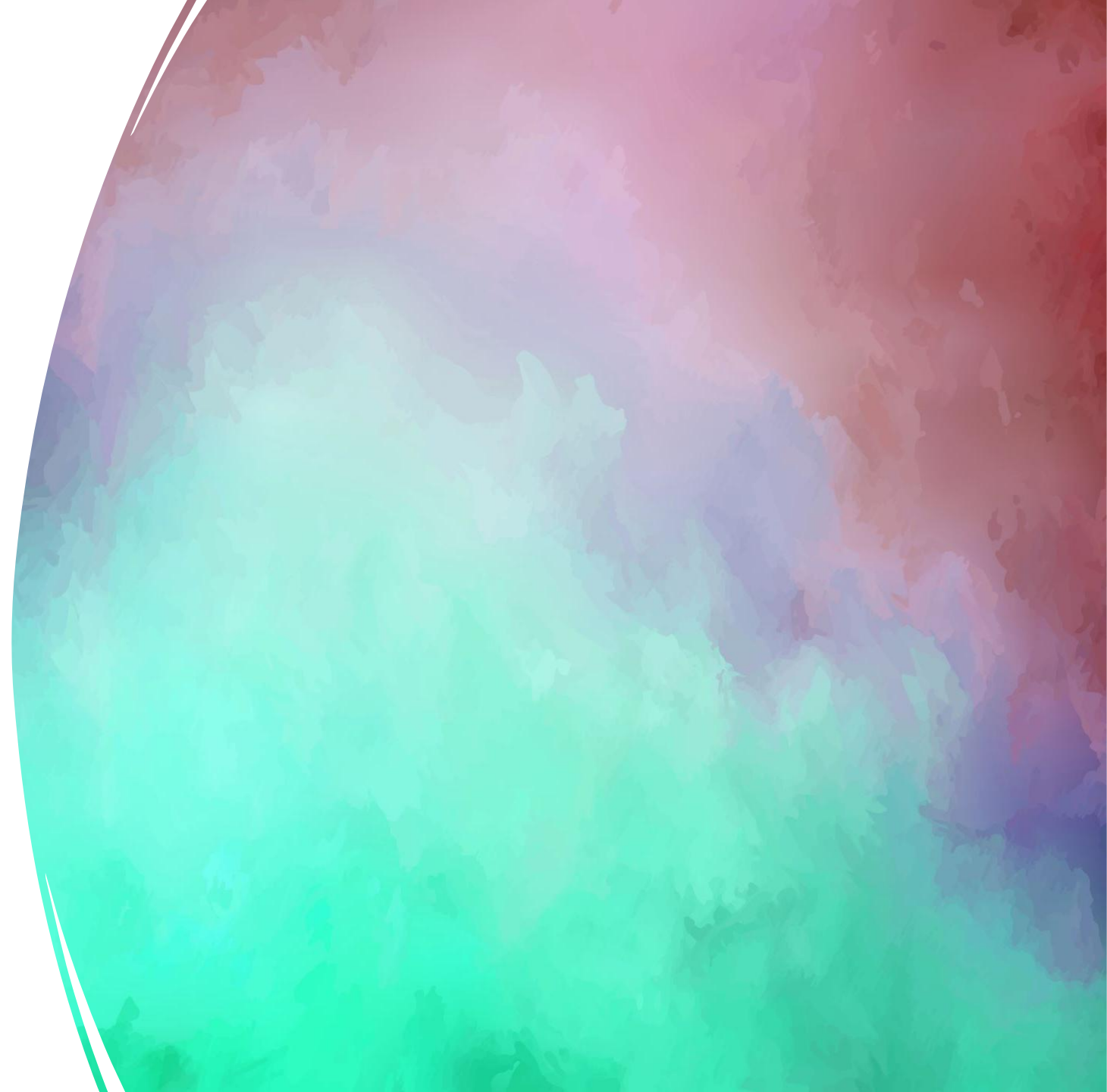




Reading at
Portswood Primary
School
KS2





Our vision for
reading at
Portswood
Primary

Our aim is to foster confident, competent and happy readers who actively engage with reading and see it as an important life skill.





Why this workshop?

- To understand how children learn to read
- To share our approach for teaching reading at Portswood
- To share advice and offer support on how to help your child at home

