



# Moreton C of E Primary School

## Reading Workshop 2022

# Aims

- ▶ To help you understand how children learn to read and the skills they need
- ▶ To give you strategies when helping your child at home.
- ▶ To raise you child's self esteem and promote reading in a positive light, thereby raising attainment levels.



## By reading with your child you are:

- ▶ Helping them to learn about the world in which they live
- ▶ Stimulating their imagination
- ▶ Helping them to develop their language skills
- ▶ Helping to develop their comprehension skills
- ▶ Demonstrating that reading is important
- ▶ Supporting them to become good writers
- ▶ Developing a love of reading



# Research has shown...

## Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



90<sup>th</sup> percentile

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



50<sup>th</sup> percentile

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



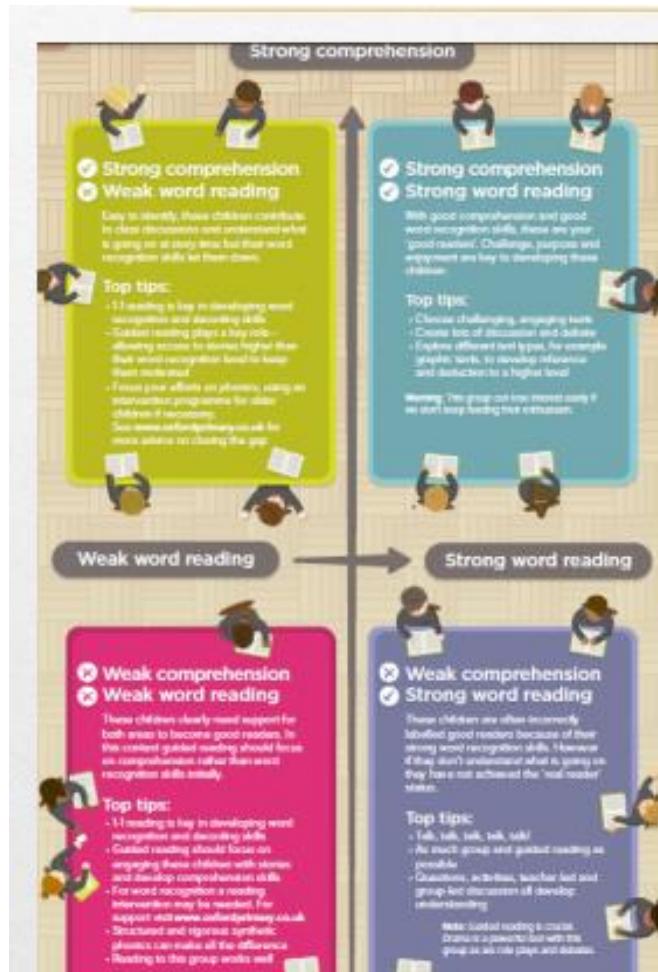
10<sup>th</sup> percentile

- ▶ By the end of year 6 student A will have read for 60 days
- ▶ By the end of year 6 student B will have only read for 12 days
- ▶ Which student would you expect to have a better vocabulary and which would you expect to be more successful?

*(Naggy & Herman, 1987)*



# What type of reader is my child?

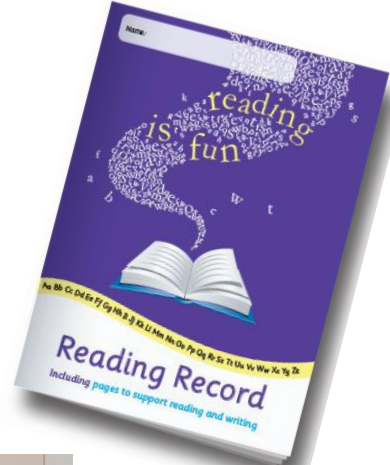
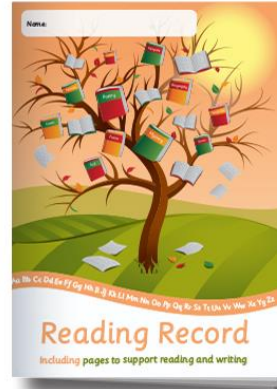
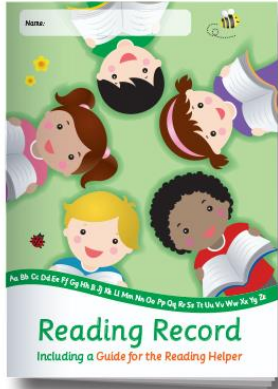


