

# Welcome to our reading workshop

Please help yourself to a hot drink.





### **Our aims for today**

- Look at what the research says about reading and its importance
- Understand how we teach reading at Exhall Junior School
- 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 research

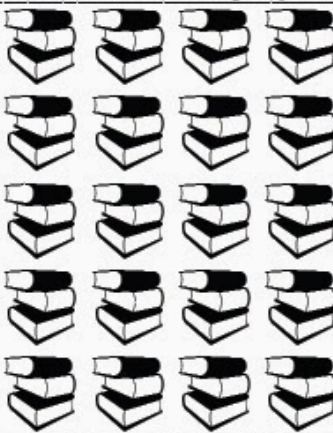




The survey of 71,400 children and young people by the National Literacy Trust early in 2023 has revealed that **fewer than one in three children (28%) aged eight to 18 read daily for enjoyment.**

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 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> 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?



GREER GENIUS  
BRILLIANT DESIGN & DEVELOPMENT

# Why is there a decline in reading for pleasure?

- Games and online distractions
- Rise in social media and screen time
- Find books boring
- Lack of time
- Lack of access to books
- Seeing reading as a process for learning, rather a pleasure activity



Recognising these barriers can help us to find ways to still prioritise reading.

Reading at our school



# Reading at Exhall Junior School

## Four reading skills sessions for 45 minutes each week

- These focus on a text shared with the whole class
- The teacher explores new vocabulary with the children
- The teacher models how to read the texts and how to answer questions about it
- Children read out loud to practise fluency and expression
- They answer questions about the text
- Staff training for all teachers and LSAs, working with another local school.



# Reading at Exhall Junior School

## Class novel

- This is a full novel which is read a little bit at a time by the teacher or LSA to the class
- The children might follow along in their own copy
- The focus is on listening to good quality reading from the adult
- Children might be asked to recap what has previously happened in the story, predict what might happen next or share their thoughts and opinions

# Reading at Exhall Junior School

## Buddy reading

- Y3 have a reading buddy in Y5
- Y4 having a reading buddy in Y6
- Children meet together to read for 15 minutes once a week
- They take it in turns to read and discuss their books
- This build reading confidence and exposure to a range of texts

# Reading at Exhall Junior School

## 1:1 reading time

- Our aim is that all children read 1:1 with an adult at least once per week.
- This might be a teacher, LSA or volunteer
- They read their book band text.
- Book bands are reviewed at least once per half-term

Colour Band	Age	Year
Lilac	4-5	R
Pink	4-5	R
Red	4-5	R
Yellow	5-6	1
Blue	5-6	1
Green	5-6	1
Orange	6-7	2
Turquoise	6-7	2
Purple	6-7	2
Gold	6-7	2
White	7	2-3
Lime	7	2-3
Copper	7-8	3
Topaz	7-8	3
Ruby	8-9	4
Emerald	8-9	4
Sapphire	9-10	5
Diamond	10-11	6
Pearl	11	6

# Reading at Exhall Junior School

## Reading across the curriculum

- Lots of other lessons involve reading.
- Teacher will model and promote which skills are needed to access a text in different lessons.
- Research in science, topic etc. Often this requires the skills of skimming and scanning a text for key information.
- Reading instructions and problems in maths. Often this requires the skill of understanding vocabulary.

# Reading at Exhall Junior School

## Reading for pleasure

- All classes have the opportunity to visit the Book Nook each week
- There is a huge range of books including non-fiction books, graphic novels, poetry books, books with dual language, picture books and more!
- Funding was used from a library grant scheme (around £5000 on books for the Book Nook.)
- Children often have opportunities to read on their own or with a friend

# Reading at Exhall Junior School

## Reading interventions

- If a child is not reaching the expected level for their age in reading, they may receive extra reading support.
- Support sessions usually take place in the afternoon
- They are led by LSAs who have been trained to deliver the intervention
- The sessions are monitored and regularly reviewed by class teachers and our inclusion leader, Mrs. Watts.

Fluency



# Fluency



## Phrasing

I put my words together so my reading sounds right and makes sense.

I use an appropriate tone so my reading sounds like regular speech.



## Rate

I read at the correct rate. Not too quickly, and not too slowly.

My reading sounds right to an audience and makes sense.



## Punctuation

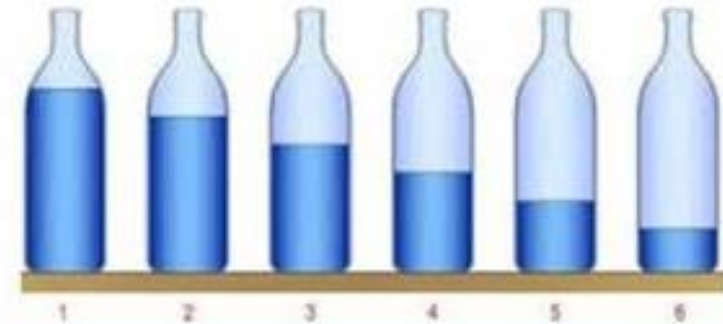
I pay attention to punctuation. I alter the tone of my voice or pause, depending on what the punctuation is telling me.