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

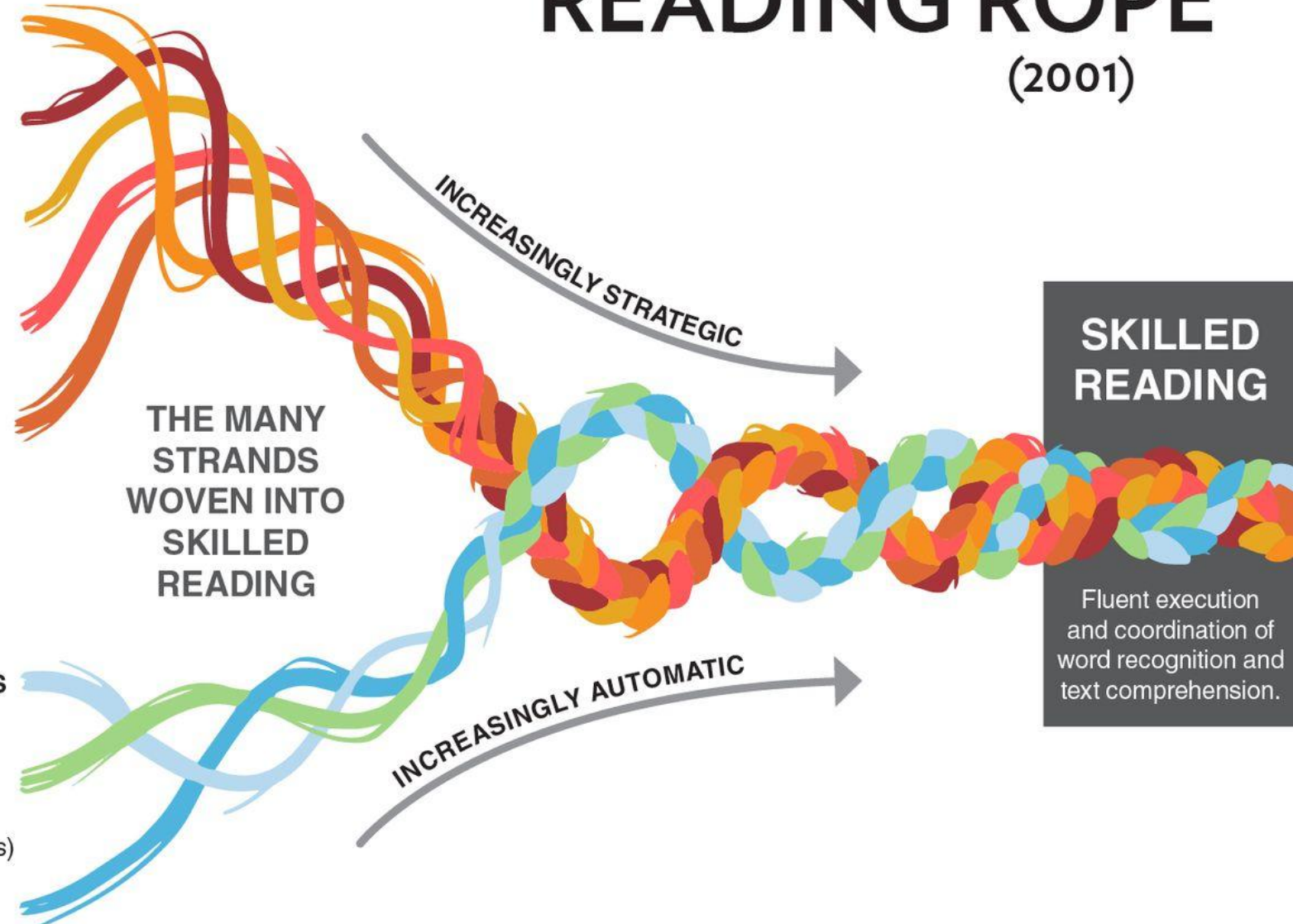
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

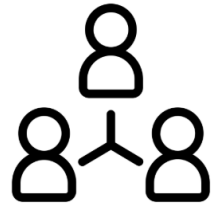
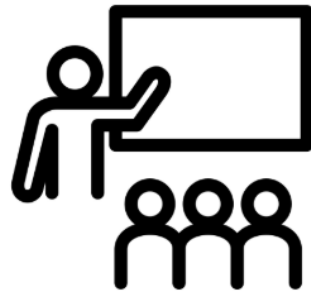
PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Early Reading and Phonics



sounds, word reading
and writing

Guided Reading



Whole Class Reading lessons (Y2 onwards)



Class novel



Four
Strands of
Reading

Four Strands of Reading

Early Reading and Phonics KS1

- Little Wandle phonics
- Daily sessions
- Rapid Catch up for those needed



Guided Reading: for fluency



What is a fluent reader?

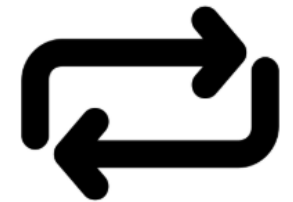
- read accurately,
- appropriate speed without great effort (automaticity),
- appropriate stress and intonation (prosody).

There are no quick ways to
develop reading fluency

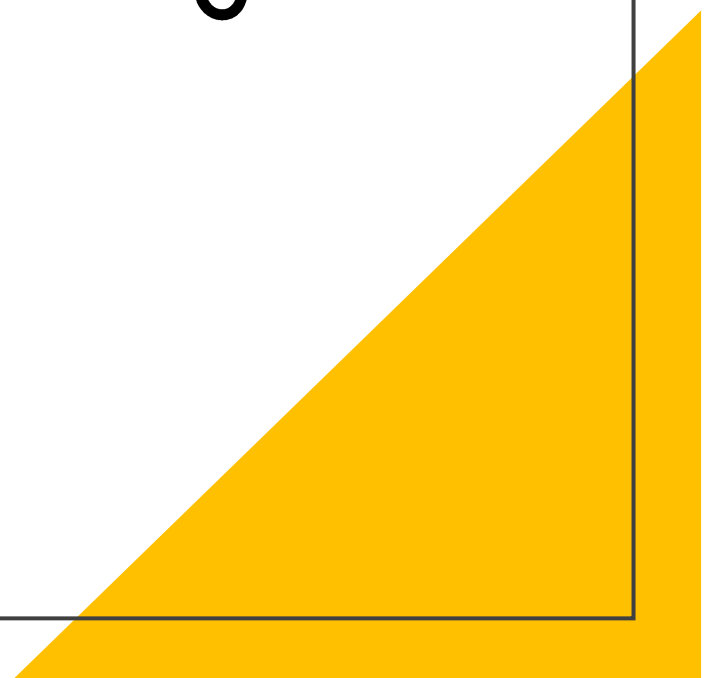


Simply put, pupils need to

- **Be read aloud to:** This allows them to hear fluent reading.
- Engage in **assisted reading:** Pupils read a text whilst listening to a fluent reading of the same text.
- Be given opportunities for **repeated reading:** pupils practice reading texts repeatedly until they can read the text in a fluent manner.



So, how do we teach fluency
at Portswood?



Guided Reading

Guided reading is an instructional practice used to help students develop their reading skills. A teacher or TA works with a small group of students who are at a similar reading level.

