



South Hill Primary School



Why is reading so important?

February 2023

How is reading taught and developed at school?

The teaching of Reading

Do you know how to help your child improve their reading ability?

Do you know how to improve your child's understanding of reading?

Why we teach reading- National Curriculum

- All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.
- Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and **opens up a treasure house of wonder and joy for curious young minds.**
- It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

The POWER of reading

Creating a love of reading in children is potentially one of the most powerful ways YOU can help your child

The power of the parent-child bond has a positive effect on a child's attitude towards reading and their ability to read.

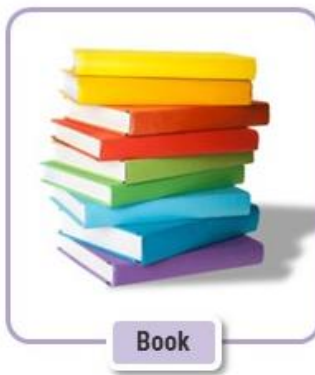
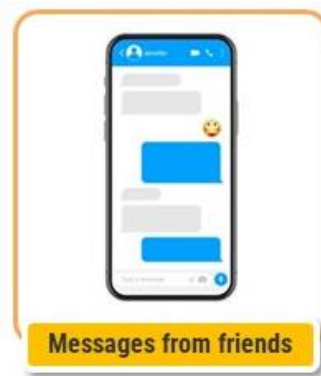
2019 U.S. study

Young children whose parents read them five books a day enter kindergarten having heard about 1.4 million more words than children who were never read to, a US study found.

This "million word gap" could be one key in explaining differences in vocabulary and reading development, said Jessica Logan, lead author of the study and assistant professor of educational studies at The Ohio State University.

Preparing a child for life.

Reading is a life skill



We teach children the skills for reading fluency and the skills for reading comprehension

► **Phonics and Word Recognition**

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

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

► **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.

If a child understands what they hear, they will understand the same information when they read.

Let's go through how , here at South Hill ,we teach reading skills to succeed

- ▶ Reading is a skill for life. From the start, we try to encourage a love of books.
- ▶ There are several strands to a child learning to read:
 - ❑ Hearing stories being read to them (We read regularly in each class and trust you read to your children at home too.)
 - ❑ Phonics - In EYFS and KS1 children receive a 30 minutes phonics/reading lesson every day. These lessons are linked to the PRIME reading books they bring home. Children who need additional phonics receive this through intervention sessions.
 - ❑ Guided reading - these sessions take place across Key Stage 1 and Key Stage 2 and develop comprehension and fluency skills. (While EYFS do not have specific guided reading lessons, all their learning is book based and you will see this when you join the classes.)
 - ❑ Library sessions - all classes have a 30 minute session per week where reading for pleasure is promoted in a variety of ways and children get the opportunity to choose their PLEASURE book.
 - ❑ Individual reading - children are heard read individually in school and we promote reading every day at home also. (3Ps)



PRIME



POWER



PLEASURE



The 3 P's of Reading at South Hill School

PRIME Books are linked to a RWinc Book that is used in phonics sessions and has matching sounds. These books are essential for decoding and for early reading.

