Welcome to our Parent Reading Workshop

Our aims for today –

Look at what the research says about reading and its importance

Understand the importance of early reading and phonics

Understand the importance of fluency and how you can build this at home

Have a clear understanding of comprehension

Give hints and tips of how to get your child reading at home

Reading for pleasure is in decline and at its lowest levels since 2005.*

*National Literacy Trust

Changing lives through a love of books and reading

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**. While this remains the same as for 2022, the figure stood at 38% when the survey began in 2005, marking a 26% fall in those who read daily

Why is there a decline in reading for pleasure?

- Games and online distractions
- Rise in social media
- Find books boring
- Lack of time
- Working families
- Not being read to from an early age by adults (at home and school)
- Seeing reading as a process for learning rather a pleasure activity
  - **'Reading for pleasure' is being confused with 'literacy'** by many parents at home who commonly don't realise that the more it's pushed as a school subject, the less likely a child is to choose to do it. In the school environment, the national curriculum focuses on reading skills above reading pleasure. However, when pleasure drives reading, children achieve more.

Respectful

- Look after books
- Tidy class libraries
- Listens when the teacher reads
- Use a bookmark

Positive Mindset

- Keep trying
- Giving it time
- Learn from mistakes
- Trying different strategies

Humanity

- Not everyone reads the same books
- Empathy for characters

Knowledgeable

- To read books set in different places

- Read non-fiction books

- Read about different cultures

Curiosity

- Read a range of books

- Ask questions

- Read new books

- Talk to others about what they are reading

Reflective

- Recommendations

- Talk about the books you've read

- Book reviews

Home reading and Reading Records

- A decodable practice reading book matched to each child's phonics phase is shared with the family. This will be part of the same set they are reading in school and will ensure exposure to a wide range of literature and ensure success.
- We expect all children to read for 20 minutes 5 times per week as a minimum expectation.
    - Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the Everybody read! resources.
    - We use the *Little Wandle Letters and Sounds Revised parents' resources* to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.
- As all children in Reception and KS1 have three practice reading sessions per week, staff are not expected to write in reading records. Reading records will be written in for any additional reading or reading supported by a volunteer.
- Parents/Carers are expected to record all reading that takes place at home in the reading record.
- Reading books will be changed when a child has read a book three times. This must be recorded in the reading record by parents/carers.
- Class teams monitor reading records for regularity and support families where this is a concern.
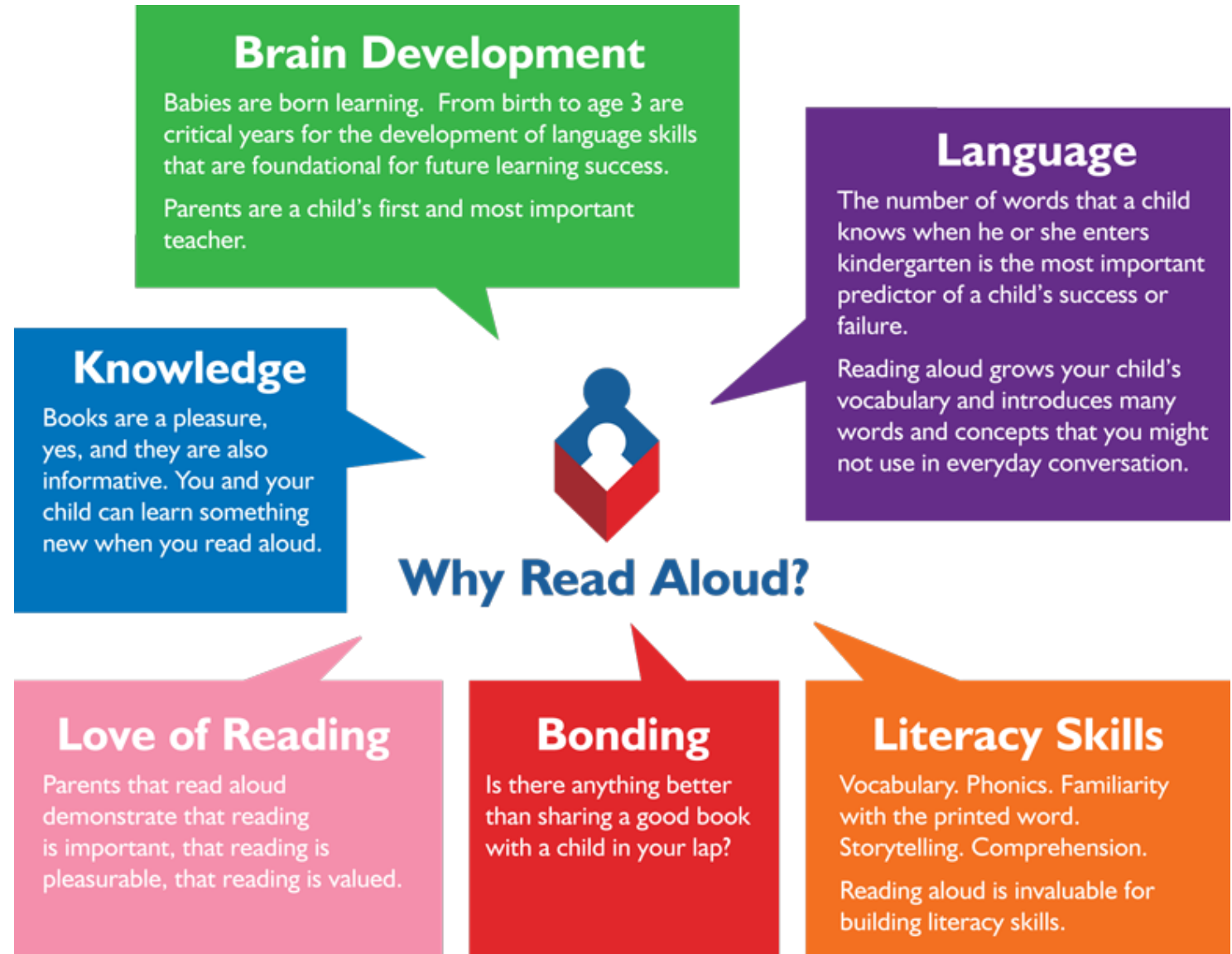
20 Minutes of reading in EYFS could look like:

