



**BROCKS HILL  
PRIMARY**

Lionheart Educational Trust

Reading event, for parents. September  
2023



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PRIMARY**

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**READING EVENT – SEPTEMBER 2023**

# WHAT WE WILL COVER:



- ✓ The power of reading
- ✓ The research
- ✓ The impact on attainment and social mobility
- ✓ The National Curriculum
- ✓ Early Years, KS1 and Phonics
- ✓ KS2 and how we develop fluency and comprehension
- ✓ Developing your readers at home
- ✓ Reluctant readers
- ✓ Books to read with your child
- ✓ Questions

# THE POWER OF READING



Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.

Infants who experience more child-directed speech become more efficient in processing familiar words in real time and have larger vocabularies.

By the age of 5 years old:

Children never read to: **4,662** words in their vocabulary

Children read to 1-2 times per week: **63,570** words on their vocabulary

Children read to 3-5 times per week: **169,520** words in their vocabulary

Children read to daily: **296,660** words in their vocabulary

Children who are read to and look at up to 5 books a day: **1,483,300** words in their vocabulary



# SOCIAL MOBILITY



- ✓ When it comes to social mobility, reading can work as a powerful boost to life chances.
- ✓ Engagement with reading is strongly correlated with socio-economic success.
- ✓ Reading for pleasure is one of the most important predictors of test scores at age 16, regardless of background.
- ✓ In fact, children from disadvantaged backgrounds who read often tend to score better than more privileged pupils who do not read at all.
- ✓ Reading and being read to from a young age sets some pupils up for a successful school career before they have even entered the building, while others have to do without such cultural activities.
- ✓ Reading is one of the most important ways to make a difference to a child's life chances



Pupils who read regularly report heightened levels of **social and emotional wellbeing**.

For many, reading is a form of **relaxation, a place to escape and a source of entertainment**.

Reading allows readers to **adopt new perspectives, develop empathy and become more socially conscious**.



The message here is that regular reading  
supports:  
Reading  
Spelling and grammar, oracy  
Writing  
And wellbeing



- ✓ Read easily, **fluently** and with good understanding
- ✓ Develop the **habit of reading widely and often**, for both pleasure and information





Level 1 phonemic awareness (nursery)

Level 2- simple letter sounds (phonemes) and names (GPC) (EYFS)

Level 3- digraphs and trigraphs ('ch' 'igh') (EYFS)

Level 4- segmenting and blending, tricky words (EYFS)

Level 5- practise, retrieval, tricky word spelling, writing, reading and grammar (year 1)

Level 6- retrieval, spelling, grammar and reading (year 2)

'Tricky/exception' words taught at each level

Segmenting/encoding - to unpick sounds for spelling

Blending - to join sounds for reading

KS2 -The Spelling Shed

# WHAT IS FLUENCY ?



It is a priority for children to achieve fluency in the **early stages** of learning to read. This means that they can read with sufficient **accuracy** and **speed**.

**Fluency** frees up children's working memory which will allow them to focus on comprehension.

Fluency from y2 onwards (or when a child is fluent with phonics) is:

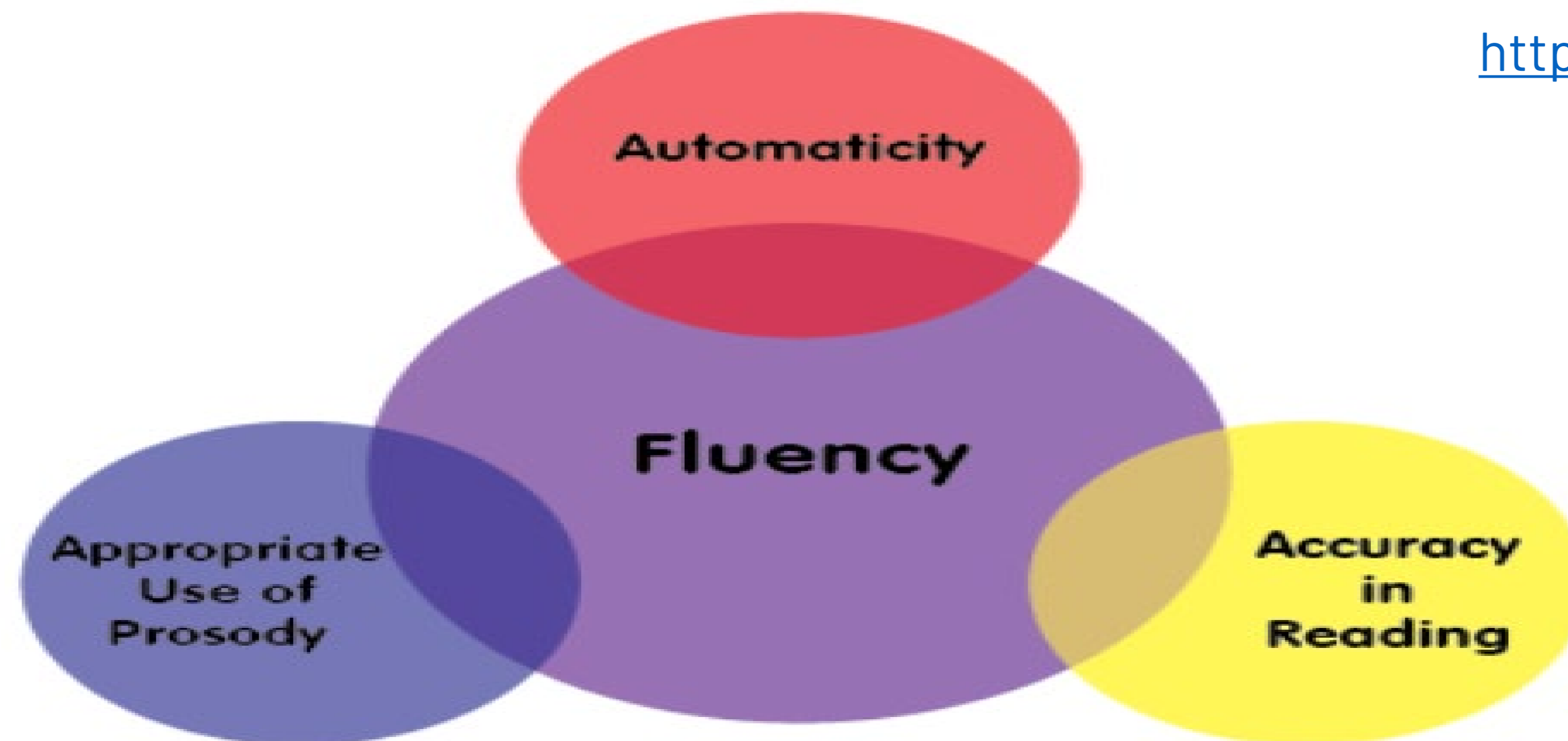
- automaticity**
- accuracy**
- prosody**

