

# What our children say about reading

I love our class library! There are lots of amazing books and the best thing is going to choose our own books to take home – I love sitting in there to read with my friends. (KS2)

I love reading because I love finding new words and then you can find out what they mean. (KS1)

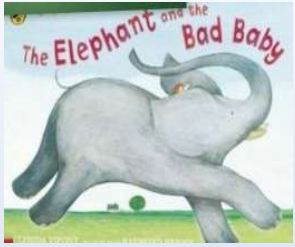
I love when the teacher reads to us – it's so relaxing. (KS2)

My favourite place to read is in my bedroom (KS2)

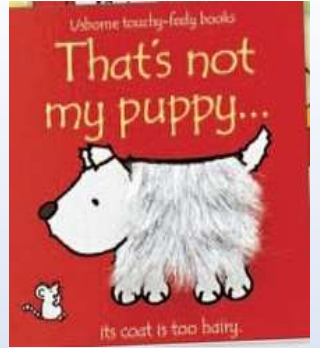
I like reading to my friends in school. Sometimes I even read to my dog at home! (KS2)

My favourite type of book is a story book because you can escape into your head. (KS1)





# The Power of Reading!



Creating a love of reading in children is potentially one of the most powerful ways of impacting children's progress at school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world, than to enable them to become truly independent readers.

Reading is all about acquiring meaning; for enjoyment, information and understanding.

# Reading in School

## The *Teaching* of Reading

### The National Curriculum

'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum'



**English programmes  
of study: key stages  
1 and 2**

National curriculum in England

# What does the National Curriculum say for Year 2 and 3?

During year 2, pupils should focus on **developing accurate and speedy word reading skills**. They should also listen to and discuss a wide range of **stories, poems, plays and information** books; this should include whole books using a **variety of skills** such as **retrieval** and **inference**.

During Year 3, the children's **decoding skills should become increasingly secure**, they should develop their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

They should be developing their **understanding and enjoyment** of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.

# Reading in School

## The *Teaching* of Reading

- Phonics
  - Shared reading
  - Independent reading
  - Focused reading activities
  - Reading across the curriculum
- Class novels and stories using a chosen author for each term

# Reading requires two skills

Your child might sound like a good reader but may not necessarily understand what the text means.

## Phonics and word recognition to develop fluency

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

The ability to blend letter sounds (phonemes) together to read words with increased fluency.



## Understanding

The ability to understand the ideas, information and themes in a text.

## Year 2 & 3

<b>Vocabulary</b>	Draw on knowledge of vocabulary to understand texts, e.g. technical vocabulary in non-fiction texts and more adventurous word choices in narrative.
<b>Infer</b>	Make inferences from the text, e.g. 'The boy had tears streaming down his face.' This leads us to infer that he is feeling sad.
<b>Predict</b>	Predict what might happen on the basis of what has been read so far.
<b>Retrieve</b>	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Find facts out in response to questions.
<b>Sequence</b>	Identify and explain the sequence of events in texts.





- How many varieties of Heinz beans are there?

retrieval

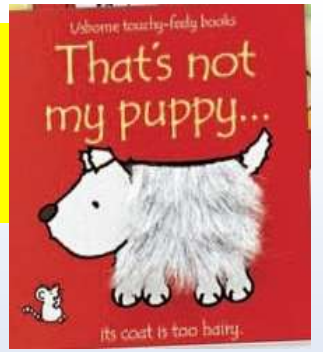
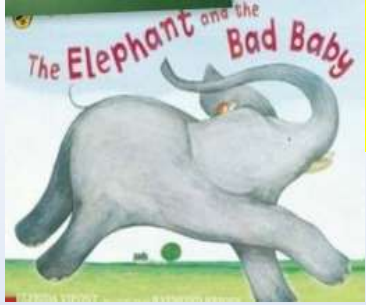
- What, on the advert, might persuade parents to feed this to their children?

inference

- Explain what Heinz have done to make the beans appear to be 'truly magic' in this advert.

word choice

# Hearing your child read



As part of their weekly homework challenge, we encourage children to read regularly at home and ask that you sign their reading diary at least 3 times every week.

- Reception, Year 1 and Year 2 children will need to read at least 3 x a week for 10 minutes
- Year 3 & 4 children will need to read at least 3 x a week for 20 minutes
- Year 5 & 6 children will need to read at least 3 x a week for 30 minutes.

So the next morning, bright and early, Tiger was waiting at the library door.

He dozed in a sunny corner inside. And all day long stories crept into his dreams.

Tiger was dreaming so happily and dozing so deeply that he didn't notice the librarian putting all the books away.

He didn't notice the librarian picking up her bag ... and getting her keys ... and locking the door behind her.

He didn't notice until it was too late.