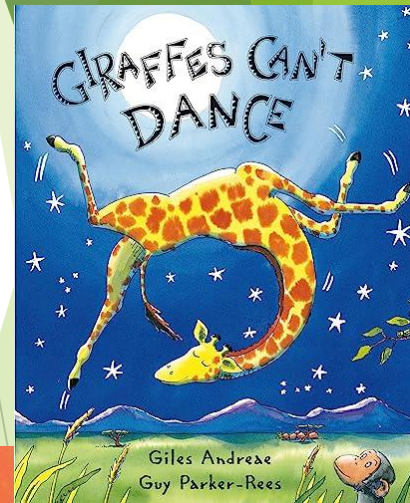
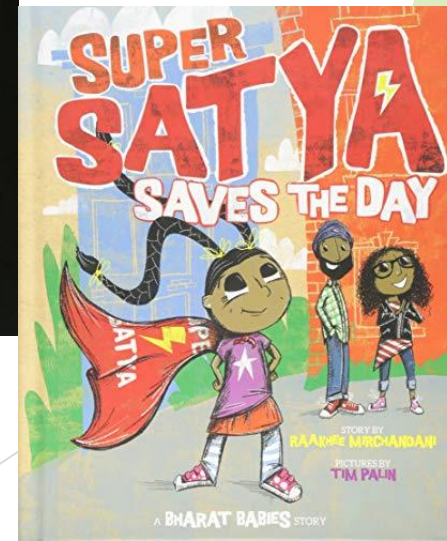
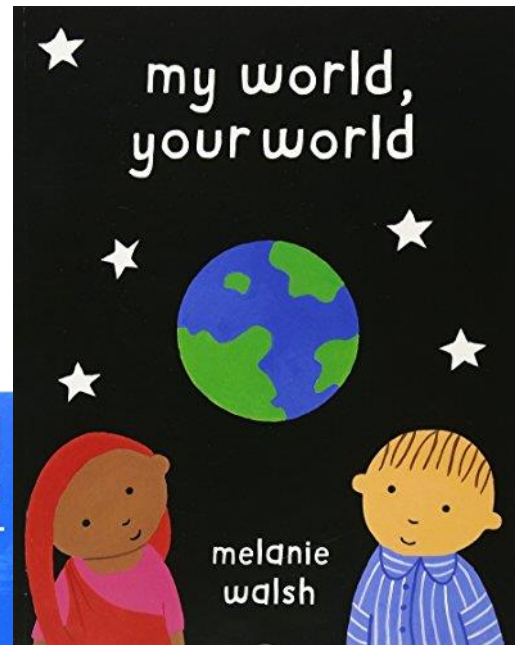
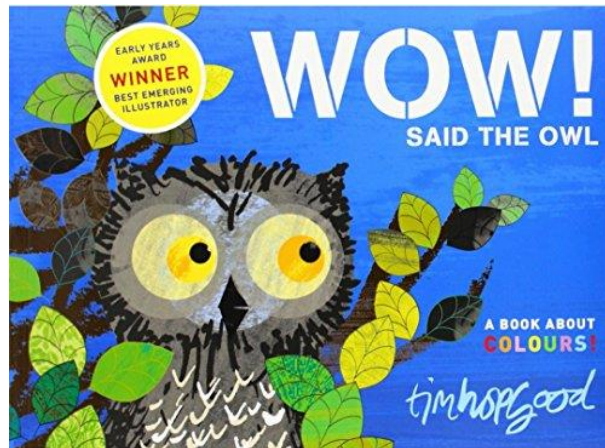
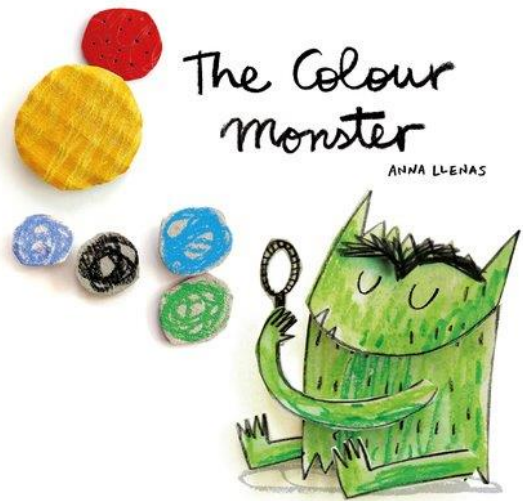
POWER Books are levelled by book bands, they are from a variety of reading schemes. These books give a structured approach to children developing their reading further.

PLEASURE Books are 'real books' found in the school library and class reading areas.

EYFS

In EYFS, children complete learning in all curriculum areas relating to a book of the week. In addition to this they hear a range of stories, poetry and/or non-fiction in focused sessions throughout the week. They also have a phonics lesson every day.