# FLUENCY- AUTOMATICITY



- The ability to quickly and precisely recognise words
- This is one of the first skills children must master before being able to develop comprehension skills

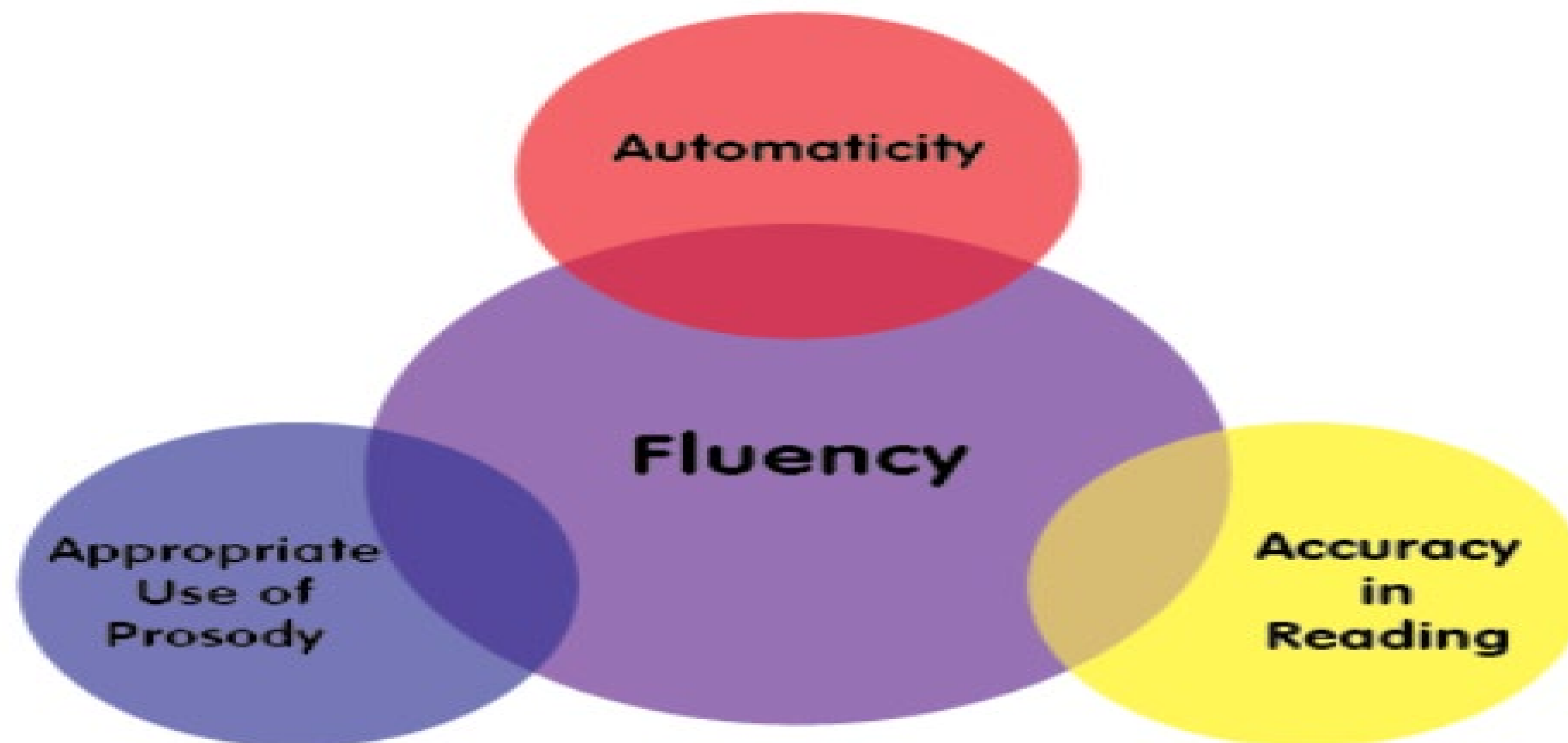
<https://youtu.be/ZIT2hNqClbc>



# FLUENCY-ACCURACY



- The ability to read words within a text without errors, including self-correction as you read
- The ability to read and correctly comprehend the majority of the text

