



# Tonwell St Mary's CE Primary School

## Reading Information Session for Parents



# The aims of our workshop:

- To explain how we teach reading to your child in school
- To give suggestions and ideas on how you can help your child at home



# Reading requires two skills



## **Phonics and word recognition**

The ability to blend letter sounds (phonemes) together to read words. Be careful of becoming dependent, disrupts pace.

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



## **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.



# What we do at school



- Daily Guided Reading sessions - that targets children's reading skills. Guided reading occurs outside the literacy lesson.
- Daily Phonics (EYFS and KS1)
- Whole class reading
- Reading across the curriculum – non-fiction texts in History, Science and Geography lessons.
- Opportunities to develop reading for pleasure
- Individual reading



# Book bands



How are the reading books organised in school?

- Our books are numbered and colour banded into categories of reading ability in accordance with national levels
- Provides a clear progression of skills that children need to learn in order to become proficient readers
- Provides a wider selection of books both fiction and non fiction



# Guided reading books



- Guided reading **targets** the reading skills the children are working at.
- The teacher works with a small group **teaching** reading skills
- The text is at an **instructional level** (the level the children are working at) and **challenges** the child.
- The guided reading books may be phonic based, or part of the core scheme.
- Guided Reading books are **not** sent home.



# Moving on in guided reading



Children still have a taught reading session in KS2 to develop higher order reading skills.

- Evidence from text
- Sequencing events
- Understanding of vocabulary
- Deduction
- Inference
- Justification
- Recognise authorial choice / voice
- Express opinions / evaluating



# Reading at home



- As parents, you hold the key to helping your child become a confident, successful reader.
- The majority of reading your child does takes place at home and your help can determine how much they progress as readers.
- Reading with your child **EVERY DAY** is vital even at **KS2**
- Research shows that it's the single most important thing you can do to help your child's education.
- Model reading as the norm in your home – let your child see parents / siblings etc. reading for enjoyment as well as purpose.





# Making reading at home a positive experience



- Choose a quiet time 10-15 minutes is normally enough.
- Always start by talking about the book together, look at the pictures, encourage prediction and emphasise correct book handling.
- Give them time, if your child mispronounces do not interrupt immediately, allow time for self correction.
- Encourage your child to work out unfamiliar words by using picture clues, sounding out or reading on to see what word would make sense.
- Read a variety of text not just the home reader, comics, library, print in environment etc.
- **Remember! there is more to being a good reader than just being able to read the words accurately.**



# What to do if your child is stuck



Prompts and questions to use:

- What sound does the word begin with?
- Does the picture help you?
- Can you blend the sounds together?  
**b – a – t is bat**
- Do you recognise any parts of the word?  
**part** as in **p - art**
- Do you know a word that looks like that?  
**If you know come you can read some**
- Read that again- what would make sense?
- Does it sound right?
- What is the story about? What might fit here?



# Questioning



- What type of text/genre do you think this might be? Have you read any other books by this author/publisher?
- Where do you think the story is set?
- Can you find an example of adjective/adverb/connective/compound sentence/complex sentence?
- What effect did a particular character have on the story?
- What do you think might happen next? Why?
- What is the main idea/theme of the story?
- Who is the most important character in the story? Who is telling the story?



# Online reading resources



<http://www.starfall.com/n/level-a/learn-to-read/play.htm?f>

On-line books useful to teach reading at KS1. (Beware as site uses American pronunciations)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

A free and easy to use site that aims to help parents to help their children read. It has over 100 free e-books to enjoy with your child, a phonics guide and games and activities.

[www.storylineonline.net](http://www.storylineonline.net)

A free resource providing stories for children to listen to and follow.

[www.wegivebooks.org](http://www.wegivebooks.org)

A variety of books to read or read-a-long to.

[www.abcya.com](http://www.abcya.com)

A variety of activities and stories

<http://ngexplorer.cengage.com/ngyoungexplorer/index.html>

Click on More Issues at the bottom of the page for more opportunities to read non-fiction.

<http://en.childrenslibrary.org>

For those who can't get to an actual library - join online.



# Reading assessments



- In line with the new raised expectations, there is a new national curriculum test for reading comprehension in Years 2 and 6 introduced in 2016.
- The Phonics Screening Test is a short phonics/reading assessment. The first Phonics Screening Test took place in June 2012. The Phonics Test is a compulsory test. It takes place in the second week of June at the end of Year 1.



# Test papers



Have a look at previous test papers

2016 national curriculum tests

**Key stage 2**

**English reading**

Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



Any questions?





Please take time to look at resources

Thank you for coming!