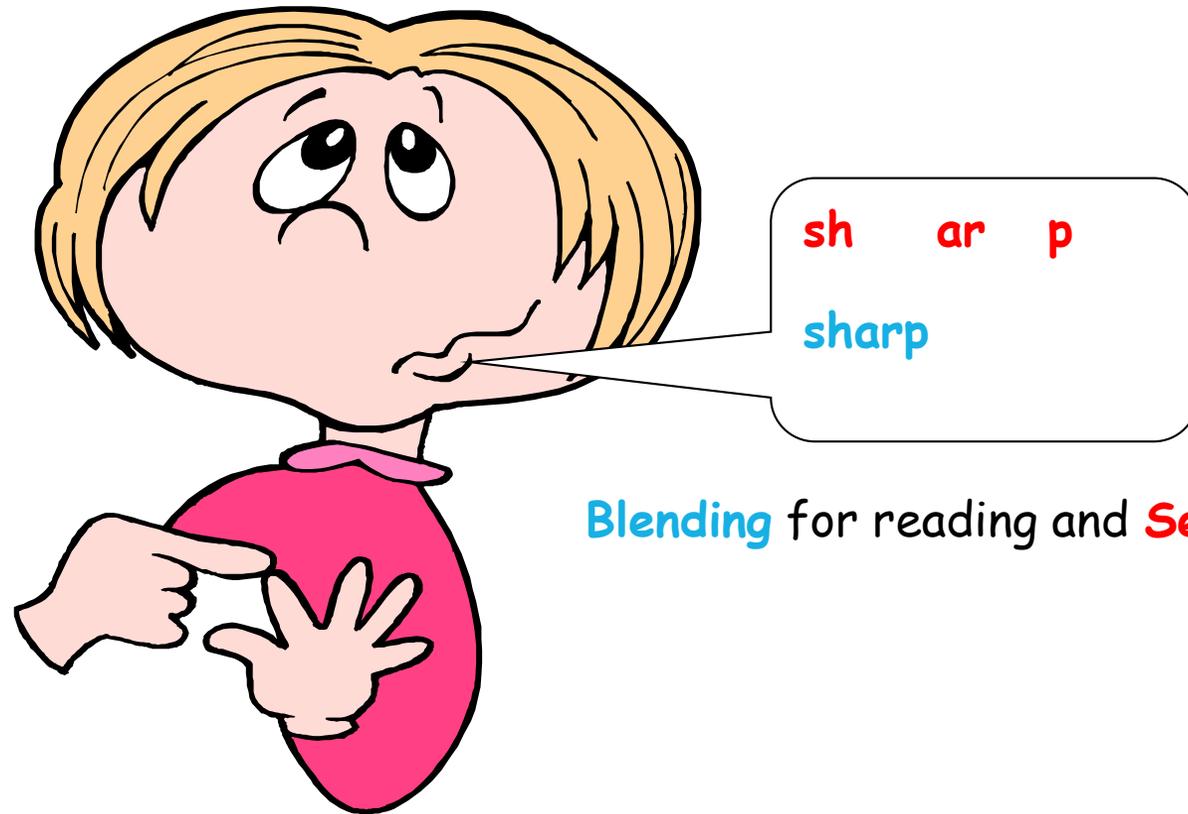
Understanding

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.

If a child understands what they hear, they will understand the same information when they read.

Blending and Segmenting



Blending for reading and **Segmenting** for spelling

Reading in School

The *Teaching* of Reading

- ▶ Phonics
- ▶ Shared reading
- ▶ Guided reading
- ▶ Independent reading
- ▶ Personal reading
- ▶ Focused reading activities
- ▶ Reading across the curriculum
- ▶ Class novels and stories