Small Groups

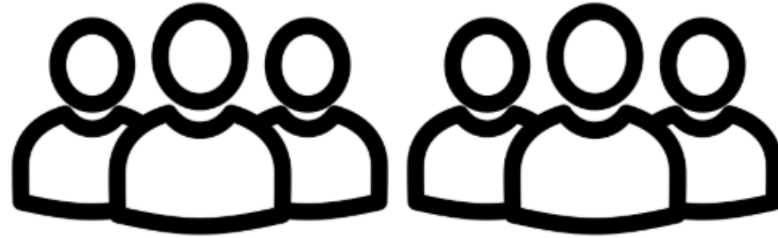
Text Selection

Focused Instruction

Student Practice

Discussion

Assessment





Our approach to Guided Reading across the school



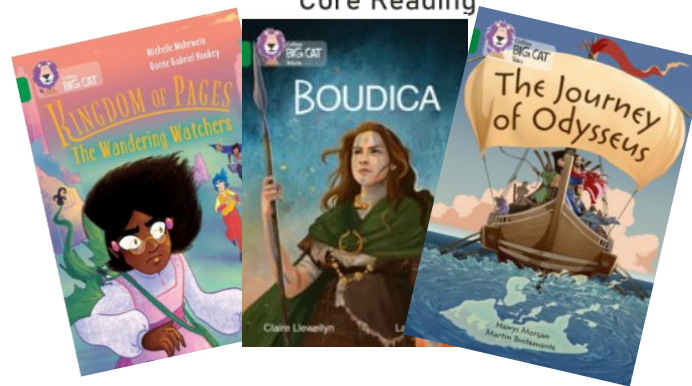
Year R + 1

Little Wandle phonic books



Year 2 + 3

Little Wandle phonic books + Little Wandle Fluency books



Year 4, 5 + 6

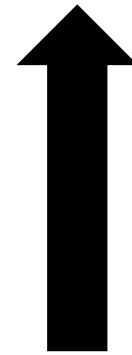
Big Cat books, moving onto our school scheme chapter books





Fluency level	Reading speed at 90% accuracy
F1	60wpm
F2	70wpm
F3	80wpm
F4	85wpm
F5	90wpm

Fluency level	Reading speed at 90% accuracy
F6	95wpm
F7	100wpm
F8	110wpm
F9	115wpm
F10	120wpm



End of Y3 expectation

Children then complete a Big Cat assessment to determine their book band.

Big Cat Book Band progression



End of Y4 expectation
From here they'll move to the school
scheme if they are fluently reading
Emerald



For Y5 and Y6 children who
aren't reading fluently
enough to access the school
scheme



What does Guided Reading look like?

Year 3

- Follows the same session structure as Year R, Year 1 and Year 2
 - Session 1: Decoding
 - Session 2: Prosody
 - Session 3: Comprehension
- Using the Little Wandle Fluency books.
- Children will carry out a fluency assessment to ensure they are ready to move on to the next fluency band.



Guided Reading

Year 4 & 5

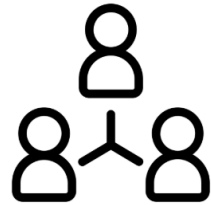
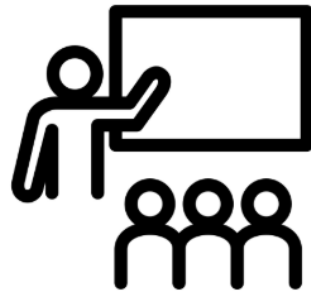
- Daily Guided Reading sessions.
- Children grouped by reading ability.
- Big Cat assessments used to group children. These give a WPM score as well as a comprehension assessment.
- Reading Big Cat books from Purple → Emerald before progressing onto the whole school scheme of short chapter books.



Guided Reading Session Structure

Retrieval and revisit	<ul style="list-style-type: none">- Who are our main characters?- Where is the story set?- What happened on the last page we read?
Vocabulary	<ul style="list-style-type: none">- What new words have we learned so far. Can we remember what they mean?
Read	<ul style="list-style-type: none">- Adult to tell children where to read up to. "Today we will read to page 10. If you reach page 10 before everyone else, please go back and read through again."- Children read at their own pace. Adults 'tap in' to each child.
Vocabulary	<ul style="list-style-type: none">- If there is unknown vocabulary, adult to stop the whole group to discuss.
Modelling	<ul style="list-style-type: none">- If and when appropriate, parts of the text can also be read aloud by different children with the group listening to demonstrate effective pace or expression. The group should also be brought together to discuss any key comprehension questions using resources provided.
Recording	<ul style="list-style-type: none">- Adult records in reading records. This should show any vocabulary discussed so that the adult the next day can pick this up.

Early Reading and Phonics



sounds, word reading
and writing

Guided Reading



Whole Class Reading lessons (Y2 onwards)



Class novel



What is Whole Class Reading?

Comprehension refers to the ability of students to understand and make meaning from what they read. It is a critical component of literacy development and involves several key skills

How do we
teach these
skills?



Find and explain the meaning of words in context.



Make and justify inferences using evidence from the text



Predict what might happen from details given and implied.



Explain the meaning, themes and overall patterns in a text



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



Summarise the main ideas from more than one paragraph

Structure of a whole class reading session

Prior learning	<ul style="list-style-type: none">- Make links to topics or prior learning- Revisit previous reading with quick retrieval questions- Give context if needed
Vocab pre-teach	<ul style="list-style-type: none">- Teach children key vocabulary that they will encounter in the reading
(if reading an unseen text) What's the big picture?	<ul style="list-style-type: none">- Teach children to scan the text to get the 'big picture' eg 'This is a text about protecting orangutans'- Teach them to annotate the text with where key information can be found
Skill focus	<ul style="list-style-type: none">- Explicitly model the question focus and ensure independent task matches the modelling I do, we do, you do
Summarise	<ul style="list-style-type: none">- Summarise what you have read today

What does this actually look like?

