

Welcome to our Parent Reading Workshop

24.9.24



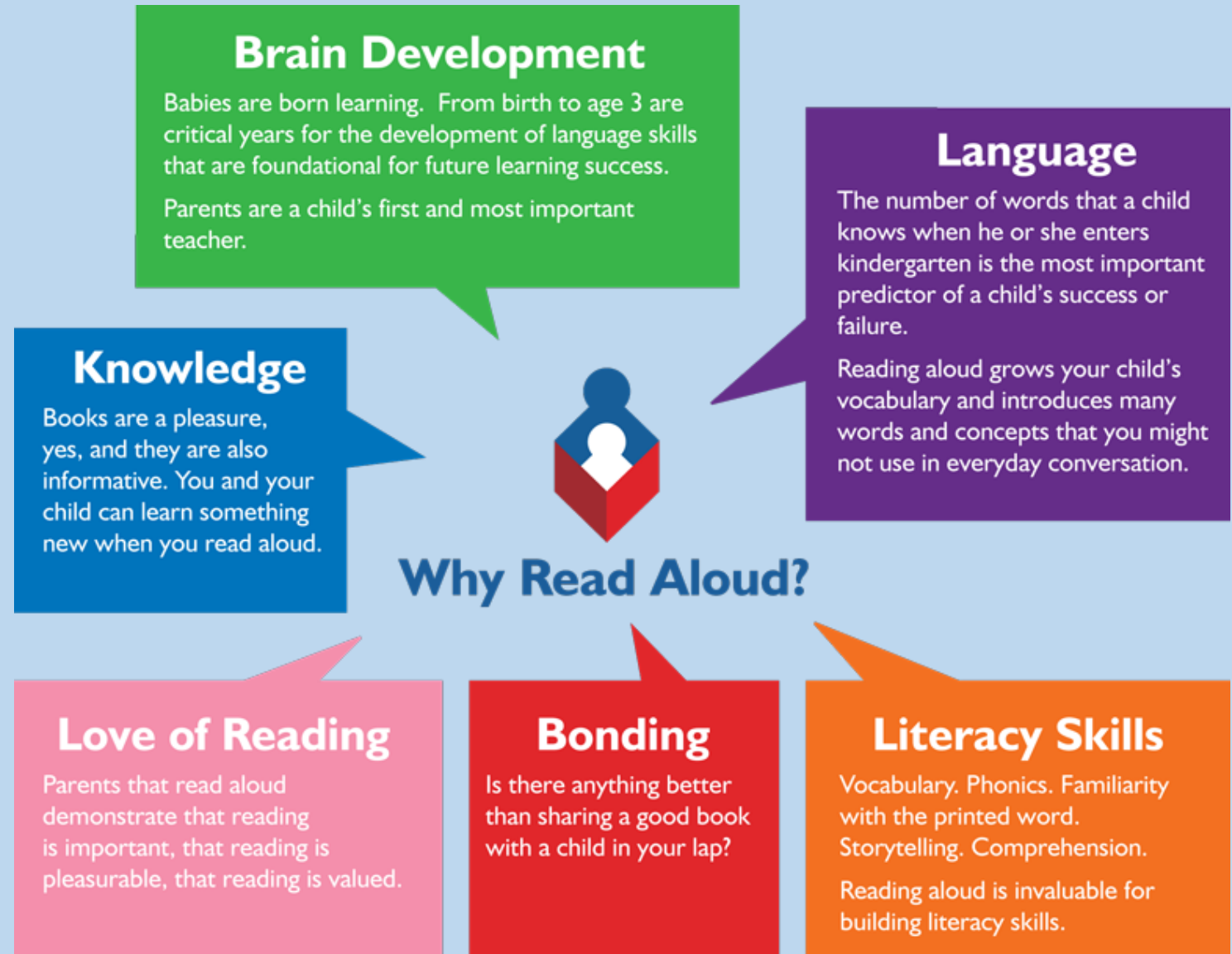
The survey of 71,400 children and young people by the National Literacy Trust early in 2023 has revealed that **fewer than one in three children (28%)** aged eight to 18 read daily for enjoyment.

Impact of reading

Amount of reading	20 mins	5 mins	1 min
Number of minutes per year	3600	900	180
Number of words per year	1.8 Million	282,000	8000
Hours read by the end of primary school	851	212	42
Performance on tests	90%	50%	10%

Reading from an early age and securing phonics

- Reading from an early age is important.
- In order to get children fluent in reading, their phonic knowledge must be embedded.
- Read to children from day zero!