School readers

Home readers

The hearing of reading is NOT the teaching of reading

Top tips for reading stories aloud - Baby up to 3 years old

- ▶ Here are a few ideas that you could use to liven up story time.
- ▶ **Do the voices** Try to make sure each character talks differently - this makes the story come to life for the listeners. You could try making them talk higher or deeper, faster or slower, or even in different accents. If you have trouble thinking up voices, ask your audience to give you ideas for how a certain character might talk - they could even read one character's lines for you...
- ▶ **Get with the programme** Make sure you have a regular slot in which to read every day. This makes sure you don't forget about it, and stops everyone forgetting the plot! (This idea is used by lots of soaps, where there are lots of different stories to keep in mind, like *Hollyoaks* or *Neighbours*).
- ▶ **Go for a journey** If you have a regular reading time every day, choose a longer chapter book. It'll be more of an experience for you and your listener, and helps build their memory and understanding.
- ▶ **Keep them guessing** Ask questions every so often to find out what everyone thinks might happen next. This can help to build the suspense and make it more interesting for your listeners...
- ▶ **Make sure they're still with you** Recap what's happened every few pages to make sure your listeners know what's going on (especially important if they're younger).
- ▶ **Always leave them wanting more** Quit reading at an exciting point in the story - maybe at the end of a chapter or even in the middle of a sentence! TV dramas use cliffhangers like this to make sure their audience comes back tomorrow to find out what happened - yours will too.

Helping with reading: 5 to 7

- ▶ **How to encourage your child to read**
 - Read yourself!** Set a good example by sharing your reading. Let your children see that you value books and keep them at home.
 - Keep books safe.** Make your child their own special place to keep their books. Show them how to turn pages carefully.
 - Point out words all around you.** Help your child to read the words around them: on food packets in the supermarket, on buses, in newspapers, in recipes.
 - Visit your library - it's free to join!** All libraries have children's sections. Many also have regular storytelling sessions.
 - Make time to read.** Read a bedtime story with your child every night. Encourage them to share reading with grandparents, brothers and sisters and aunts and uncles.
 - Keep in touch with school.** Make sure your child swaps their home reading books regularly at school and try to make a regular time slot of about 10 minutes to hear them read.
 - If English is not your family's first language:** You can buy dual language books. You can talk about books and stories in any language.

Helping with reading: 5-7

▶ How to help with reading

Be positive. Praise your child for trying hard at their reading. Let them know it's all right to make mistakes. Turn off the TV! It's easier for your child to concentrate if there are no distractions.

Give them time. Let them make a guess before you tell them the word. Help them to get the first sound or try breaking the word up into smaller sections.

Point with a finger. Encourage them to follow the words with their finger.

Don't make them try too hard! It doesn't matter if you have to tell them the word sometimes.

Let them read their favourites. It's good practice to read the same books over and over again.

Ask lots of questions. Check they understand the story by asking them questions about what happens. Use the pictures to explain what's happening.

Don't read for too long. A good ten minutes is better than a difficult half hour.

Activities to try at home. Organise a treasure hunt around the house on a rainy day. Give your child a list of things that they can find in the house and see how quickly they can collect all the items.

Create a monster dictionary by making up names of frightening monsters that begin with different letters of the alphabet. Ask your child to draw a picture of each one.

Milestones: By the age of five

- ▶ Your five-year old is amazing! They learn so fast. They speak in proper sentences, tell you stories, and make choices about what books they want to read.
- ▶ **Hear it, get it**
Your five-year-old can look at you when you talk to them and think about what you are saying. They can listen to and understand instructions, even if they are doing something else.
- ▶ They can understand longer sentences with two to three parts, e.g. “Get a plate from the cupboard, choose a piece of fruit and sit at the table.” They can understand “how” or “why” questions, e.g. “How did the family escape from the bear in the story?”
- ▶ Play a game with your child: “Choose a pencil in a colour you like, then draw round your hand really carefully onto the piece of paper.”
- ▶ Talk to your child: “Why couldn’t the wolf blow down the house made of bricks?”
- ▶ **Words up**
Your five-year-old can put words into the right groups, like animals, transport, food. They understand how to describe ideas like time (soon, early, late) shape (square, triangle) texture (soft, hard and smooth) size (big, small).
- ▶ Give your child the animal challenge: “What animal is this, “It lives in the jungle and is fierce with big teeth and has stripes.”
- ▶ Ask your child: “How many types of food can you think of in 20 seconds?”