# 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.

## 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.



# What is phonics?

Phonics helps children to learn to read and spell.



Children are taught how to recognise the sounds that each letter makes.

Then they learn to segment and blend the sounds.

Terminology your child will use:

**phoneme**

This is the sound a letter (or group of letters) make.

**grapheme**

This is the written form of the sound.

**segment**

This is when the child sounds out each letter.

**blend**

This is when the child puts the sounds together and says the whole word.

# Three ways you can help build fluency at home...

**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.

**My turn, your turn** – take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.

**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.





# Decoding Strategies



## Use the Picture Clues

Look at the **pictures** on the page for clues about how to decode the word.



## Say the First Sound

Say the **first sound** in the word and try to predict what the word might be.



jumping



## Blend the Sounds

Say **each sound** within the word and blend them together.



c-l-ou-d  
b-l-ow-n  
au-th-or

## Think about Similar Words

Look carefully at the word. Is it **similar** to any other words you know?



landing  
banding  
standing

## Spot the Common Exception Words

Look out for any **common exception words** you know before reading the sentence.



## Look for Smaller Words

Look for **smaller words** within longer words.



for ever  
some one  
a loud

## Split the Word into Chunks

**Split the word up** into chunks that you can already decode.



Sat-ur-day  
for-get-ful  
blan-ket

## Read On

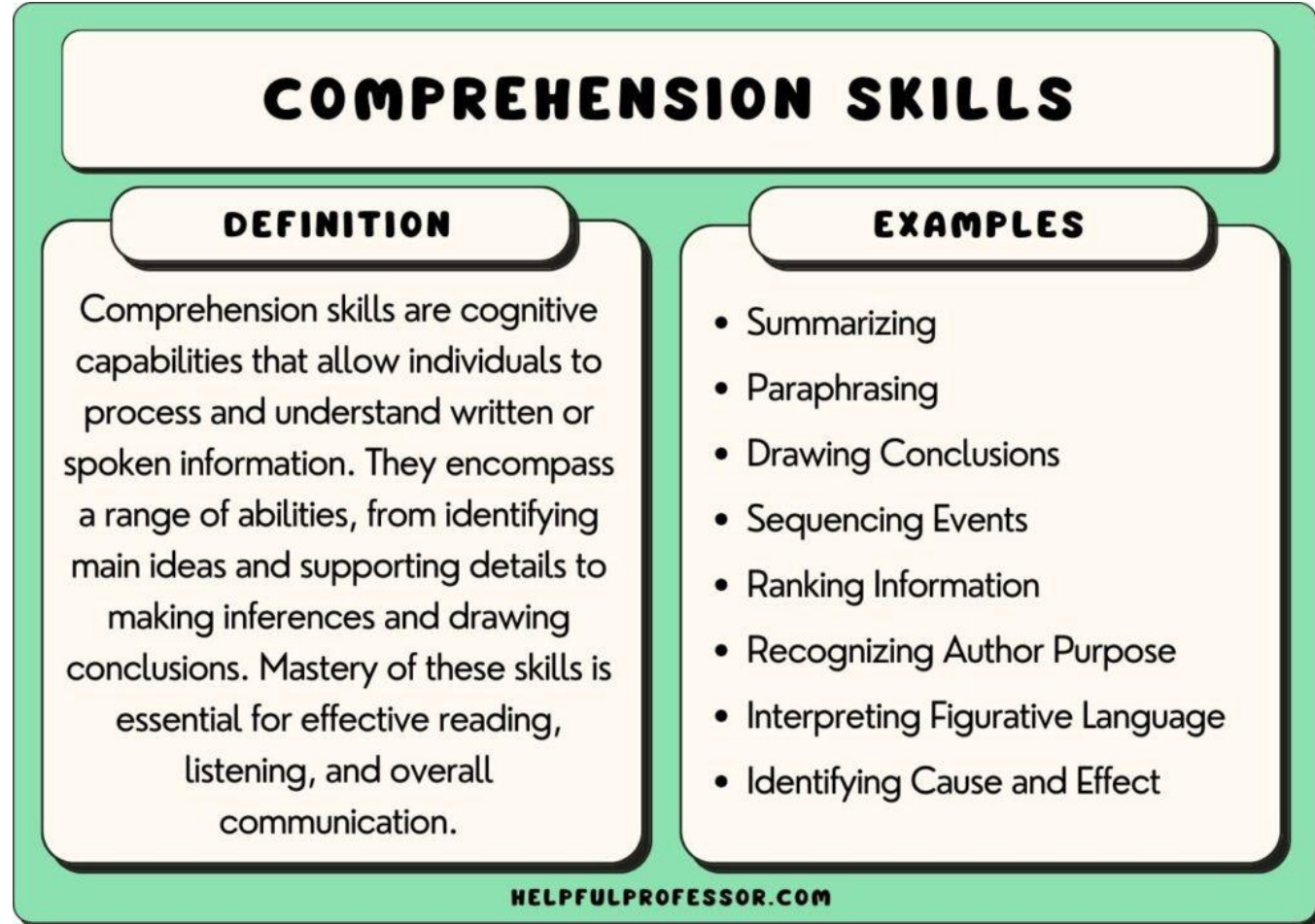
**Read on** to the end of the sentence. Think about a word that could make sense in the sentence.



