

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

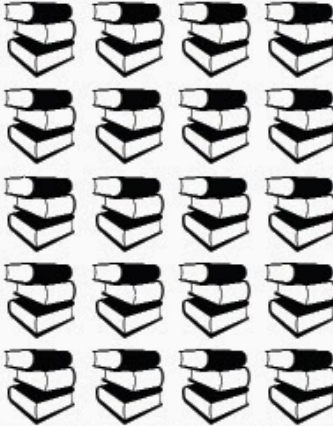


GIVE HINTS AND TIPS OF HOW TO GET YOUR CHILD READING AT HOME



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 reading for pleasure vital?

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.



Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James

Travis

reads 20 minutes per night,
5 times per week



reads only 4 minutes per night
...or not at all

In one week:

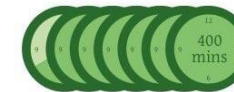
100
minutes of reading



20
minutes of reading

In one month:

400
minutes of reading



80
minutes of reading

In one school year (9 months):

3600
minutes of reading



720
minutes of reading

By the end of eighth grade:

28,800
minutes of reading



5760
minutes of reading

Which student would you expect to read better?
Which student would you expect to know more?
Which student would you expect to write better?
Which student would you expect to have a better vocabulary?
Which student would you expect to be more successful in school and life?
How do you think each student will feel about himself as a learner?

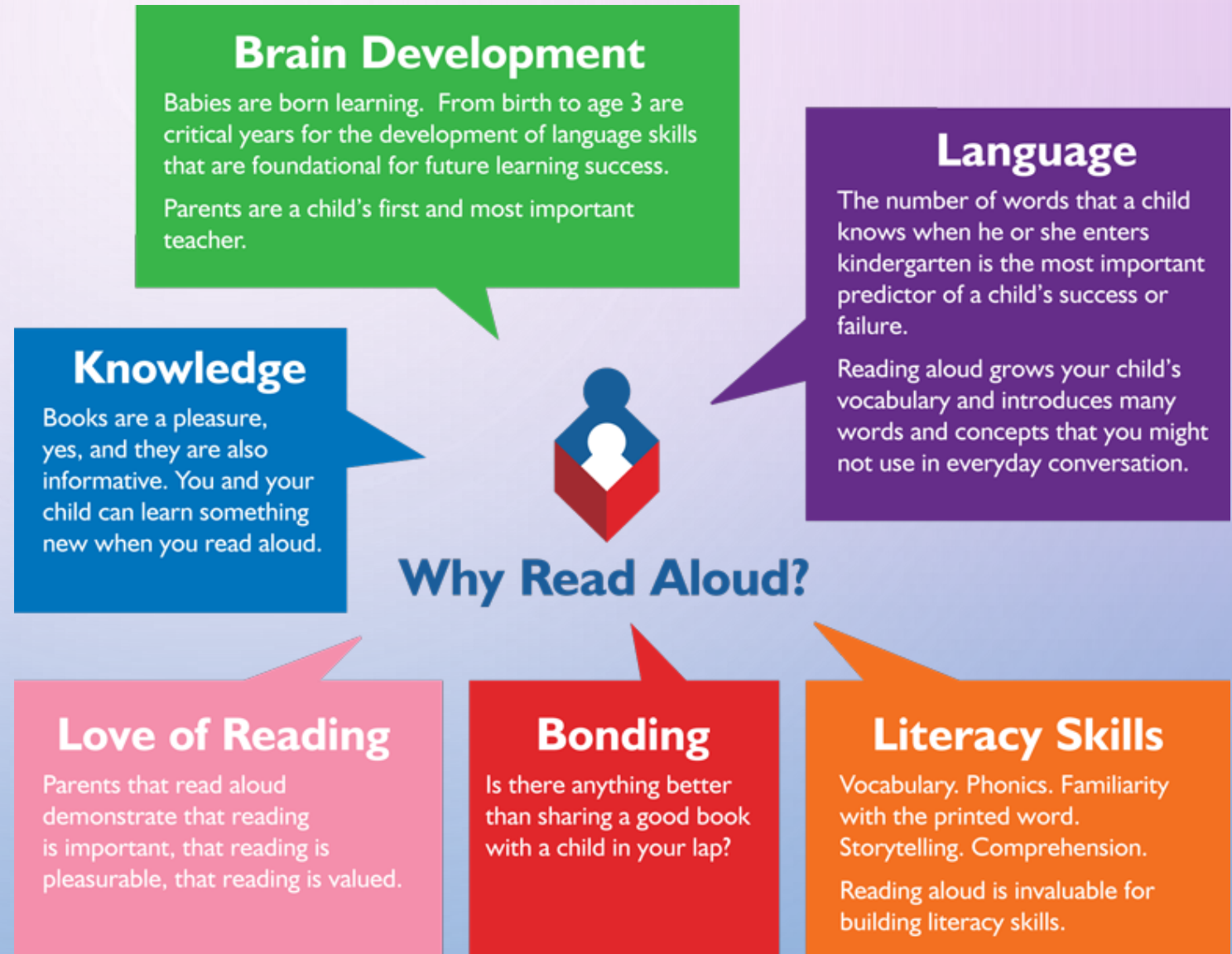


Impact of reading

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.



PHONICS IN EYFS AND KS1

- ESSENTIAL LETTERS AND SOUNDS (ELS) IS OUR CHOSEN PHONICS PROGRAMME
- CHILDREN WILL EXPERIENCE THE JOY OF BOOKS AND LANGUAGE WHILST RAPIDLY ACQUIRING THE SKILLS THEY NEED TO BECOME FLUENT INDEPENDENT READERS AND WRITERS.