Prior Learning

Recap prologue

- What vessel are they on (type and name)?
- What type of animal is Malkin? How specific can you be?
- What does John give to Malkin?
- What happened at the end of the chapter?
- Why did John need to put the ship into autopilot?
- What is autopilot?
- Why doesn't John tell Malkin what is in the envelope?
- What might 'have you enough clicks' mean?
- What was strange about the two silhouetted figures?

Prior Learning

Prior Knowledge

Folktales are stories that are used to teach important morals. Learning a variety of these stories provide children and adults, helping to shape an individual's virtues.

These stories originate from many different cultures, but they all have an underlying meaning to teach a valuable lesson.

A rags to riches tale is a story based on a journey from poor living conditions to a more wealthy lifestyle.

The Persian Cinderella is a popular folktale written by Shirley Climo. Although this narrative is similar to other Cinderella style stories, there are many plot twists to enchant the reader.

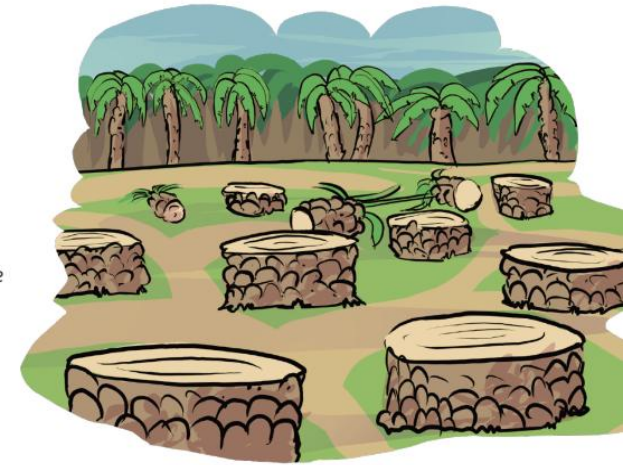


Prior Knowledge

Deforestation is the deliberate cutting down of forests by humans. People have been cutting down trees for thousands of years. In recent times, however, the number of forests being lost through deforestation has grown enormously. This is seen as a great problem that affects the environment in many important ways.

Trees are cut down so their wood can be burned or used to make things, such as buildings, furniture, or paper. Large areas of trees are removed so that the land can be used to grow crops or to provide places where farm animals can graze.

Forests are home to an enormous range of living things. When an area is deforested, many plants and animals are killed. Others lose their habitats. Some types of living things become extinct because of deforestation, especially those that live in tropical rainforests.



Deforestation

Vocabulary pre-teach

Vocabulary Pre teach — part 1

- **Observatory** — a building that has equipment for studying the sun, moon, planets, and stars.
- **Survey**- to have a general look at.
- **Artefact**- any object made by human beings, especially one of an earlier era.
- **Portly**- rather fat; stout.
- **Utterly**- to a complete or total extent or degree; absolutely.



drudgery

hard, dull work



banquet

an elaborate meal



wheedled

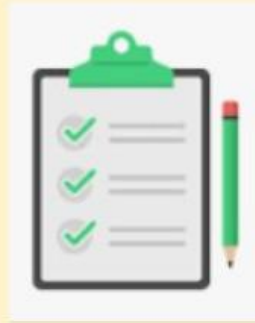
used flattery
to persuade someone

Vocabulary pre-teach

Match the word to the picture

and explain your reasoning

- Observatory
- Survey
- Artefact
- Portly
- Utterly



Skill focus



Retrieve



I do

- What did Marcy Brownstone fear?

Find and copy a part of the text which tells you this...

I do

We do

You do

Retrieve

If you learning to answer questions about a text
Context: Marcy and the riddle of the Sphinx



Your tasks: Read pages 6 - 8
Read and highlight the key words in the questions.
Answer the questions in a sentence.

1. (Page 8) What was Marcy's father called?

2. (Page 8-9) Why is her father considered to be a great explorer? Find and copy part of the text which tells you this.

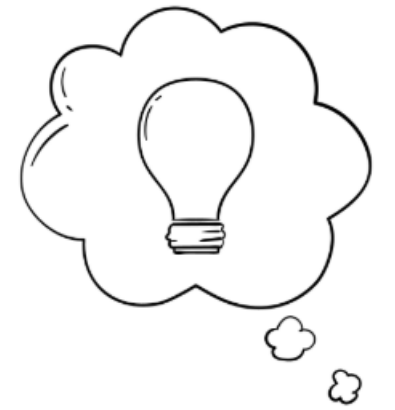


Read Page 152 - 155

Put a tick in the correct box to show whether each statement is true or false.

	True	False
Varjak's wounds healed.		
In the day, Varjak and Holly searched the city for Tam.		
Varjak and Holly went close by to people.		
Varjak and Holly have searched Sally Bones's territory.		

A balance of question types to secure comprehension skills...



Name of place:		
Title of review:		
Rating: ★★★★★		
Review:		
Pictures of place:		

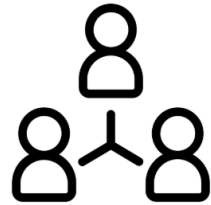
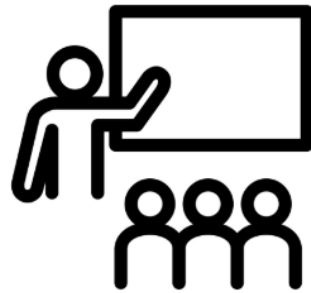
Write a Tripadvisor review of Miss Octavia Scrimshaw's Finishing Academy for Young Ladies.

Whose perspective are you going to write from?

How will this affect your review?

More open-ended tasks like this require children to use lots of their strategic, active reading skills at once

Early Reading and Phonics



sounds, word reading
and writing

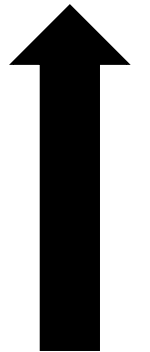
Guided Reading



Whole Class Reading lessons (Y2 onwards)



Class novel



Four
Strands of
Reading



Any questions?