Helping with reading: 7-11

- ▶ **How to encourage your child to read**
- ▶ **Read yourself!** Show a good example by talking about the reading you do at work and at home. Let your child know that reading is an important part of your life.
Keep books safe. Make your child their own special place to keep their books in their bedroom.
Visit your library - it's free to join! As well as taking out story books, use visits to the library as a time to find books about your child's hobbies and interests.
Make time to read. Set aside a time for reading for the family - after school or before bedtime. Encourage independent reading but don't be afraid to still tell a bedtime story.
Don't just read books. Encourage your child to read newspapers, TV guides, comics and magazines. Ask your child to find out information from the Yellow Pages, the Internet, cookery books, etc.
Let your child read with younger children. Encourage them to read to other members of the family.
Keep in touch with school. Make sure your child swaps their home reading books regularly at school and try to make a regular time slot of about 10 minutes to hear them read.
If English is not your family's first language: You can buy dual language books. You can talk about books and stories in any language

Milestones: By the age of seven

- ▶ Your seven year old is at the perfect age to take new things in very quickly. They will have learnt a lot about how to listen and ask for help if they don't understand. They can tell you stories, ask you 'why', use exciting language and take turns with their friends.
- ▶ **Hear it, get it**
Your seven year old can listen to you when you ask a question or give them an instruction and work out which bits of information are important. They know when they don't understand and can ask you to explain, e.g. "Is the author the one that writes the story and the pictures are done by someone else?"
Your seven year old can understand instructions with two or three parts that are more complicated, e.g. "Choose a person from the story we've just read, tell me how they feel at the end of the story and why you think that is."

Milestones: By the age of seven (continued)

- ▶ **Play a game**
Get a list of words from a topic your child is learning at school. Choose one word and challenge you child to say it in a sentence. Does it make sense?
- ▶ **Story telling**
Choose a story you both know well, e.g. Red Riding Hood. Talk about the wolf. Is he good or bad? Ask your child to say why they think he is good or bad. What's in the story that tells them?
- ▶ **Words up**
Your seven year old is learning lots of new words and can put words together by meaning as well as how they sound and look.
- ▶ Your child is learning to compare words in different ways, by look, sound and meaning, e.g. "Bare and bear sound the same but they mean different things."
- ▶ They can guess words when given clues like shape, size and letters, e.g. "It's a large animal, grey with thick skin, not an elephant and it starts with the letter 'h'."
- ▶ Your seven year old will enjoy using new words they're learning and telling you what they mean, e.g. "symmetry is when you draw a line down a shape and it's the same on each side."

Milestones: By the age of seven (continued)

- ▶ **Play word games**
There are lots of games to play with your child. Here are some examples, opposites, say a word and then think of the opposite, e.g. hot, cold
- ▶ the yes/no game, challenge your child do talk to you without using yes or no, it's quite hard to do!
- ▶ describing word charades, your child thinks of an action, e.g. swimming, adds a describing word, for example slowly and acts it out for you to guess
- ▶ Play "connecting" with your child - make a list of connecting words, e.g. now, next, because, etc. and challenge your child to use each one in a longer sentence, e.g. "The children ran away because the bear was chasing them."
- ▶ **Tell me a story**
Your seven year old will love telling you stories about things they are doing. They can give you more detail about what happened. Your child's stories will be getting better as they can tell you a basic story plot, use words that make it interesting and get it in the right order most of the time.
- ▶ Your child will know what you already know and will check they've got it right while telling you a story, e.g. "You know Mr Jones, he's our teacher, well he wasn't in school today..."
- ▶ They will be able to say what they think will happen next in a story, e.g. "I think the hungry fox is going to try and eat the chicken but he won't be able to catch him."
- ▶ Tell a story with your child. You each say a sentence in turn to keep the story going. Can they remember the events and keep the plot going?

Milestones - By nine years

- ▶ By the age of 9 your child knows the rules of talking and is using this to mix with others and build friendships. They can tell exciting stories with a beginning, middle and end and are starting to use this in their writing. The words they know and use are helping them to think and learn. **Hear it, follow it, get it**
Your 9 year old can listen to you and work out which bits of information are important. They can also read your mood to understand what you're NOT saying, e.g. "I said dinner is on the table!" [Mum's getting cross so we'd better go to the table now]
- ▶ If they don't understand your 9 year old can ask for the information they need from you but be patient, they will need time to think first.