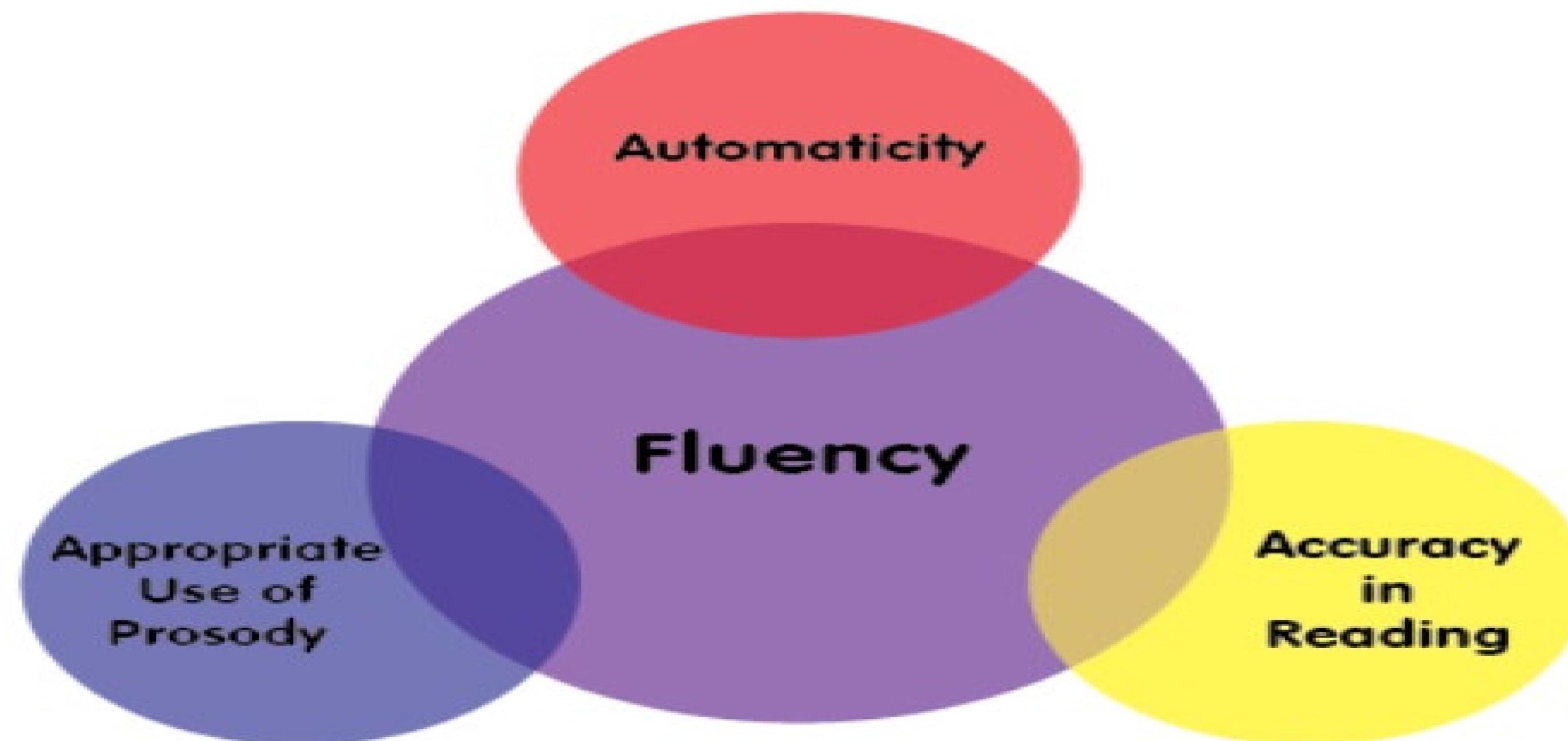


# FLUENCY-PROSODY



- The ability to understand the text whilst reading aloud
- Using appropriate expression, pace and phrasing, tone, inflection and rhythm.
- Reading with meaning