Supporting reading
at home

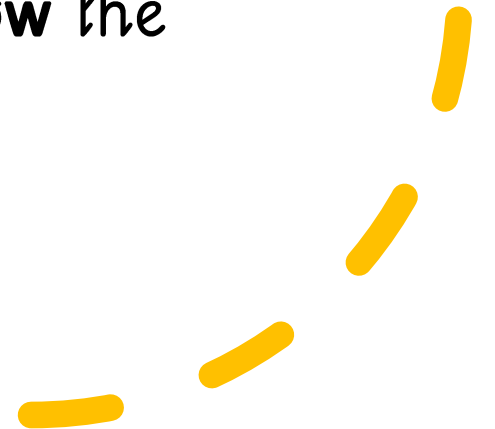
What do
your
children say
about
reading?

We asked the same set of questions to 3 groups
of children:



1. Children who are working at **Greater Depth** in reading
2. Children who are working **at the Expected Standard** in reading
3. Children who are working **below** the Expected Standard in reading.

This is what they had to say....



How much do you enjoy reading?



Working below – a struggling reader



Working at expected standard – an average reader



Working at greater depth – a confident reader

How often do you read at home?

Like... never

Not with an
adult



Working below – a struggling
reader

3 – 4 times
a week
Sometimes




Working at expected standard
– an average reader

A lot – I
read every
day!




Working at greater depth – a
confident reader

How do you feel if you can't read a book that others are reading?




Upset and left out

Working below — a struggling reader



Upset and left out

Working at expected standard — an average reader



Does this happen for some children? I have never felt like this because I can read. I imagine I'd feel stressed or sad.

Working at greater depth — a confident reader

How do you feel if you struggle with reading in school?

I feel uneasy because I should be able to read without mistakes.

I don't know, its never happened to me.

If I ever struggle with reading, I feel like I'm a noob. So sometimes I take a break for a bit, but I always come back to it.



Working at greater depth – a confident reader

How do you feel if you struggle with reading in school?

Depressed
and
worried

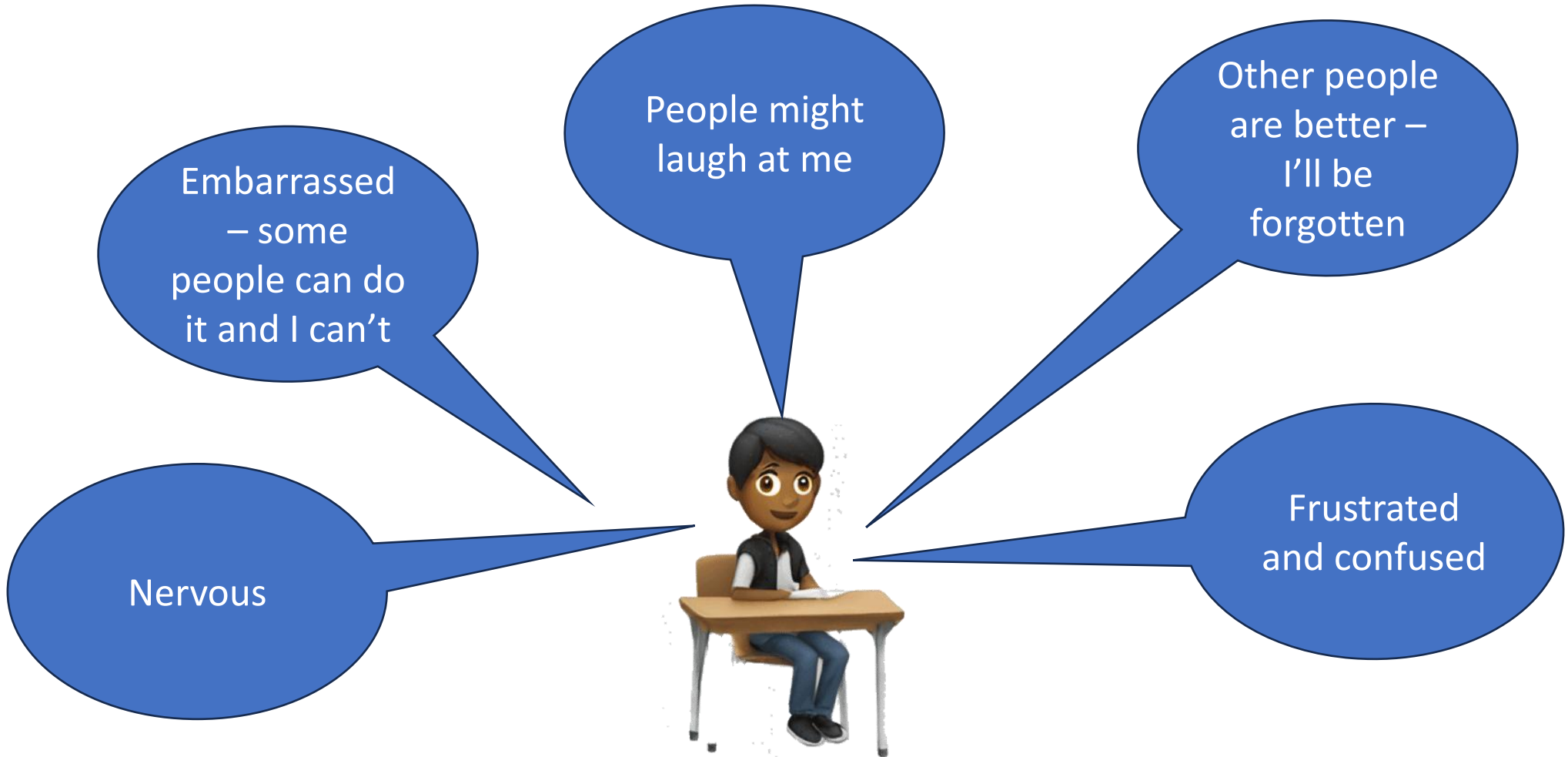
I feel like I
need more
help

Nervous
and sad



Working at expected standard — an average reader

How do you feel if you struggle with reading in school?