Milestones - By nine years (continued)

- ▶ **Say it loud and proud**
Your 9 year old speaks clearly and fluently about past, present and future events. They don't often make mistakes when reading or speaking unusual word endings, e.g. brought, fish, peace.
- ▶ Your child will be using their voice to explain their meaning, e.g. "Helpful?" she cried, "you must be joking!"
- ▶ They will be using longer, more complicated sentences to plan and explain their thoughts, e.g. "We decided Jenny will run first because she's fast and will give us a good start, me and Jack will go in the middle and Waleed will go last because he is really sporty."
- ▶ Planning - ask your child to help you to plan a party or an event and talk to you about what needs to be done, e.g. a brother/sister's birthday party.
- ▶ **Tell me a story**
Your 9 year old is able to tell good, exciting stories that have a clear beginning, an interesting middle and an ending. They are using their voices to make their stories come to life and changing the information they give depending on who they are talking to.
- ▶ Your child can relate what they tell to the interests of the listener, e.g. "Guess who I saw yesterday..."
- ▶ Telling stories - get your child to make up stories to tell you and other people in the family, especially younger brothers or sisters.

Milestones - By eleven years

- ▶ By the age of 11 your child is good at listening and is using language fully in lots of different ways to explain, describe and share. They share ideas and information to help their thinking and learning. They have good friendships which are independent of you.
Hear it, follow it, get it
Your 11 year old can listen for longer and notice HOW things are said. They get sarcasm when it's obvious, e.g. "My favourite cup, broken, now that was really clever!"
- ▶ Your child has a sense of humour and gets simple jokes even if they can't explain why they are funny.
- ▶ Your 11 year old knows there are different kinds of questions,
e.g. open questions - "Tell me about your day"
closed questions - "Did you have a good day?"
rhetorical questions - "Wasn't your day great!"
- ▶ Question time - get your child to ask you the same question in different ways, e.g.
"What shall we go and see at the cinema?", open, "Can we go to the cinema?", closed,
"It would be fun to go to the cinema wouldn't it?" rhetorical.
- ▶ You're joking! - share jokes and funny stories with your child.

Milestones - By eleven years (continued)

- ▶ **Say it loud and proud**
Your 11 year old speaks clearly and fluently and uses long and complex sentences. They use joining words to make their language flow, e.g. meanwhile, therefore, yet. They also use different kinds of questions to help conversations move on. Your child can tell you about some grammar rules and they can see and hear when a sentence is not correct, e.g. “We was (are) going to the park today”.
- ▶ Grammar rules - ask your child to tell you basic grammar rules and give examples. If they have younger siblings encourage them to find a simple way to explain sentences to them too.
- ▶ **Tell me a story**
Story telling is important to your 11 year old for their school work and for their friendships. Your child can tell you long and entertaining stories full of detail and description. They can put sub-plots into their stories and then return to the main story line.
- ▶ Your 11 year old can talk in detail about things that have happened some time ago or are planned for the future.
- ▶ Play story detectives - ask your child to tell you about the books they are reading or the TV programmes they are watching. Can they say what will happen in the next chapter/episode and can they say why they know this?

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?

Independent Strategies *by Jill Marie Warner*

- ▶ When I get stuck on a word in a book,
There are lots of things I can do.
I can do them all, please, by myself;
I don't need help from you.
I can look at the picture to get a hint.
Or think what the story's about.
I can "get my mouth ready" to say the
first letter.
A kind of "sounding out".
I can chop up the words into smaller
parts,
Like on or ing or ly,
Or find smaller words in compound
words
Like raincoat and bumblebee.
I can think of a word that makes sense in that
place,
Guess or say "blank" and read on
Until the sentence has reached its end,
Then go back and try these on:
"Does it make sense?"
"Can we say it that way?"
"Does it look right to me?"
Chances are the right word will pop out like the
sun
In my own mind, can't you see?
If I've thought of and tried out most of these
things
And I still do not know what to do,
Then I may turn around and ask
For some help to get me through

How to use these strategies at home

John let his pet frog go.

It *****across the grass.

What is the first sound?

It **h******* across the grass.

What would make sense?

It **hopping** across the grass.

Does that sound right?

It **hopped** across the grass.

Closed Questions!

- ▶ 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*.

Questions to help you get more from your child's reading book.