<https://youtu.be/SuqN0k1R2ns>



# DEVELOPING FLUENCY WITH YOUR CHILD

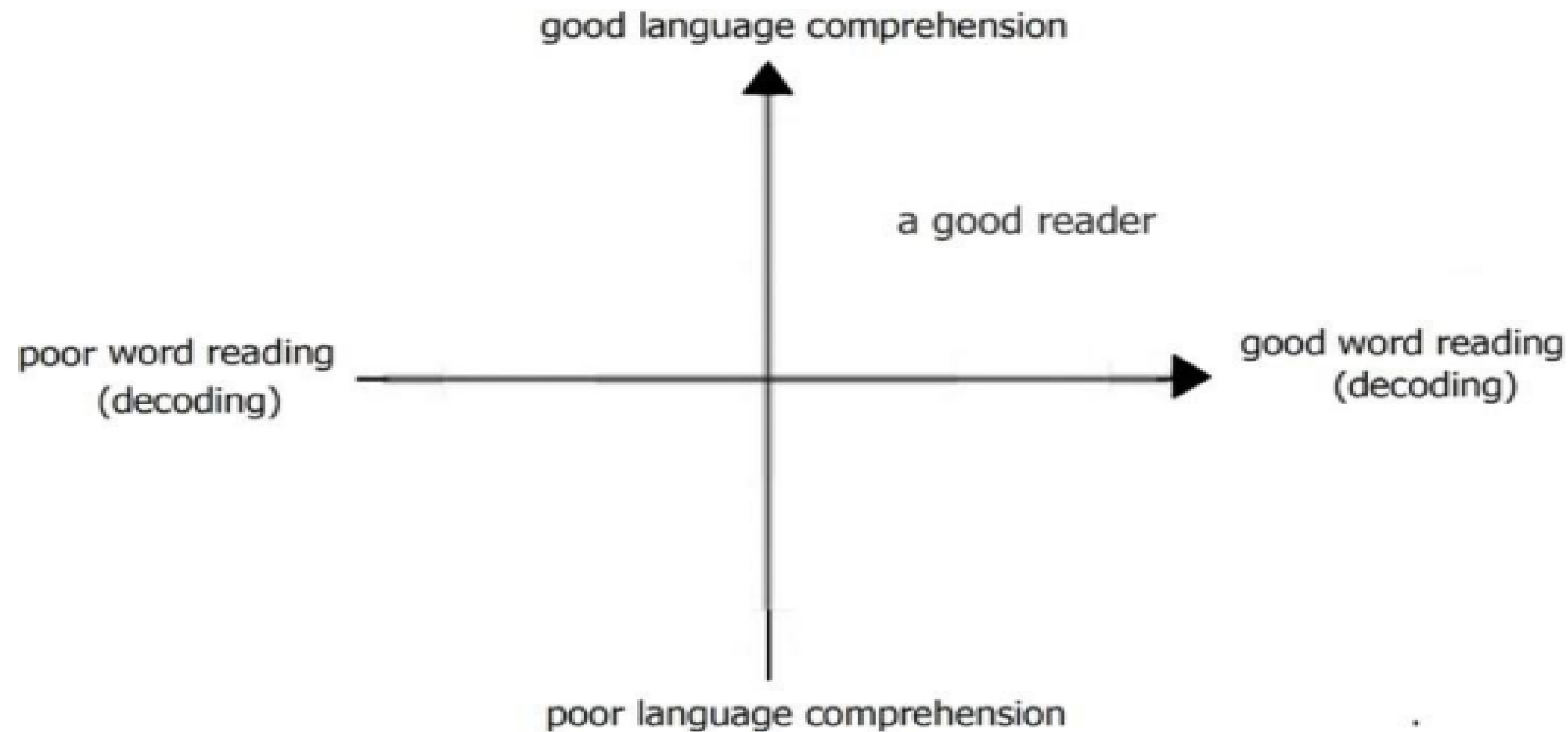


- ✓ **Echo reading**-read a sentence and your child repeats it with the same expression and pace
- ✓ **Repetition** -read stories again and again
- ✓ **Vocabulary** -talk about new words
- ✓ **Rhymes, songs and poems** develop prosody
- ✓ **Read aloud** -even in KS2, children need reading role models
- ✓ **Access to books** -library and school book

# THE SIMPLE VIEW OF READING



Children need both good language comprehension and good word reading to become good readers.



**Figure 1: The knowledge of a good reader**

# LANGUAGE AND COMPREHENSION –EYFS AND KS1



- ✓ We create a **language rich environment** where adults talk with the children throughout the day.
- ✓ The more children take part in conversations and discussions, the more they will have '**mental models**' to draw on when they write.
- ✓ **Back and forth talk** supports language development, vocabulary and therefore supports the acquisition of reading.
- ✓ Children in EYFS and KS1 will bring home 2 books: One **decodable** book based on their phonics learning and the other to enjoy with their family.



# WHAT CAN YOU DO AT HOME TO SUPPORT LANGUAGE ACQUISITION AND EARLY READING?



- ✓ Have conversations and involve your child
- ✓ Back and forth talk
- ✓ Read aloud every day
- ✓ Repetition of reading -build confidence
- ✓ Access to books
- ✓ Practise listening skills
- ✓ Read fiction and non-fiction books
- ✓ Know the alphabet code
- ✓ Share songs, poems and rhymes, this repetition helps children memorise newly acquired words.
- ✓ Reading aloud-Steve Skidmore!