Working below – a struggling reader

What do they want you to know about their reading?

I want them to know how much I'm improving

I want them to know how much I read in school.

I'd like to read more at home

I'd like more books, then I could get better at English and know more stuff.

I'd like to go to the library more.

I don't want them to know (I struggle with reading)

I love reading with you.

Why is reading at home so important?

Children with access to 25 books at home complete an average of 2 more years of school than children from homes without any books.



Kids 4-5 years old gain 6 months of reading ability by being read to 3 to 5 times per week.



Reading is a critical skill for succeeding in most school subjects.



A child spends 900 hours a year in school and 7800 hours at home.



Research shows that just 20 minutes a day spent reading with a child helps them develop critical reading skills.



Learn more:
smartreading.org/parent-resources



Read

Children who read in their free time at least once a month said that it helps them to relax (56.6%) and feel happy (41%), learn new things (50.9%), understand the views of others (32.8%) and learn about other cultures (32.4%).

Avid re

Children who read often at the age of 10 and had been reading books and newspapers more than once a week had a significant advantage in maths and English compared to those who rarely read, a study suggests.

Reading f
cognitive
of educat
reading h

The NLT found that twice as many children who said they enjoy reading in their spare time have above average reading skills (34.2%) compared with those who don't enjoy it (15.7%).

Children who read often at the age of 10 and had been reading books and newspapers more than once a week had a significant advantage in maths and English compared to those who rarely read, a study suggests.

Best-selling author Frank Cottrell-Boyce, the current children's laureate, is to spearhead a campaign to tackle a "recession in children's happiness" that

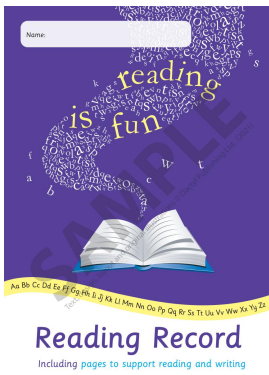
The gender gap in reading enjoyment has widened, with 28.2% of boys aged eight to 19 now saying they enjoy reading in their free time, compared with

Children's reading enjoyment has fallen to its lowest level in almost two decades, with just one in three young people saying that they enjoy reading in their free time, according to a new survey.

Evidence found that reading enjoyment is the most important factor for children's educational success.



from OECD (2002)

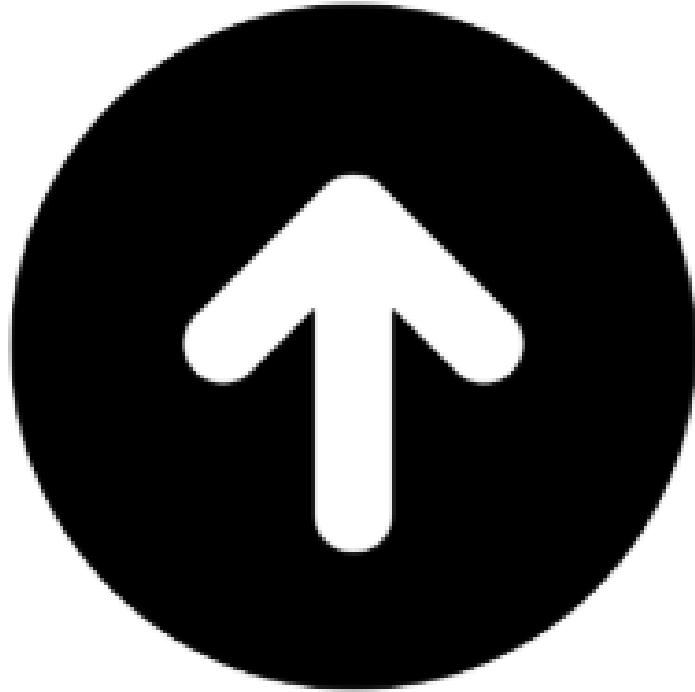


A parent's role


By incorporating reading into your daily routine, you can help foster a lifelong love of reading in your child. 📖 😊





If you do nothing else...




How to support your child with reading at home...

1. **Read Together:** Read to your child every day. It's a great way to bond and enjoy stories together. 

2. **Create a Cozy Reading Spot:** Set up a comfy, quiet place for reading at home. 

3. **Let Them Choose:** Allow your child to pick what they want to read, whether it's books, comics, or magazines. 

4. **Visit the Library:** Take regular trips to the library to explore new books. 

How to support your child with reading at home...

5. **Talk About Stories:** Discuss the books you read. Ask questions about the story and characters.



6. **Make Reading Fun:** Do activities related to the books, like cooking a recipe from a story or acting out scenes.

7. **Praise Their Efforts:** Always encourage and praise your child for reading.



8. **Be a Role Model:** Let your child see you reading. They'll be more likely to read if they see you enjoying it.



20 is plenty!

Children who read for
20 minutes a day...