## Top Tips

- If a child is finding reading difficult, ask yourself this question. "If I read this to him, would he understand it?" If the answer is 'yes,' it's very likely that he is finding word reading difficult - and not comprehension.
- Children will not necessarily progress at the same rate in both dimensions. Some will have difficulties with word reading even when they don't have any difficulties in understanding language; others will have difficulties with language comprehension, even when they don't find word reading difficult.



# Our New Reading Record



### Questions About Your Book

Try asking yourself some of these questions to check that you are understanding what you are reading.

**Before you start**

- Why did you choose this book?
- What do you think will happen in the story?
- If this is a non-fiction book, what do you hope to find out?

**Halfway through**

- What has happened so far?
- Who are the main characters?
- How do you think the main characters are feeling now?
- How would you describe the story so far? (For example it could be funny or exciting.)
- What might happen next?

Questions about non-fiction books:

- What have you learned so far?
- What are you hoping to find out next?
- What is the most interesting thing you have learned?

**At the end**

- Did you enjoy this book?
- What was the best part of the story?
- Would you recommend this book to a friend?
- Why would you recommend it, or why wouldn't you?
- Would you choose more books by the same author? (If so, you could look for some.)
- What makes the author different to other authors? (Does the author have an original style?)

### Prefixes

You can use what you know about prefixes to work out the meanings of new words.

Prefix	Prefix meaning	Word	Word meaning
un-	not	unhappy	not happy
re-	again, back	retype	type again
anti-	against, opposite to	anticlockwise	opposite to clockwise
super-	above, beyond	superstar	beyond being a star
inter-	between, among	intercity	travelling between cities
sub-	under, below	subheading	under the main heading
auto-	self, own	autobiography	story of someone's own life
in-	not	incorrect	not correct

**The prefixes in- il- ir- and im-**

Depending on the first letter of the root word, in- sometimes changes to il-, ir-, or im-.

Prefix	Root word	New word	When to use prefix
il-	legal	illegal	We use il- with root words starting with l
ir-	regular	irregular	We use ir- with root words starting with r
im-	possible	impossible	We use im- with root words starting with m or p
im-	mature	immature	

The prefix in- usually means not, but sometimes it means in or into as in the words insert or inject.