# How we teach reading from Spring term y2-y6





# Vocabulary strategies

- ✓ Look at the **mood of the word**-good or bad?
- ✓ Look at the **root word**-does it remind you of another word? i.e. foreboding (forbidden)
- ✓ Does the **prefix help**? i.e. 're' means to do again, 'de' means opposite of the root word
- ✓ Does the **suffix help**? 'ing' means the word is a verb.  
Word classes.
- ✓ Look at the **context of the word**-use a drop in word.  
Make a sensible guess



# Asking questions

'YES,' said Tom **bluntly**, on opening the front door.  
'What d'you want?' A **harassed** middle- aged woman in a green coat and felt hat stood on his step.  
He glanced at the **armband** on her sleeve. She gave him an awkward smile.  
'I'm the billeting offi cer for this area,' she began.  
'Oh yes, and what's that got to do wi' me?' She flushed slightly.  
'Well, Mr, Mr . . . 'Oakley. Thomas Oakley.  
'Ah, thank you, Mr Oakley.' She paused and took a deep breath.  
'Mr Oakley, with the declaration of war imminent . . . ' Tom waved his hand.  
'I knows all that. Git to the point. What d'you want?'  
He noticed a small boy at her side.  
'It's him I've come about,' she said. 'I'm on my way to your village hall with the others.'  
'What others?' She stepped to one side.

Teaching children to question as they read creates 'active' reading and this means your child remembers more, removing the need to re-read.

# Grammar and punctuation



Between him and the graveyard lay a **small flat** garden. **Along the edge** of it were **little clusters** of flowers. Willie stepped forward to the edge where the garden ended and the graveyard began. He plunged his hands deep into his pockets and stood still for a moment.

The graveyard and cottage with its garden were **surrounded by** a **rough** stone wall, **except for** where the back of the church stood.

**Green** moss and **wild** flowers **sprang through** the grey stonework. Between the graves lay a **small, neat** flagstoned pathway **down** the centre. It **broke off** in two directions: **one towards** a large gate **on the left** where the other children had waited **and one leading to the back** entrance of a **small** church to his right. A poplar tree stood in the **far corner** of the graveyard **near the wall** with the gate and **another** near Mr Oakley's cottage **by the edge of the front garden**. A **third grew by the exit** of the church; but the tree which caught Willie's attention was **a large** oak tree. It stood in **the centre of the graveyard by** the path, its **large, well-clad** branches curving and hanging **over** part of it.

Teaching children grammar in context help children use it to aid understanding.

- ✓ Prepositions put things in the correct place
- ✓ Adjectives and adverbs help children see the detail
- ✓ Punctuation helps children know where a piece of information starts and stops.
- ✓ Tracking pronouns helps understanding

# Visualising



It was a small, comfortable room with two windows. The front one looked out on to the graveyard, the other to a little garden at the side. The large black range stood solidly in an alcove in the back wall, a thick dark pipe curving its way upward through the ceiling. Stretched out beneath the side window were a few shelves filled with books, old newspapers and odds and ends and by the front window stood a heavy wooden table and two chairs. The flagstoned floor was covered in a faded crimson, green and brown rug. Willie glanced at the armchair by the range and the objects that lay on top of the small wooden table beside it: a pipe, a book and a baccy jar.

Visualising what you read helps with:

- ✓ Correct positioning of things
- ✓ Chronology
- ✓ Changing the picture as they gain more information
- ✓ Add detail to what they are reading
- ✓ Helps remember what they have read