Phonics

- Phonics is matching the sounds of spoken English with individual or groups of letters.
- At St Nicolas, we follow 'RWI phonics.'
- We teach the initial letter sounds, followed by set 2 and set 3 (special friends).
- Children will take home phonics books that contain only the sounds they have learnt.
- Children learn to read by using Fred talk and then blending the sounds together.
- Meet Fred! He can only say the sounds in a word
- If children get stuck, we say 'special friends, Fred talk, read the word'.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

What is fluency and why is it 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 a child to be fluent, phonic knowledge is important.
- When a child is fluent, we can focus on understanding and comprehension.
- When comprehension is secure, the child will enjoy what they read.

Three ways you can help build fluency at home...

1. **Read and follow** – the adult reads the text and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.
2. **My turn, your turn** – take turns reading a page, paragraph or sentence. Here you are modelling how to read with fluency, flow and expression.
3. **Echo Reading** – as you read, the child copies. It is important here to pace yourself and read at a rate that your child can keep up with.

Let's have a go!

What is comprehension?

- This refers to the understanding of a text.
- There are cases of where children are able to read thanks to secure phonics knowledge and the ability to decode but do not understand what they have read.

COMPREHENSION SKILLS

DEFINITION

Comprehension skills are cognitive capabilities that allow individuals to process and understand written or spoken information. They encompass a range of abilities, from identifying main ideas and supporting details to making inferences and drawing conclusions. Mastery of these skills is essential for effective reading, listening, and overall communication.

EXAMPLES

- Summarizing
- Paraphrasing
- Drawing Conclusions
- Sequencing Events
- Ranking Information
- Recognizing Author Purpose
- Interpreting Figurative Language
- Identifying Cause and Effect

What you can do to help develop comprehension...



That's something lacking in a lot of modern-day families – just talking. It's almost a lost art form.

Ryan Kwanten

- Comprehension of the world will develop comprehension in reading...
- Ways you can develop comprehension –
 - Talking a lot at home... about everything
 - Develop cultural capital by going out (this does not have to cost money)
 - Reading together and discussing books together
 - Why do you like this book?
 - What do you think will happen next? Why?
 - What do you think about this character? Why?

Vocabulary -

Interpreting words in context and deciphering the meaning of words unknown based on the context they are written.

Mr Ali **loathes** wearing a tie as he finds it uncomfortable.

We may not know the meaning of the word 'loathe' here but based on the context and other evidence within the sentence, we can guess it means 'doesn't like'. How have I arrived at this conclusion?

Inference: is an interpretation that goes beyond the literal information given and relies on the evidence within the text as well as background knowledge.

The bike lay on the floor next to her as she held her leg and cried.

- We could **infer** that the girl fell off her bike.

Predict – what has or what will happen based on information stated or inferred (linked closely to inference). Again, background knowledge here is important.

Beowulf snatched his sword from the armoury and ran towards the mountains.

- What do you predict Beowulf is going to do? What evidence have you used to make your prediction?

Predictions, like inferences are neither right or wrong, they may be strong (with secure evidence to back them up) or weak (with little or poor evidence to back them up).

Retrieve

- Retrieval of information is often the information out of the text that they have just read. E.g.
- What was the character's name?
- What did they eat for dinner?
- What colour was the car?
- What time did...

Summary -

- Summarise main ideas from more than one paragraph
 - What is the main point of the first paragraph?
 - What heading would be appropriate for this paragraph?

Questions you can ask at home...

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

What reading at home looks like

- Reading is best in a quiet space
- Find a time that works best for you and your child – routines!
- Children need to be reading aloud to an adult – this is still important higher up the school as helps fluency – though doesn't need to be every night!
- Don't make it a stressful experience – 1 page is better than no page!
- Ask questions after your child has read.
- Encourage children to re-read books, this develops their fluency.
- Read books to your children (audio books in the car, a book on the go before bed).

How to encourage reading at home

- Show that you love reading
- Take your child to the library regularly
- Book swaps between friends
- Exposing children to texts beyond novels. E.g. comics, magazines, non-fiction books
- Read to a pet
- Take control of how screen time is used
- Give children books that matter to them (hobbies, authors and characters, texts that excite them)
- Class page has recommended reads

Any questions?

Please take a set of comprehension questions with you.

Please let me know if you would like a copy of the speed sounds handout.