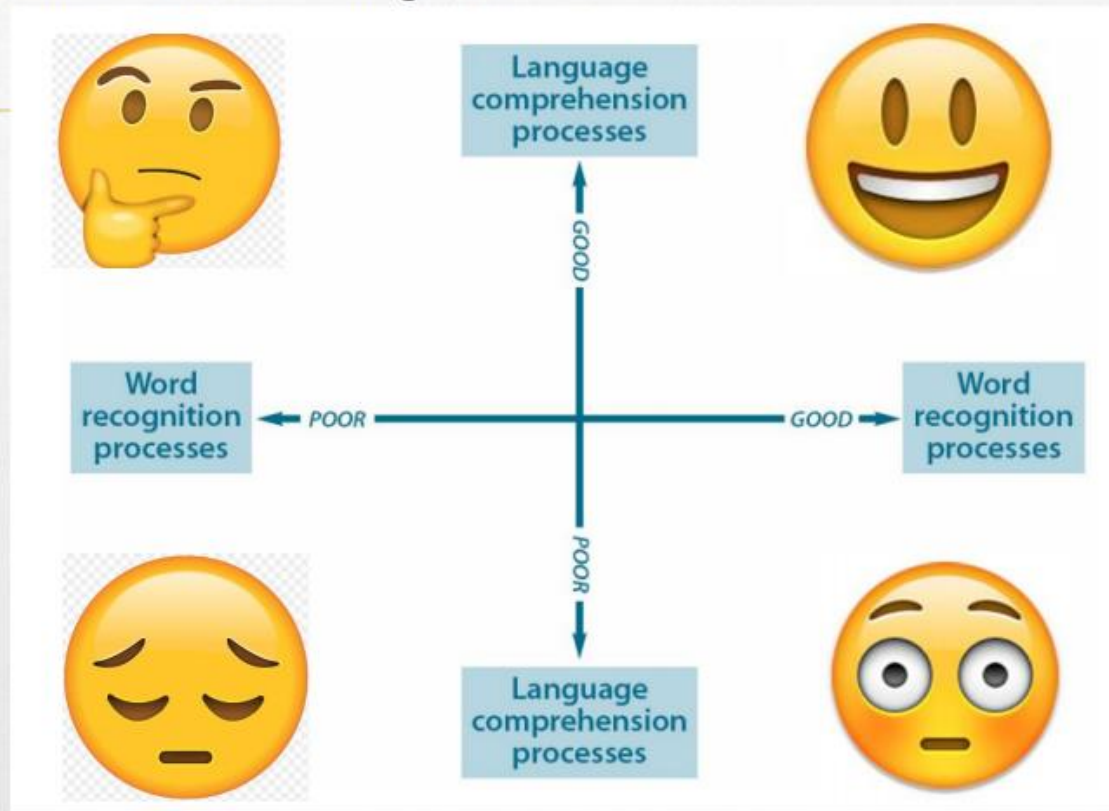
Date, book and page number	Comments Give a score out of 10 to show how much you enjoyed your reading
12/09 P6-10 Georges Marvellous medicine	Well read - trying hard to use expression when reading <span style="float: right;">10</span>
13/09 chapter 2 Georges Marvellous medicine	Found some words that were unknown discussed meaning (see below) <span style="float: right;">10</span>
14/09 Chapter 3-4 Georges Marvellous medicine	Much clearer reading tonight, using good expression <span style="float: right;">10</span>
15/09 Chapter 5-7 Georges Marvellous medicine	Talked about the main character and if he would have done the same! <span style="float: right;">10</span>
16/09 Chapter 7 Georges Marvellous medicine	Re-read chapter 7 to understand what had happened <span style="float: right;">10</span>
17/09 chapter 8 Georges Marvellous medicine	Using punctuation to aid expression. Few unknown words <span style="float: right;">10</span>

Tricky words, or new words I have learned			
beckon		absurd	Ponder
quiver	rigid		

# How do children learn to read?

## The Simple View of Reading

The SVR was adopted by the Rose Report (Independent review of the teaching of early reading) and forms a central part of the National Curriculum's view of learning to read.





# What does that mean?



## Word Recognition

The National Curriculum 2014 deals first with the horizontal axis - word recognition: 'Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.'

## Comprehension

Second, it looks at the vertical axis: 'Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion..... as well as from reading and discussing a range of stories, poems and non-fiction.'



# How do we teach your child to read at Moreton?



Whole class Guided reading

Book fairs/World Book Day

Individual Reading (AR reading)