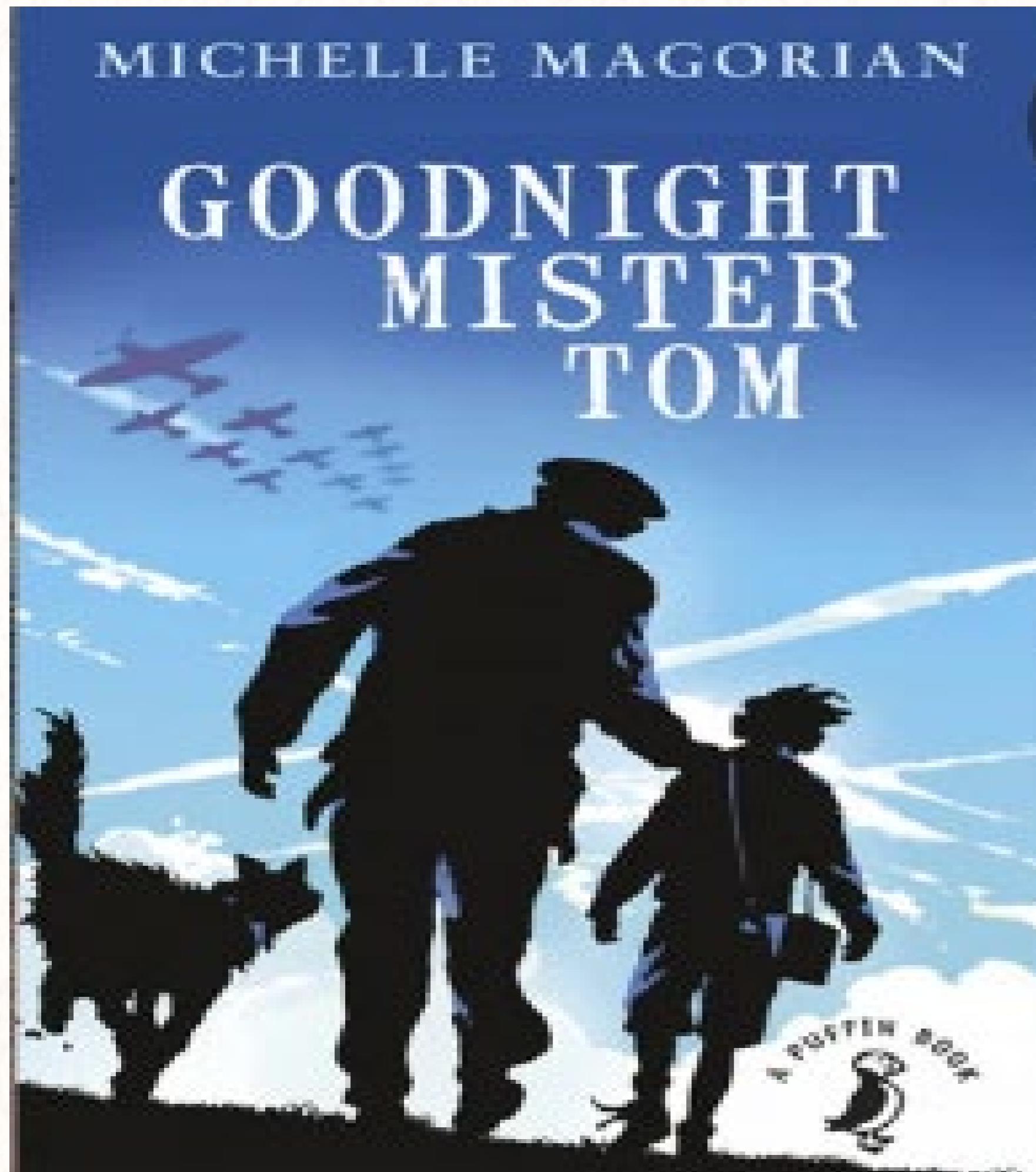


He became quite absorbed in this task until he heard a **scrabbling** noise. He turned. **Sniffing and scratching** among the **leaves at the foot of the tree** was a **squirrel**. He recognised its shape from pictures he had seen but he wasn't prepared for one that moved. He was terrified and remained frozen in a crouched position.

Background knowledge helps:

- ✓ Empower children to **know more**
- ✓ Increases confidence
- ✓ Encourages active reading
- ✓ Children **remember more**

# Making predictions



What can we see on this cover?  
Which characters might be in this story?  
What might be in the sky?  
When do you think this story may be set?  
What do you already know about this time period?



# Linking sentences



Many of them were filthy and very poorly clad. Only a handful had a blazer or coat. They all looked bewildered and exhausted. One tiny dark-haired girl in the front was hanging firmly on to a new teddy-bear.

The woman touched the boy at her side and pushed him forward. 'There's no need to tell me,' said Tom. 'It's obligatory and it's for the war effort.'

'You are entitled to choose your child, I know,' began the woman apologetically.

Tom gave a snort. 'But,' she continued, 'his mother wants him to be with someone who's religious or near a church. She was quite adamant. Said she would only let him be evacuated if he was.'

Good readers think as they read.

Linking sentences mean:

- ✓ You notice new information
- ✓ You remember more
- ✓ You don't just remember the first and last thing you read
- ✓ You understand more



# CLASS STORY TIME

Children need to be exposed to as many text and genre types as possible  
Non-fiction is just as important as fiction



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# READING –THE CENTRE OF OUR CURRICULUM



- ✓ Phonemic awareness
- ✓ Phonics
- ✓ Whole-class reading sessions
- ✓ English lesson with a reading focus
- ✓ High quality texts
- ✓ Reading aloud across the curriculum
- ✓ Quiet reading
- ✓ Story time
- ✓ Reading interventions
- ✓ Library time (class and whole school)
- ✓ Book talk