How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- We have mnemonics and rhymes to support learning and recall
- We teach phonics every single day from the first days of Reception

How do we teach phonics?

Teach

These objects all have the /ng/ sound in.

ng



ng ... ng ... ring
ng ... ng ... wing
ng ... ng ... sing

How do we teach phonics?

Practise

Quit activity 

Read the word. Click on the icon to reveal the picture.

net



Practise

Quit activity 

Read the word. Click on the icon to reveal the picture.

net



How do we teach phonics?

Apply

Quit activity 

Read the sentence. Click on the icon to reveal the picture.

Her friend said it
was sweater
weather.



ELS Progression

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none">• Environmental sounds• Instrumental sounds• Body percussion• Rhythm and rhyme• Alliteration• Voice sounds• Oral blending	<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none">• Oral blending• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)• 12 new harder to read and spell (HRS) words	<p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none">• Oral blending• Sounding out and blending with 29 new GPCs• 32 new HRS words• Revision of Phase 2

ELS Progression

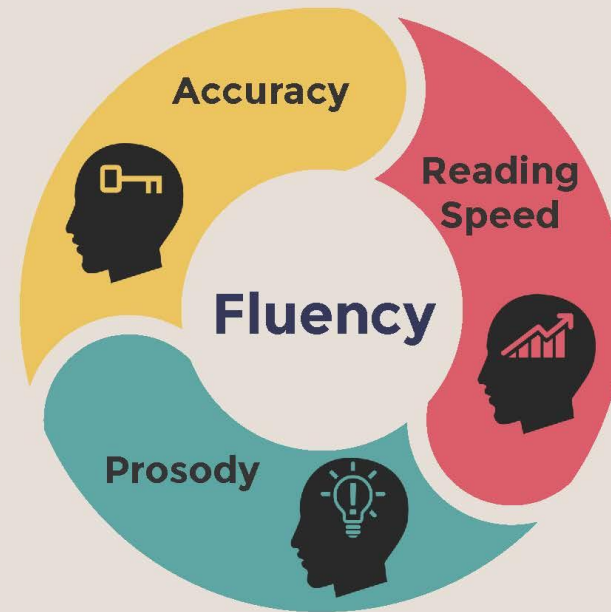
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception Summer 1</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

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.

What is Fluency?

Oral reading fluency includes 3 parts.



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?

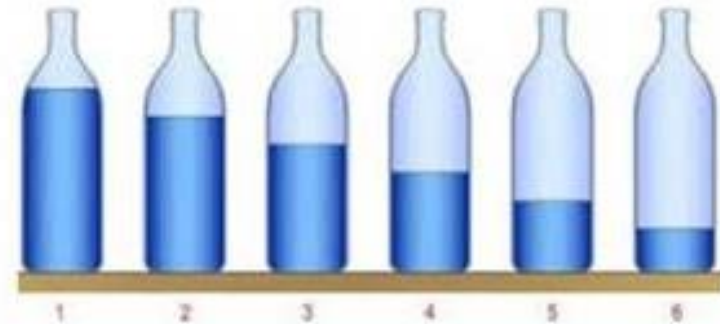
Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

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

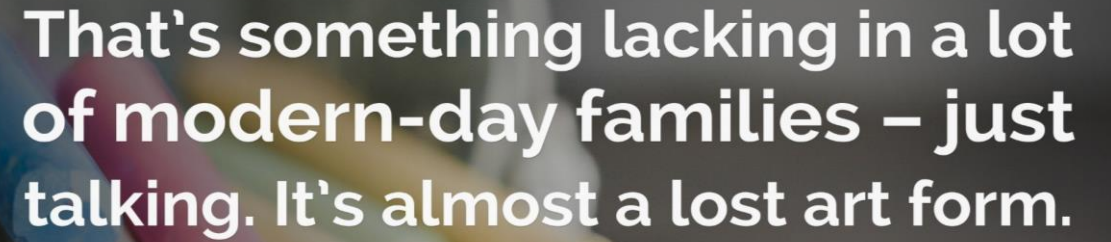
DEFINITION

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

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

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)
- 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?

HOW DO WE TEACH COMPREHENSION IN SCHOOL? A MORE FORMAL PROCESS...

WE USE A WHOLE-CLASS GUIDED READING APPROACH. THIS IS DELIVERED THROUGH THE USE OF VIPERS.

VIPERS IS AN ACRONYM TO AID THE RECALL OF THE 6 READING DOMAINS AS PART OF THE READING CURRICULUM. THEY ARE THE KEY AREAS WHICH WE FEEL CHILDREN NEED TO KNOW AND UNDERSTAND IN ORDER TO IMPROVE THEIR COMPREHENSION OF TEXTS.

VIPERS STANDS FOR

VOCABULARY -

INFERENCE

PREDICTION

EXPLANATION

RETRIEVAL

SUMMARISE

THE 6 DOMAINS FOCUS ON THE COMPREHENSION ASPECT OF READING AND NOT THE MECHANICS: DECODING, FLUENCY, PROSODY ETC. AS SUCH, VIPERS IS NOT A READING SCHEME BUT RATHER A METHOD OF ENSURING THAT TEACHERS ASK, AND STUDENTS ARE FAMILIAR WITH, A RANGE OF QUESTIONS. THEY ALLOW THE TEACHER TO TRACK THE TYPE OF QUESTIONS ASKED AND THE CHILDREN'S RESPONSES TO THESE WHICH ALLOWS FOR TARGETED QUESTIONING AFTERWARDS.

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?

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
- TAKING CONTROL OF SCREENS – READING FIRST AND THEN SCREENTIME
- SHOW THAT YOU LOVE READING.
- GIVE CHILDREN BOOKS THAT MATTER TO THEM.

ANY QUESTIONS?