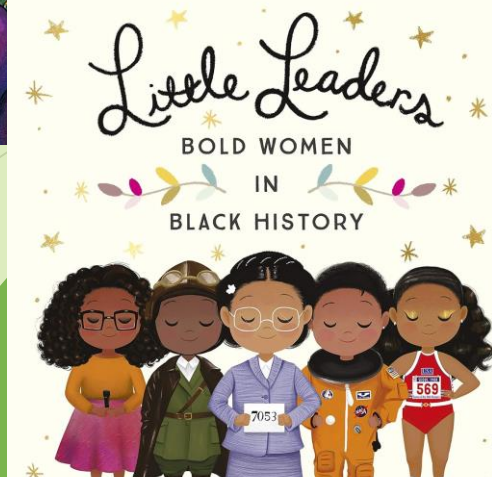
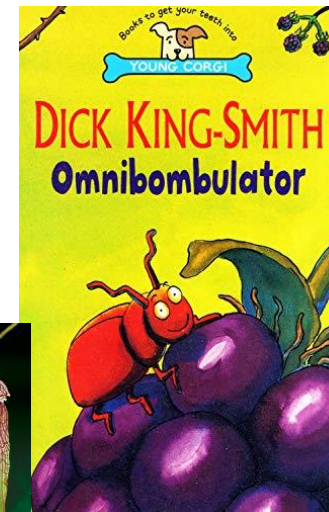
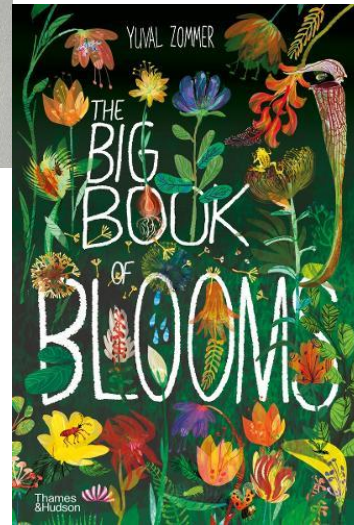
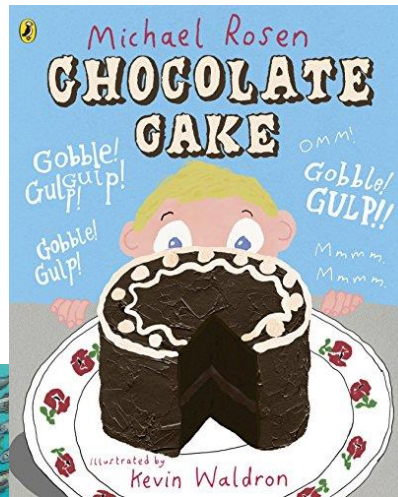
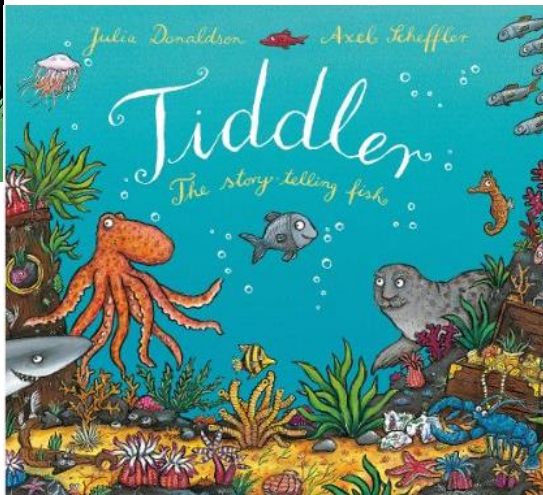
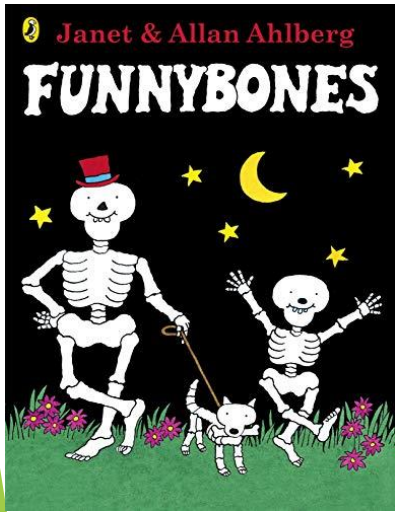
A range of Fiction and Non-fiction books are used and are monitored to ensure a range of styles and formats and a diversity of authors.