# Create a reading-friendly environment at home



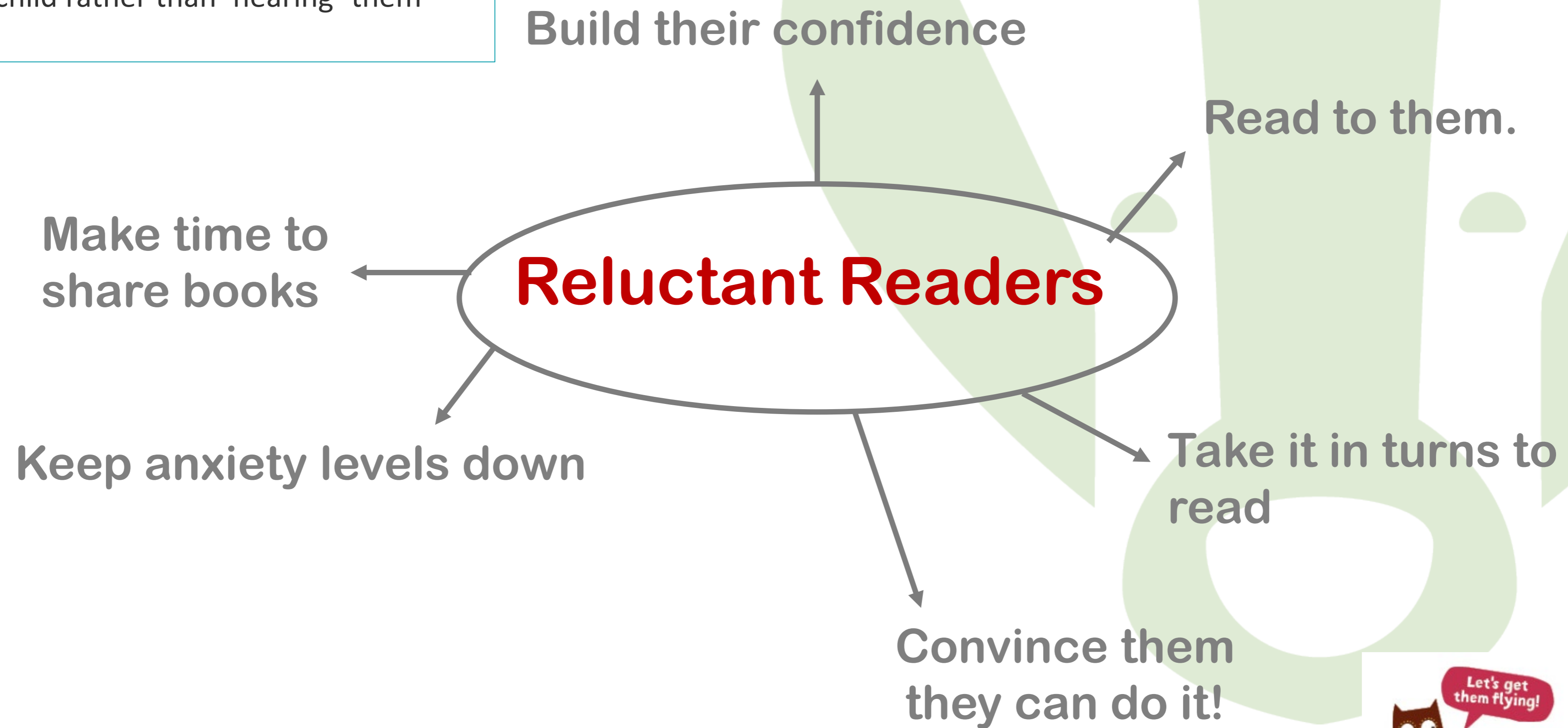
- ✓ Make time—even if you're multi-tasking
- ✓ Talk about book: summarise, character, plot, vocabulary and figurative language
- ✓ Model being a reader
- ✓ Read together
- ✓ Your child is never too old to be read to.