- Sound hunts
- Tricky words
- Active learning – run and find a sound
- Phoneme spotters
- Literacy games – Teach your monster to read app
- Comprehension questions and verbal answers

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 as research shows that if children are not secure and fluent readers by Year 2, it is very difficult to then develop a love of reading going forward.

- In order to get children fluent in reading, their phonic knowledge must be embedded within EYFS and KS1.

- Read to children from day zero!

Brain Development

Babies are born learning. From birth to age 3 are critical years for the development of language skills that are foundational for future learning success.

Parents are a child's first and most important teacher.

Language

The number of words that a child knows when he or she enters kindergarten is the most important predictor of a child's success or failure.

Reading aloud grows your child's vocabulary and introduces many words and concepts that you might not use in everyday conversation.

Knowledge

Books are a pleasure, yes, and they are also informative. You and your child can learn something new when you read aloud.

Why Read Aloud?

Love of Reading

Parents that read aloud demonstrate that reading is important, that reading is pleasurable, that reading is valued.

Bonding

Is there anything better than sharing a good book with a child in your lap?

Literacy Skills

Vocabulary. Phonics. Familiarity with the printed word. Storytelling. Comprehension.

Reading aloud is invaluable for building literacy skills.

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 this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

- Basically, if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.

What is Fluency?

Oral reading fluency includes 3 parts.

Accuracy

Reading Speed
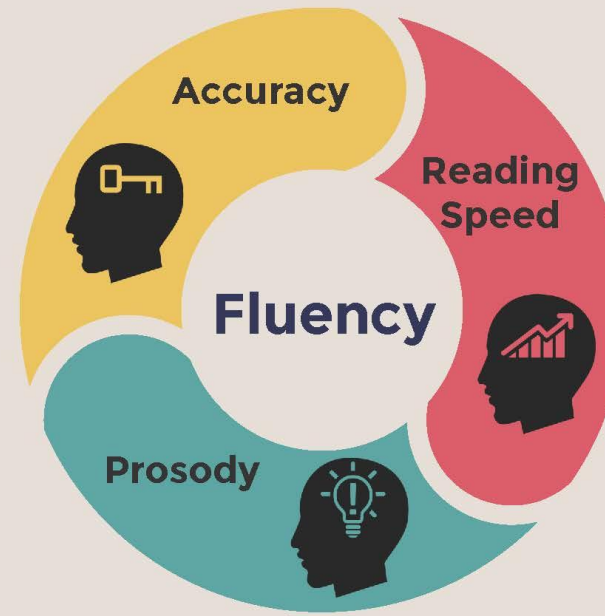
Fluency

Prosody

Accuracy
Reading with few errors.