KS1

In KS1, children have a minimum of 2 reading lessons a day. One phonics session which is decoding and fluency based and then whole class guided reading which is fluency and comprehension based. During whole class guided reading children complete a range of tasks which are recorded in a whole class evidence book.

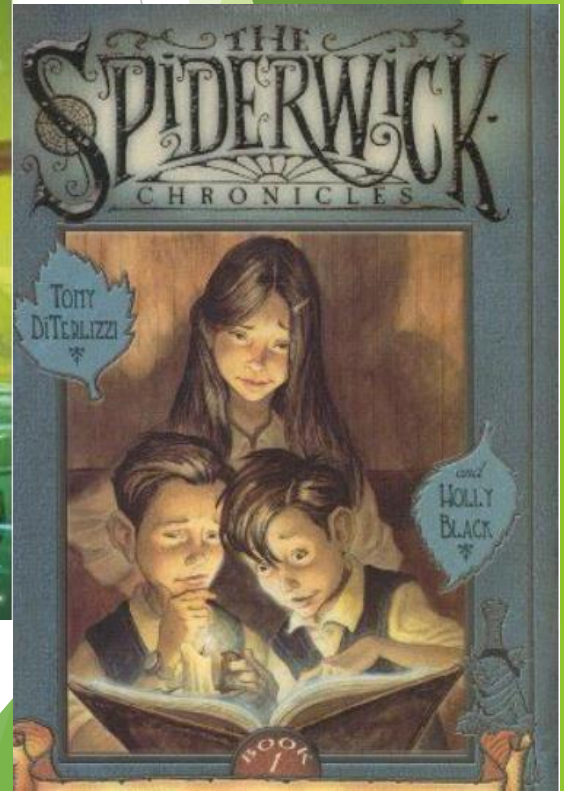
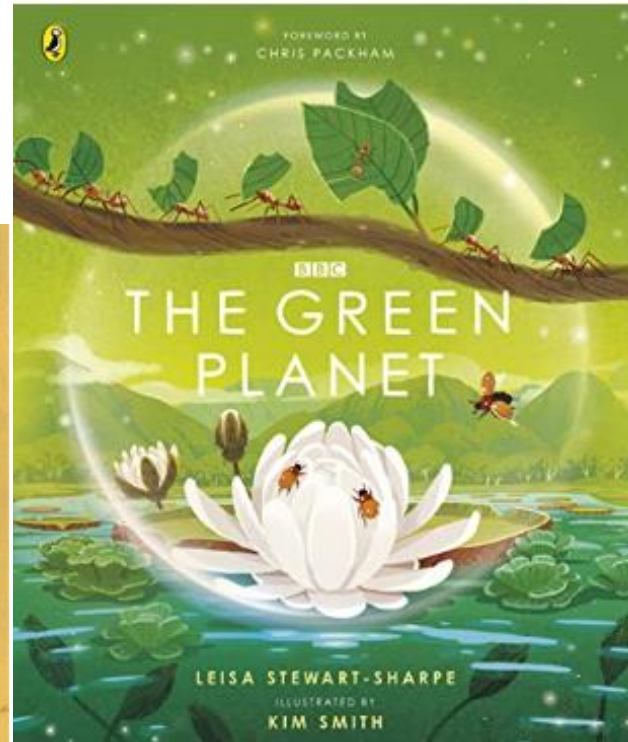
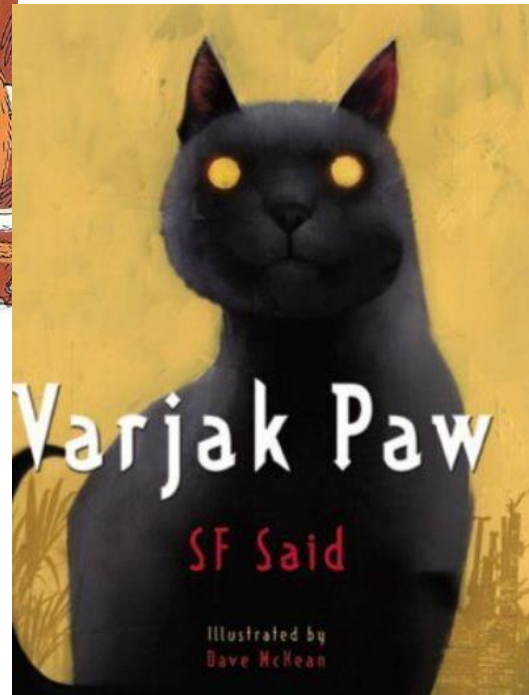
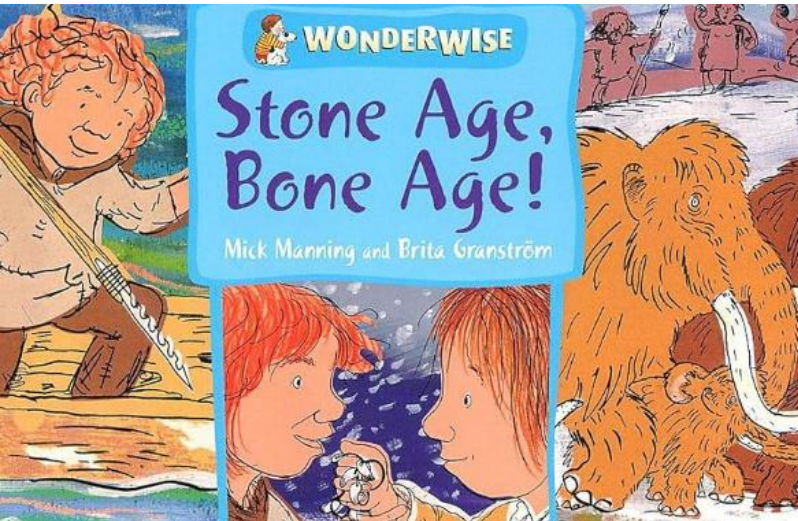
In whole class guided reading a range of Fiction and Non-fiction books are used and are monitored to ensure a range of styles and formats and a diversity of authors.