Will have a world of
imagination & creativity
opened to them



Will have better
general knowledge



Will be exposed to 1.8
million words a year



Will improve critical
thinking skills



Will improve their
communication skills



Will have a broad
vocabulary



Will have reduced
stress levels



Will learn how to
develop empathy

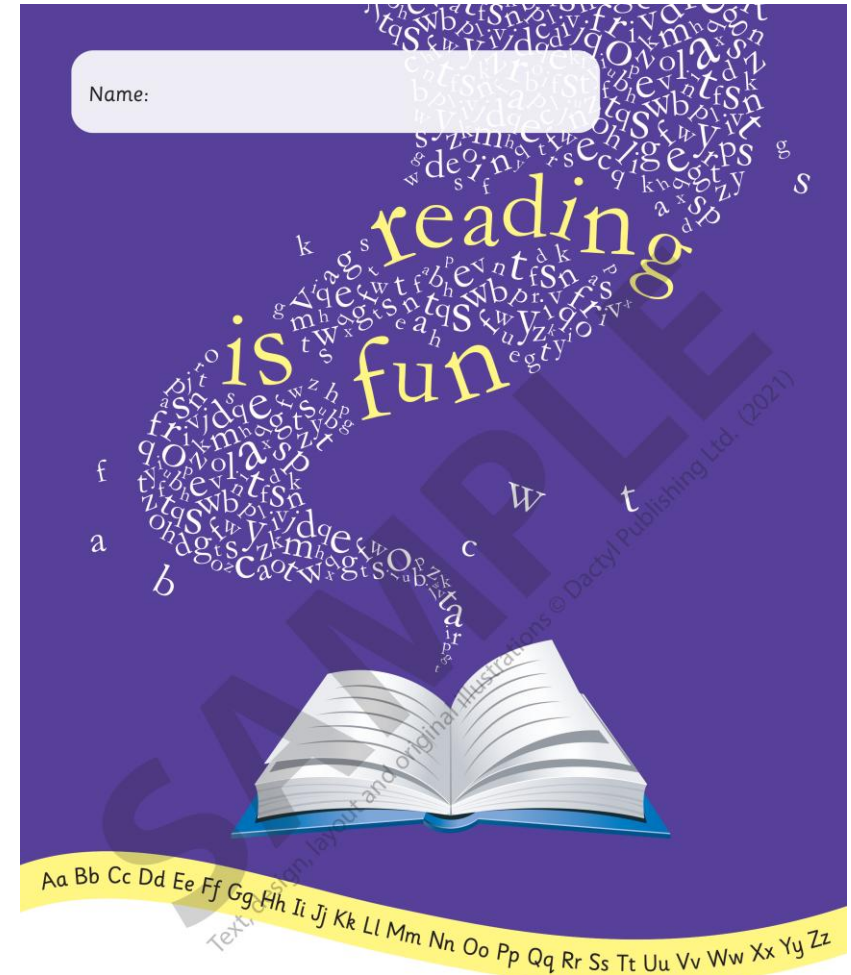


Will improve their test
results



Reading Records

Should go home and be brought back into school every day.



Reading Record

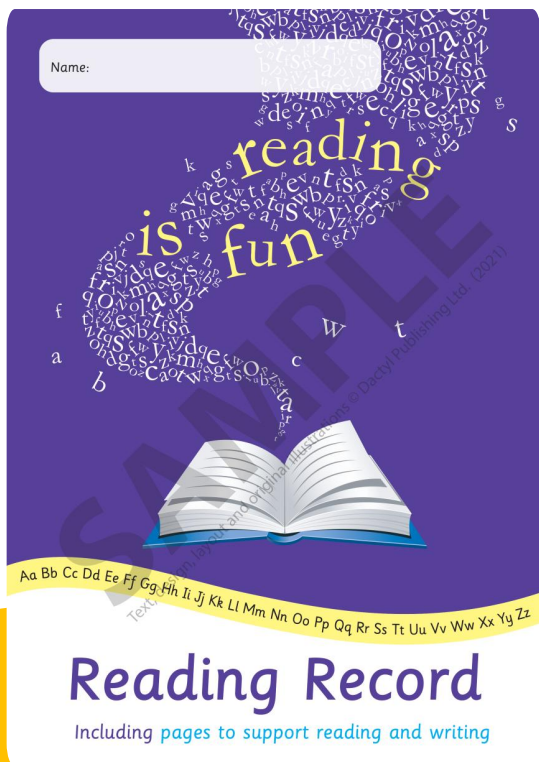
Including pages to support reading and writing



Reading Records

Ideally, you should listen to your child read out loud and sign their reading record every day.

(at least 3x per week)





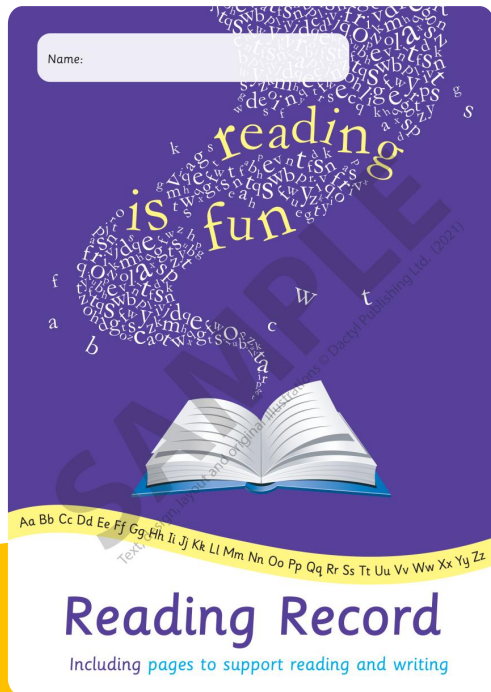
Writing in your child's Reading Record

Minimum requirement:

date

page numbers read

adult signature.