Cross curricular reading

Reading focus each half term

Shared reading

Decoding - phonics and sounds

RWInc Programme

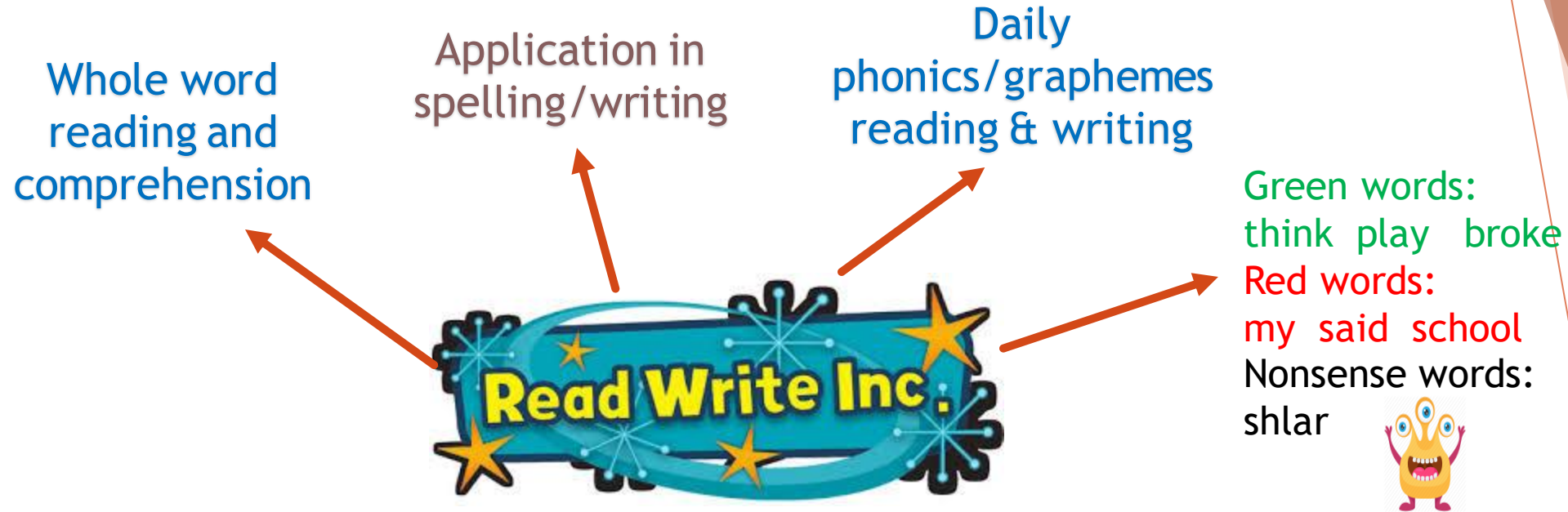
DEAR time

Comprehension activities

EYFS/Year 1 parent reading mornings

Take One Book

# EYFS & Key Stage 1



Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

*Michael Morpurgo*

# Key Stage 2

AR reading  
System to track individual  
reading and comprehension  
skills.

Words in  
context -  
Language

Whole class or  
small group  
teaching

Texts relating to  
particular types

## Developing Reading

Key skills  
retrieval; inference/ deduction; summarising;  
predicting;  
Comparing/ contrasting;  
Writer's choices / layout





# Key Stage 2



## What is Accelerated Reader (AR)?

Accelerated Reader is a reading program designed to encourage and promote successful reading. It helps students to track their reading comprehension by providing them the tools to measure their improvement. AR places the focus on the careful reading of books, which in turn promotes critical thinking.



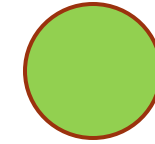
## How are reading levels established?

At the beginning of the school year, your child will take a Star Reading test that determines his/her appropriate reading level. This test is taken three times a year. Based on their performance on this diagnostic tool, they are assigned a zone of proximal development, or ZPD.

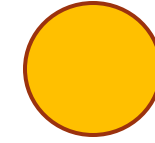
## What is a ZPD?

The ZPD is a number range that correlates to levels assigned to AR books. The ZPD is designed to encourage students to read at their fluency level the level at which they can read easily and with good comprehension).

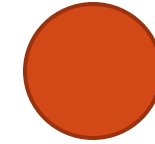
## Book Level Colours



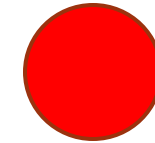
0 - 1.9



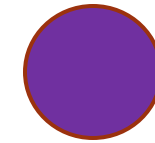
2 - 2.9



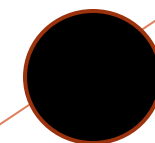
3 - 3.9



4 - 4.9



5 - 5.9



6 +

# Key Stage 2

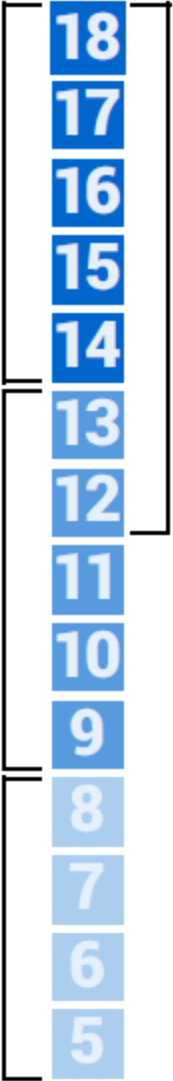
## Interest Level

**UY**  
Upper Years  
Ages 14 and above

**MY+**   
Middle Years Plus  
Ages 12 and above

**MY**  
Middle Years  
Ages 9–13


**LY**  
Lower Years  
Ages 5–8



# Role of parents...



## How can I support my child with reading at home?



**Reading to your child/sharing books**

- Hear your child read (Daily - Reading Diaries)
- Give support and encouragement