KS2

In KS2. children are introduced to a reading response book in which they record their daily reading work.

A range of Fiction and Non-fiction books are used and are monitored to ensure a range of styles and formats and a diversity of authors.



KS1 and 2

- ▶ A specific Reading session takes place every day.
- ▶ Children are taught and practise one of the VIPERS skills
- ▶ VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

Reading Vipers

Vocabulary
Interpret
Predict
Explain
Retrieve
Sequence or Summarise



A typical lesson

Teacher shares L.O. with the children

To retrieve

To find/ fetch/ get/ look for information

To retrieve

To find/ fetch/ get/ look for information



Reading Vipers

Vocabulary

Inter

Predict

Explain

Retrieve

Sequence or Summarise



The lesson- retrieve

Reading together pages 15- 19- sharing text
Now, retrieve the information

- 1a Which word describes a group of people? (Look at the top of page 15)
- 1 b Where was Father waiting . Find the name of the place?(Page 15)
- 2a Find and describe what Gunar's father was wearing on his neck (pg 16)
- 2b How many riders were there and what were they wearing?
- 3 Look carefully over pages 17-18 Retrieve at least 3 different words or phrases which show that this story was set in the Viking times?

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



Teaching inference



Inference from a picture
From Take one picture
Look at the picture and complete
the table in pairs

What can I see?	What do I wonder/ want to know?	What do I already know? Background knowledge	What can I infer? Evidence + background knowledge

Reading Vipers

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence or Summarise



How to help develop inference

Modelling inference-making

Adults should model how to draw inferences by:

- thinking aloud their thoughts as they read to pupils
- asking and answering the questions that show how they monitor their own comprehension
- making explicit their own thinking processes.

Kispaal, A (2008)



How to help to develop inference

Modelling inference – word level

He must be tired. Maybe he stayed up late the night before.

Sleepy Tom was late for school again.

It's not the first time he's been late.

The man stepped outside and put up his umbrella.

It must be raining.

White rhinoceroses are endangered

There aren't many left.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Helping at home



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

Being a role model - get caught reading!

Asking effective questions

Reinforcing taught phonemes/sight words

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



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!