### Year 2 & 3

Vocabulary

Tiger's Tale (dozed librarian notice)

Contractions: didn't

Vocabulary

Which words tell us that Tiger was sound asleep?

Infer

How do we know that Tiger had woken up to good weather?

How do you think Tiger might feel as he sees the library door close, locking him in?

Predict

What do you think Tiger will do now?  
What do you predict will happen next?

Retrieve

Where did Tiger curl up to sleep? How long did he sleep for?

Sequence

Can you tell me what happened in the right order?

# Year 3 expected levels- Topaz band.

## 1 The Cyclone

"Dorothy!" Uncle Henry threw open my bedroom door.  
"Wake up! There's a cyclone coming! Get to the shelter!"

I gasped and jumped out of bed.

"Dorothy!" I heard Aunt Em's voice through my window.  
She was standing in the farmyard, holding the storm  
shelter door open. "Hurry!" she cried.

Across the fields, I could see a dark twisting tower of wind  
racing towards me.

"Toto! Toto!" In a panic, I called for my dog.

Aunt Em was waving frantically. "Leave the dog!"  
she yelled over the wind.

No way! Toto was my best friend. Uncle Henry had bought  
him for me when I came to live with them in Kansas, after  
my parents died. I loved him with all my heart.

"Toto!" I shouted again. Desperately, I searched my room  
until I found him shaking with fear under the bed.

"Toto! Come here!" I couldn't reach him.  
I looked up at the black sky.  
Tears prickled my eyes. I couldn't leave  
Toto behind. What was I going to do?

All at once there was a terrifying

**whoosh!**

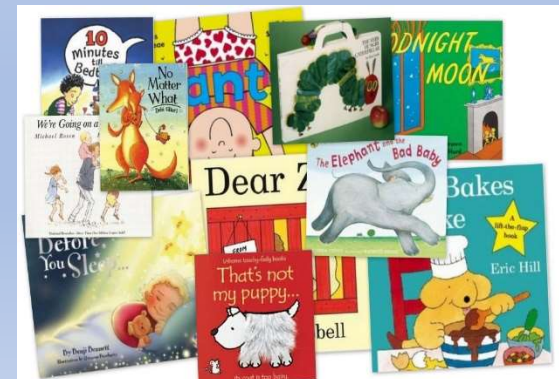
My stomach felt as if it had  
dropped out of my body.  
The house had lifted into  
the air! That was the last  
thing I remembered before  
the enormous bang.

### Year 2 & 3

Vocabulary	Cyclone Desperately frantically
Infer	How do we know the characters were in a rush? How was Dorothy feeling? How do you know?
Predict	What might have happened to the house? Where might they be?
Retrieve	What is Dorothy's main worry?
Sequence	Can you tell me what happened in the right order?

# What to do if your child is stuck-decoding

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?



# Talking about books

It is not a test!

What did you like about this book; why?

Who is your favourite character? Tell me about them.

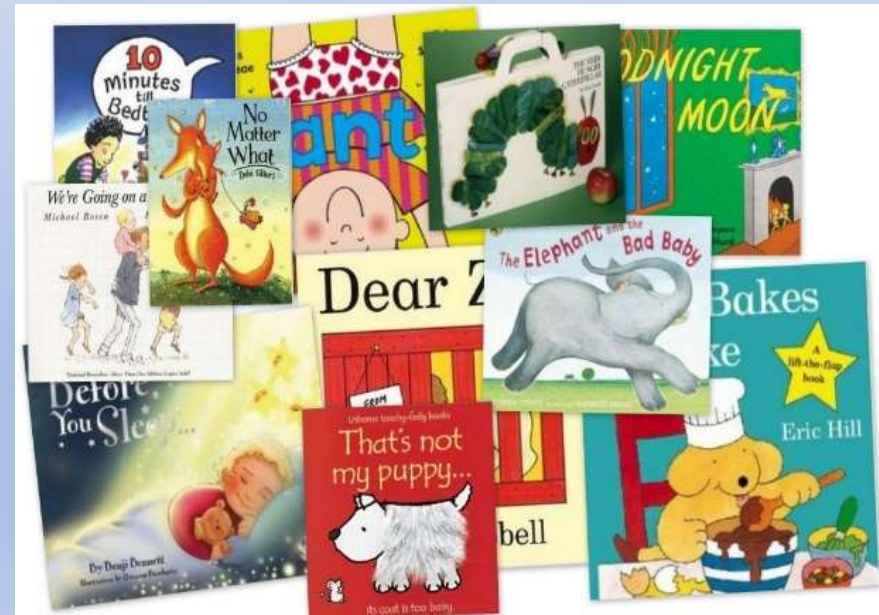
Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What have you learned about ..... in your book?

What can you tell me about...?



# Have fun!