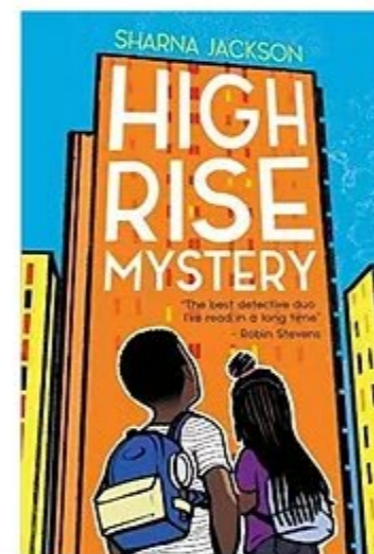
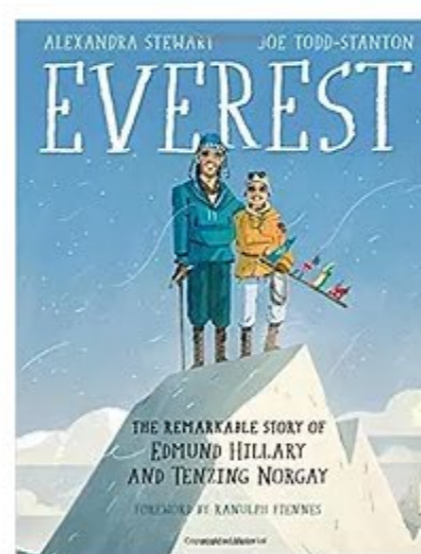
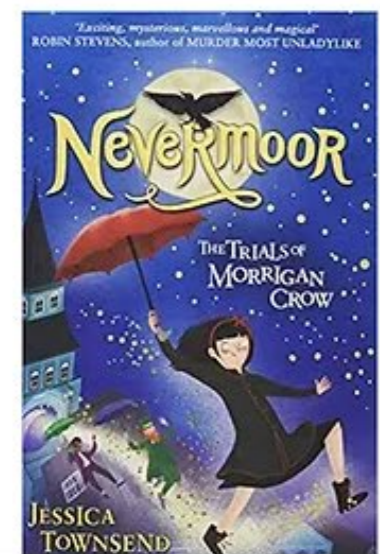
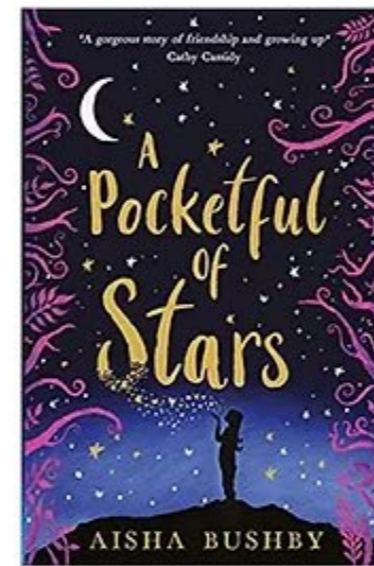
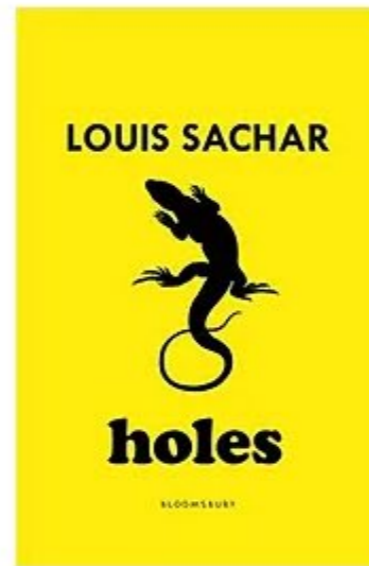
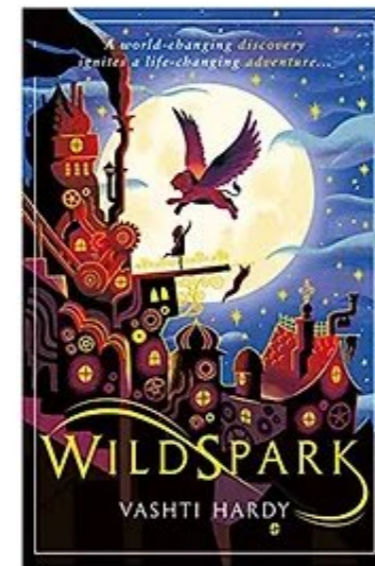
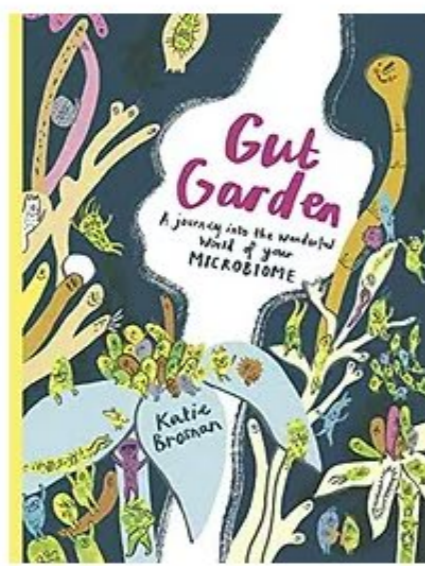
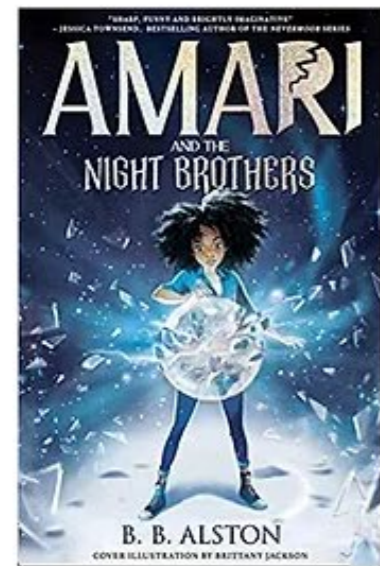
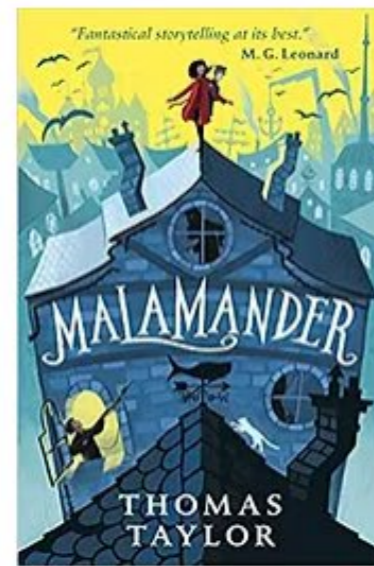
# HOW TO ENCOURAGE A RELUCTANT READER



Even if your child is not worried about their reading, they will quickly notice your tense face or ever so slightly impatient voice – so breathe deeply, smile, find some funny books that you can both laugh at, and don't drag out reading sessions if they are stressful. Keep them short and sweet, and focus on sharing a book with your child rather than 'hearing' them read.



# RESOURCES-READING LISTS BY AGE



<https://www.booksfortopics.com/yeargroups>

# A FINAL THOUGHT



## The Power and Importance of Reading



**Children are made readers on the laps of their parents.** —Emilie Buchwald

The more that you read, the more things you will know. The more that you learn, the more places you'll go.- Dr. Seuss

**Once you learn to read, you will be forever free.** —Frederick Douglass

**A house without books is like a room without windows.** —Heinrich Mann

**I will defend the importance of bedtime stories to my last gasp.** —JK Rowling

There are many little ways to enlarge your child's world. Love of books is the best of all.— Jacqueline Kennedy

**A book is a gift you can open again and again.** —Garrison Keillor

**Books are a uniquely portable magic.** —Stephen King

**There is no substitute for books in the life of a child.** —May Ellen Chase

**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

If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.— Albert Einstein

**One of the greatest gifts adults can give—to their offspring and to their society—is to read to children.** —Carl Sagan

**A parent or a teacher has only his lifetime; a good book can teach forever.** —Louis L'Amour

# BED TIME STORIES AND READING ALOUD



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