**Enjoying a wide range of materials:**

- Picture books (all ages!)
- Newspapers
- Magazines
- E-books (Bug Club)
- Audio books

**Using Libraries**

- Encourage wide reading - range of genres

**Being a role model - get caught reading!**

**Asking effective questions**

**Reinforcing taught phonemes/sight words**

Your child is never too old to read to you or for you to read to them!  
**Make reading a pleasure! Make it fun!**  
**Encourage your child to enjoy books everyday!**



# Helping with comprehension



## How to ask effective questions.

There are different types of questions. To have a good comprehension skills your child needs to develop their ability to respond to all of these.



### Literal

The looking and finding question



### Inference

The clue question



### Deduction/Opinion

The thinking question – goes beyond the text. This connects the text to the World.

**Inference:** Children often find it hard to provide the evidence needed to support their point.

**Deduction/Opinion:** If children have poor domain knowledge, they find this type of question really difficult!

# Improving Language

- ▶ Reading improves language and our breadth of vocabulary
- ▶ Choose high quality texts
- ▶ Investigate the meaning of words
- ▶ Applying words in writing
- ▶ Tiered vocabulary - branch, branch

## TIER I VOCABULARY

Tier 1 vocabulary words consist of basic, familiar words that are commonly used by most students in everyday conversation.

sad baby bus phone  
elephant walk red clock rain

MISS DECARBO

## TIER 2 VOCABULARY

Tier 2 words are robust, high-frequency words that students encounter across the content areas. These words often have multiple meanings and are referred to as academic vocabulary words.

bolt harmony valuable  
fine rare blush astute  
amiable

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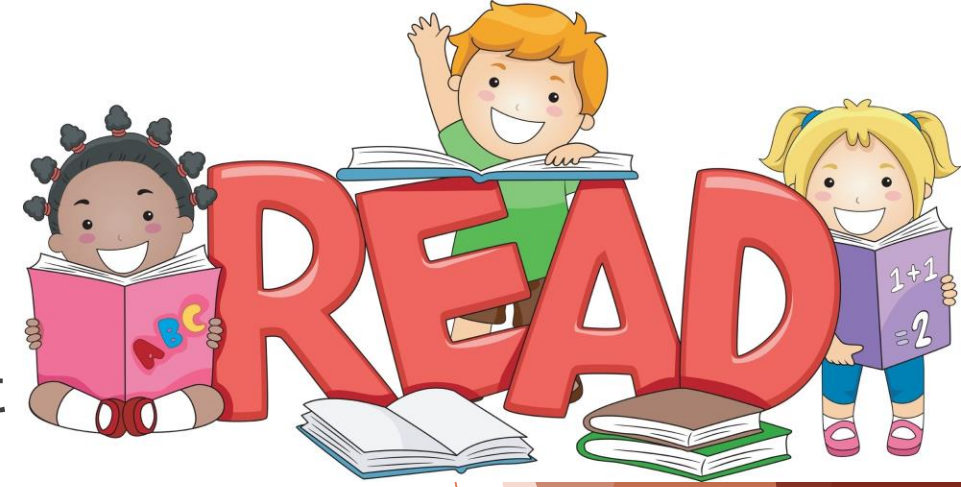
## TIER 3 VOCABULARY

Tier 3 vocabulary words are low-frequency words that are content specific. These words have distinct meanings and purposes.

pterodactyl igneous osmosis  
thesis electrolyte  
isosceles aorta photosynthesis

MISS DECARBO

# Finally...



- ▶ Supporting your child to read is the most important you can do to help your child to succeed
- ▶ Your child's ability to read directly impacts on their ability to write
- ▶ Children learn by example and the impact can last a lifetime
- ▶ This morning:
  - ▶ Spend some time reading with your child
  - ▶ Have a go at some of the reading activities in the classroom
  - ▶ Take some of the resources from the hall to help you at home -, types of questions to ask, top tips for my child as a reader, recommended books to read with your child