Reading Speed
The rate at which a student reads.

Prosody
The skill of reading aloud with proper intonation, phrasing, and expression.

Why should we focus on Fluency?

Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

What is fluency and why is it important?

- 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.

- Secure phonics and fluency all reduce cognitive load.

The Comprehension Bottleneck

The liquid inside the bottle represents cognitive load required for decoding. Where there is too much decoding, there will be a bottleneck in comprehension.
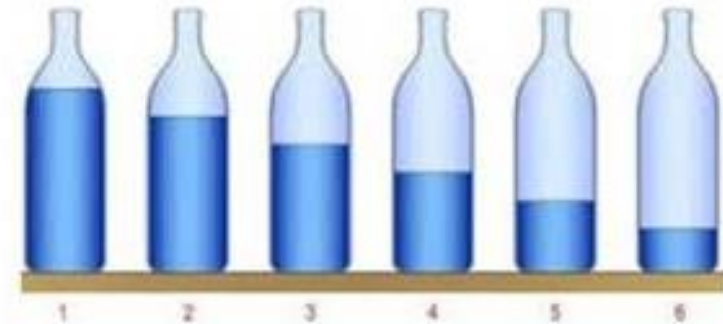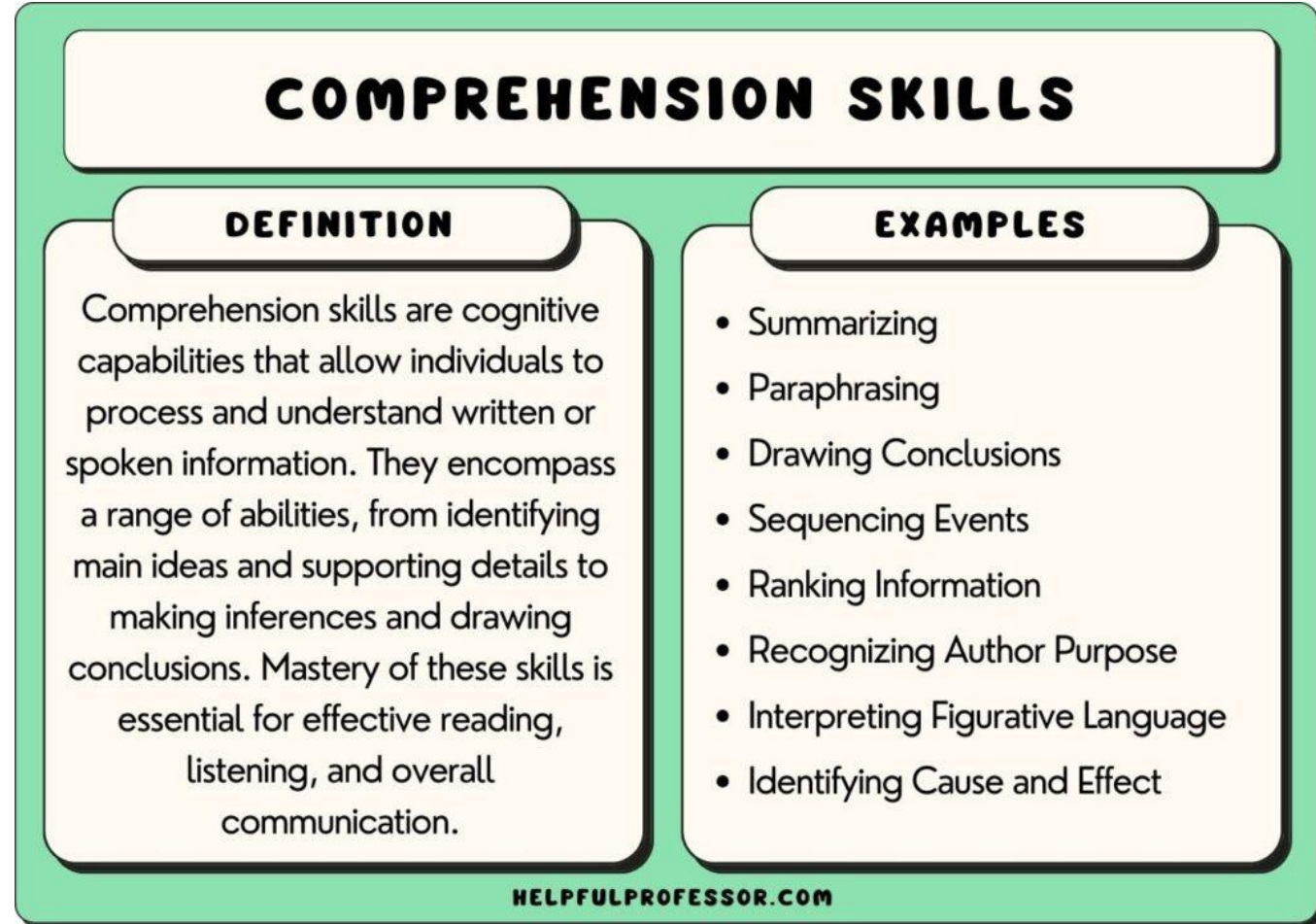
Three ways you can help build fluency at home…