It is really helpful if you can also record vocabulary discussed and any other helpful comments

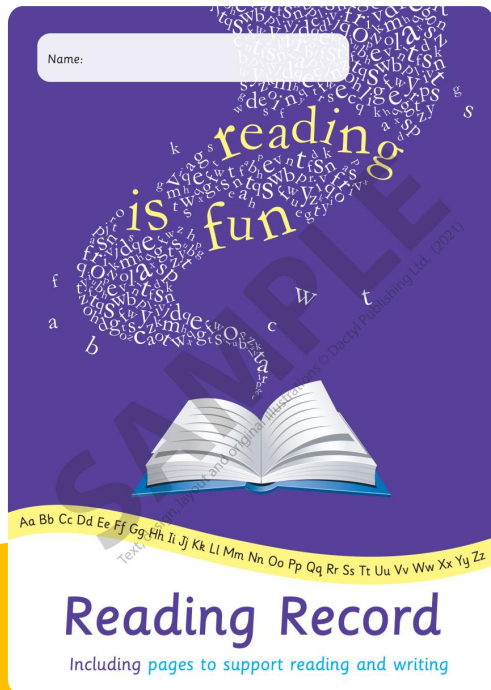
(concerns, progress made, things worked on)



Writing in your child's Reading Record

It is really helpful if you can also record
new vocabulary discussed
any other helpful comments

EG. Any concerns, progress made, things you have
focused on.



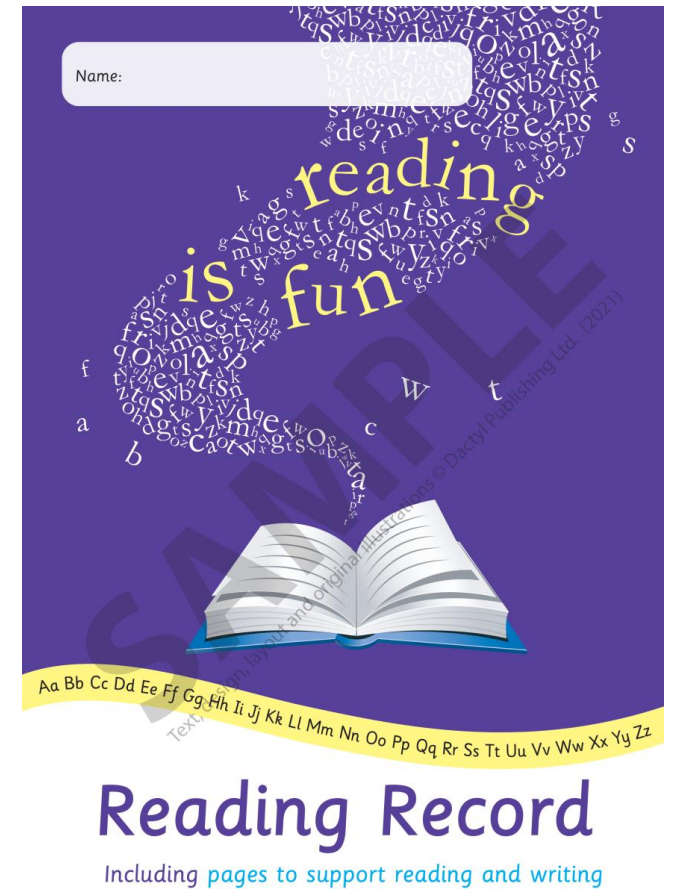
Completing Reading Records

Read up to p.10

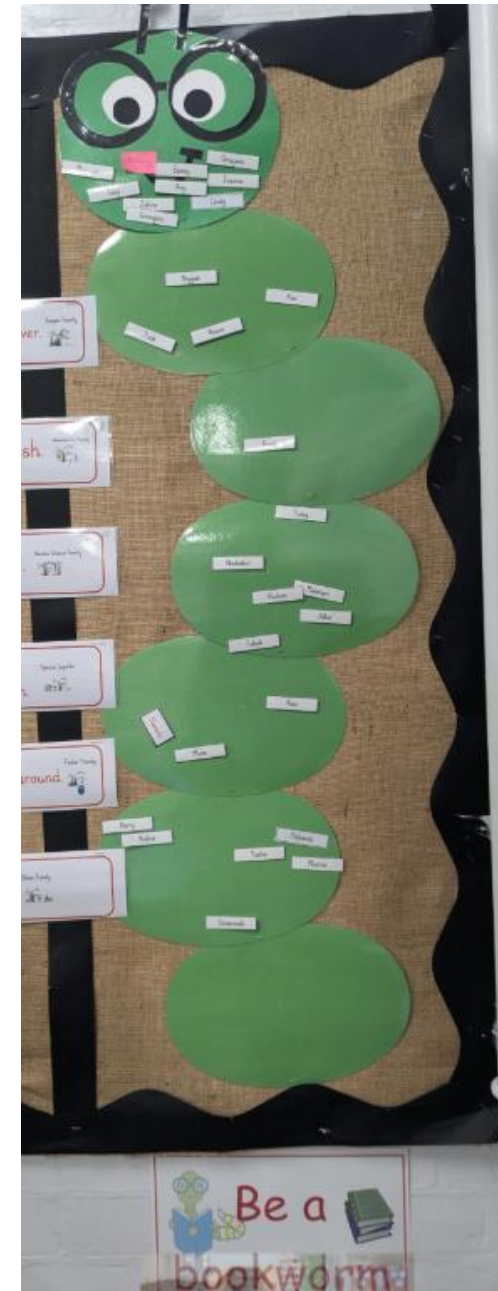
Discussed: vast, optimistic, trepidation

Missed **-ed endings**

Some children are able to write in their own reading records but reading records are strongly encouraged to be completed by parents.



Reading challenges



The Library



To sum up...

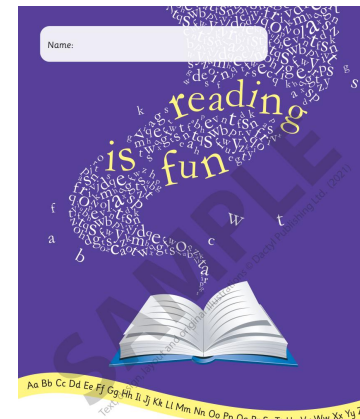
Guided
Reading



Whole Class
Reading lessons
(Y2 onwards)



Class
novel



Reading Record

Including pages to support reading and writing