<p><u>Book Introduction</u> Who is the author? What can you see on the front cover? What do you think this book is going to be about? Who do you think the characters are going to be?</p>	<p><u>Understanding what you have read</u> What do you think is happening here? What happened in the story? What might this mean...? Which part of the story best describes the.....? Which words or phrases do this?</p>	<p><u>Recalling information from the book</u> Where does the story take place? What did he/she/it look like? Who was he/she/it? Where did he/she/it live? Who are the characters in the book? What did you find out about? Where did you find it? How did? Why did? When did? Who did.....?</p>
<p><u>Giving reasons</u> What makes you think that? How do you feel about? Can you explain why...? I wonder why the author...? Which words has the author used to show that this character is....funny/naughty/mean/Kind?</p>	<p><u>Discussing the story</u> Could this book be better? Is it as good as.....? Which did you prefer? Why? Who was your favourite character? Why? Which part did you like best/least? Why? How would you change?</p>	

Talking about books

It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about in your book?

What can you tell me about...?

Understanding (Comprehension)

- ▶ Finding information on the page.
- ▶ Being able to find information that is *not* on the page.
Looking for clues
- ▶ Thinking about situations and predicting what might happen.
- ▶ Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- ▶ Book talk to make your child think.

Hearing your child read

- ▶ Choose a quiet time and give your child your full attention;
- ▶ Give support if required using the strategies explained earlier;
- ▶ Explain the meaning of new words;
- ▶ Talk about the text using open questions.

Reading to your children

- ▶ Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- ▶ 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.
- ▶ Talk about what is happening and what might happen next. Leave the story on a cliffhanger!

Jack and the Beanstalk

Think about the story of Jack and the Beanstalk.

- ▶ Who are the characters?
- ▶ Who is the main character?
- ▶ How would *you* feel if someone kept stealing your belongings?
- ▶ What might the giant say to Jack's mother?

Did you know?

- ▶ It is mostly women who read with their children at home but...
- ▶ A lack of male role models may be one explanation for lower rates of reading attainment for boys. Men such as Dads, Grandads, older brothers etc. play a vital part in helping our boys to be good readers.

Next steps:- How else can we help you to support your child's reading? We can start....

- Early bird reading clubs at start of school day
- After school reading/story book making clubs for children and parents
- Read to my family week – a time near end of school day once/twice a term for family members to read with their children in school

New home reading books that will excite and interest your child!

- ▶ We have already bought new home reading books for children in Nursery, Reception, Year 1 and Year 2 to enjoy with you at home.
- ▶ We have recently bought new home reading books for children in Year 3, 4, 5 and 6 too so look out for these to come home with your child.

Scholastic Book Fair will be in school during Parent's Evening on Thursday 3rd March (also World Book Day).

- ▶ Parental support for our Scholastic Book Fairs has always been fantastic.
- ▶ As usual, your child will be given a £1 World Book Day book voucher to get £1 discount when they buy a book - hopefully from our Scholastic Book Fair.
- ▶ What an ideal way to kick start reading at home with your child/children and you will also be supporting more books being bought for school.
- ▶ The Book Fair will also be held after school on Monday 7th and Tuesday 8th March in the School Annexe as usual.
- ▶ We look forward to seeing you there!

We are planning to have ...

A Reading Curriculum Evening

- ▶ You will be given a map of the school highlighting the different activities and where they can be found.
- ▶ You will be able to see how to support:
 - ▶ Bedtime reading at home
 - ▶ Using expression when reading different characters
 - ▶ Giving reading a purpose
 - ▶ Demonstration of a range of phonic games and listening to how to pronounce different letter sounds
 - ▶ Comprehension challenges
 - ▶ Oral storytelling
 - ▶ An audio books area
 - ▶ The schools library service to talk about joining the library
 - ▶ A reading hunt to discover the mystery book character

Useful Websites...

- ▶ [Oxford Owl - Fun ideas.html](#)
- ▶ [usefulliteracywebsites.pdf](#)
- ▶ [English _ Key Stage 1 _ Stories_files](#)
- ▶ [BBC - Schools Ages 4-11 - Literacy Sites_files](#)
- ▶ [Learning to Read, Literacy, Key Stage 1 - Interactive Whiteboard Resources - Topmarks_filesBBC - KS2 Bitesize English - Reading_files](#)

Any questions?

Have fun!!