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 or a paragraph. 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.

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

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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) i.e. having read the Gruffalo, go for a walk in the wood and discuss where the animals might be.
  - Reading together and discussing books together
    - Why do you like this book?
    - What do you think will happen next?
    - What do you think about this character?

KS1 Practice Reading

There are *3 sessions per week from the same book*

Session 1: Fluency/Vocabulary

- Recall of correct sounds for each grapheme.
- Recall/sight read tricky words
- Identifying initial grapheme in the words from the book
- Blending of sounds aloud to read supported and/or independently
- Blending sounds in their heads to read words on a page
- Discuss all new vocabulary in the book
- Use fingers to follow the text and reads every word on the page (not skipping any words out)

Session 2: Prosody

- Rapidly recalls grapheme cards and tricky words from previous session.

- Recalls meaning of previously taught new vocabulary.

- Use of blending and then go over until fluent.

- Discuss character's feelings within the text.

- Discuss the meaning of the words in context.

- Discuss and are able to identify some punctuation (question marks, exclamation marks, speech, words using italics in the text.

- Use prosody (rhythm, stress on particular words, intonation, voice) when reading

Session 3: Comprehension

- Reads book with fluency and prosody.

- Locates the answer to questions by finding the correct page and reading aloud from the text.

- Able to explain/demonstrate their answer.

Whole class comprehension

- When ready, Year 1 will begin to practice more comprehension as a whole class (Summer Term)

- Year 2 – Once every week as a whole class activity looking at a range of different questions and skills needed when answering.

Key emphasis:

The children need to show, where they get their answers from within the text. They never use their own experiences or knowledge to answer

 Key phrases used:

- Show me? Where does it say that?

- Prove it!/ How do you know?

Vocabulary -

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

Mr Leonard **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?

Beowulf was **incensed** by Grendel's attack and vowed revenge.
We may not know the meaning of the word 'incensed' here but we can guess it means 'angered'. 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 police find a threatening letter addressed to the victim.
- We could infer that someone didn't like that person.

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.

My stomach rumbled as the smell of dinner wafted from the kitchen.
- We could infer that this person is hungry.

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

Mr Leonard woke up with a terrible headache and severe cough. He picked up his mobile and began to dial.

- Who do you think Mr Leonard is going to call? Why?

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).

Explain –

Identify/explain how information/narrative content is related and contributes to the meaning as a whole.

Identify/explain how meaning is enhanced through choice of words and phrases.

Make comparisons within the text.

See handout for example questions

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?

Questions you can ask at home…

Questions to ask before you read

- Can you look at the pictures and predict what you think will happen in this book?
- What makes you think that?
- What characters do you think might be in our story?
- Do you think there will be a problem in this story? Why or why not?
- Does the topic/story relate to you or your family? How?

Questions to ask during the reading

- What do you think will happen next?
- What can you tell me about the story so far?
- Can you predict how the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character? (use different characters)
- As I read_____, it made me picture_____ in my head. What pictures do you see in your head?
- As you read, what are you wondering about?
- Can you put what you've just read in your own words?

Questions to ask after reading

- Can you remember when/where/who/why _____?
- In your opinion, was it a good title for this book? Why or why not?
- Were your predictions about the story correct?
- If there was a problem, did it get solved?
- What happened because of the problem?
- Why do you think the author wrote this book?
- What is the most important point the author is trying to make in his writing?
- What was your favorite part of the story?
- If you could change one thing in the story, what would it be?
- Can you retell the story in order?
- If you were _____, how would you have felt?
- What is the most interesting situation in the story?
- Is there a character in the story like you? How are you alike?
- Why did you like this book?