Making connections to aid Reading/ writing

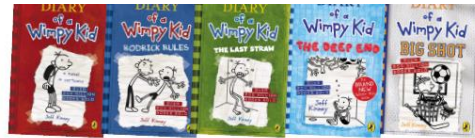
- ▶ Asking open ended questions
- ▶ Is there anything in the story which connects you to another experience? (eg going on a Bear Hunt..going for a picnic?)
- ▶ Is there a link to another story? A comic, a superhero? A film you have seen?(Fairytale 3 Little Pigs - appear in Shrek)
- ▶ If you could ask the character a question, what would you ask?

Which books to read?

www.TheReaderteacher.com

#BOOKMATCH

© The Reader Teacher Books for fans of Diary of a Wimpy Kid by Jeff Kinney



IF YOU LIKE DIARY OF A WIMPY KID, READ THESE

For more #BookMatch & similar suggested reads, visit TheReaderTeacher.com

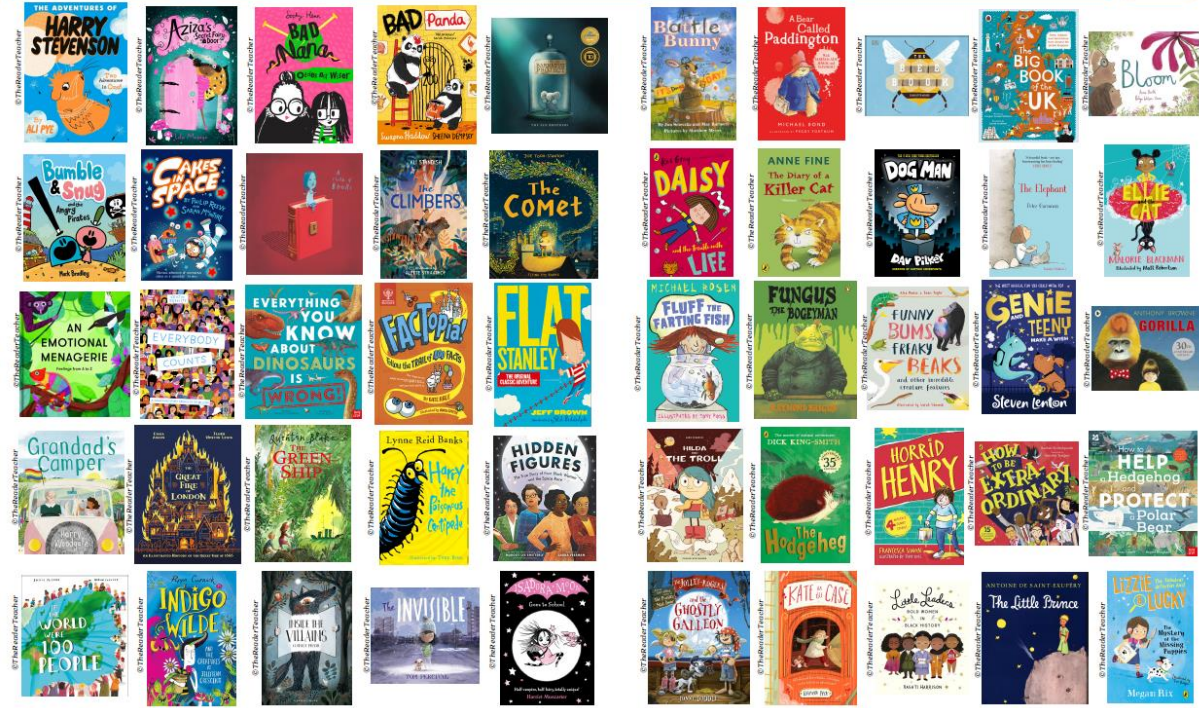
The Reader Teacher

www.TheReaderTeacher.com/Year2

Top 100 Recommended Reads for Year 2

for ages 6-7+

Poster



Other activities to promote good reading habits for life..

- ▶ Visit to the library (Year 5, Jan 2023)
- ▶ Grammar Corner and recommended reads in the Newsletter
- ▶ Book Week(4th- 8th March) to include World Book Day on Thursday 7th March
- ▶ Author visit Joshua Seigal(May 6th)
- ▶ Library Club
- ▶ Book Fair



Any Questions????

We are all part of your child's learning journey