Retrieve

- Retrieval of information is often the starting point for discussing a text. This means picking the <u>exact</u> (spelling and punctuation too) 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
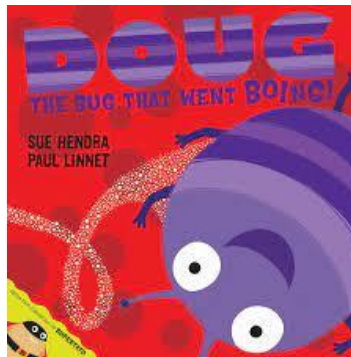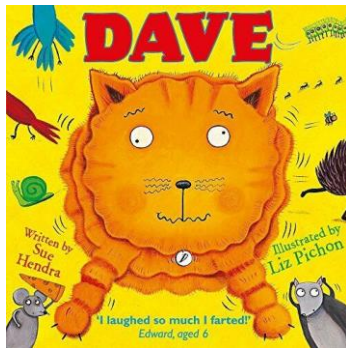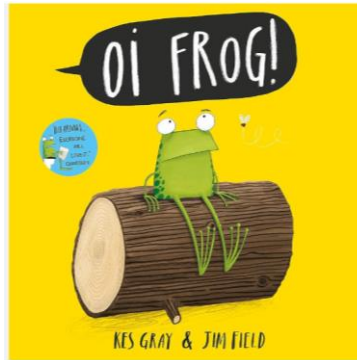 - What is the main point of the first paragraph?
  - What heading would be appropriate for this paragraph?

How to encourage independent reading at home

- Having books that the child owns
- Using the library to help build variety
- Exposing children to texts beyond novel. E.g. comics, magazines, non-fiction books, newspapers,
- Taking control of screens – reading first and then screentime
- Show that you love reading… even if you have to fake it
- Give children books that matter to them, diverse authors and characters, texts that excite them
- Reward reading through extrinsic and intrinsic motivators

Strategies to improve independent reading

- Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).

- An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008)

- Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).

- Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).

- Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).

For you to take away today…

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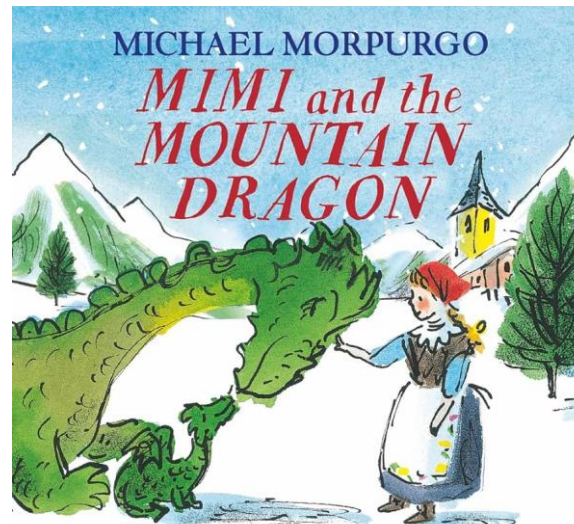
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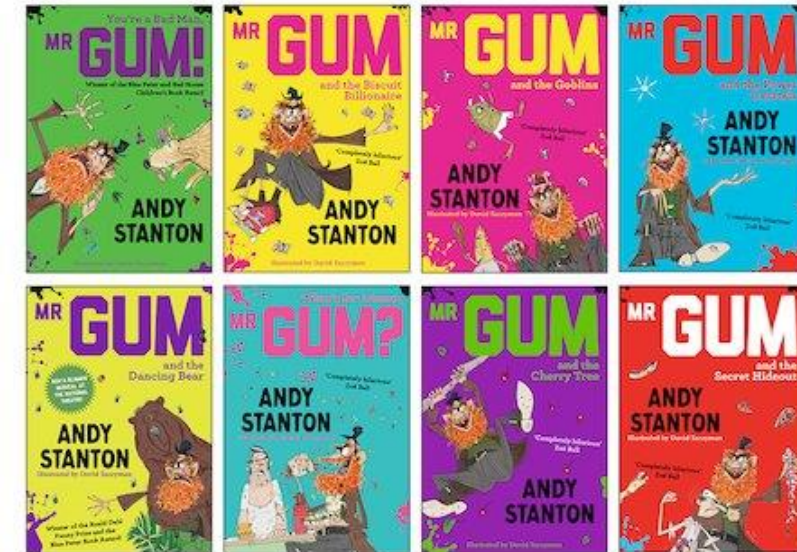
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Any questions?