# Comprehension

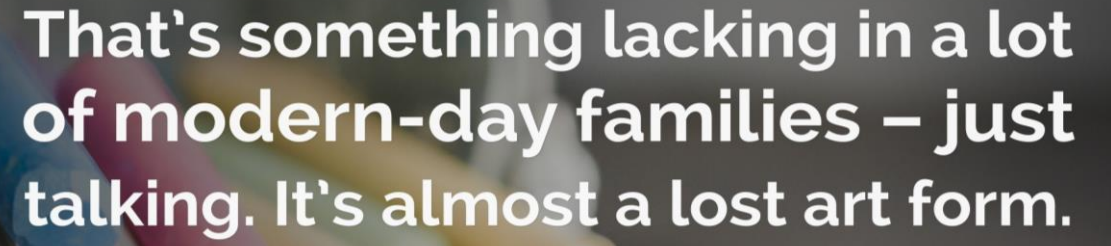
# What is comprehension?

- 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.





# 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)
  - 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?

# Vocabulary



vocabulary

- We can use our knowledge of words to understand a text.
- We can find words in a text and explain their meaning.
- We can consider why an author has selected certain words and the effect they have on the reader.

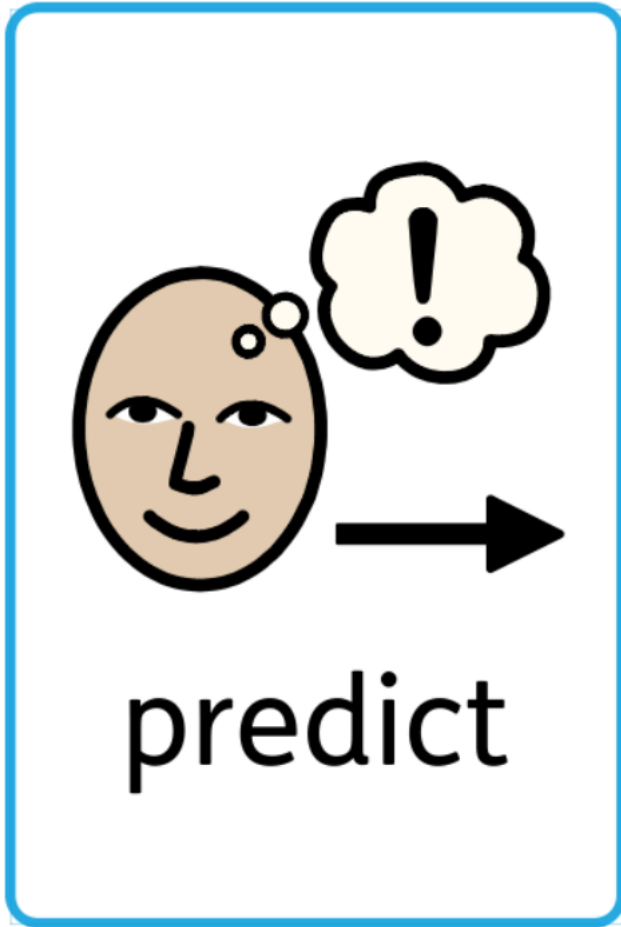
# *Infer*



infer

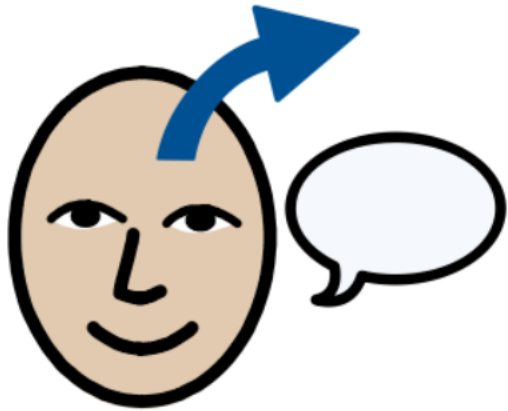
- We can use clues in the text to work-out what is happening.
- We can use evidence from the text to support our answers.
- We can look in more than one place in the text to find clues.

# Predict



- We can make sensible guesses about the text.
- We can use details in the text and images to work out what might happen next.
- We can find evidence to support out sensible guesses.

# Explain



explain

- We can discuss and justify our ideas about a text.
- We can use evidence to support our ideas and opinions.
- We can discuss author choices about vocabulary, characters and plot.

# Retrieve



retrieve

- We can carefully select parts of a text to answer a question.
- We can skim and scan for key vocabulary to find the information we need.
- We can consider what the information we have selected is telling the reader.

# Summarise



summarise

- We can share the main ideas from a text.
- We can consider the main ideas from a section of the text or even the whole text.
- We can ensure our summaries are concise.



# 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?

Reading at home



**MOVING FROM  
LEARNING TO READ TO  
READING TO LEARN?**



# How to encourage reading at home

- Try to read little and often
- Find out what works for your family (In the morning? Before bed? Straight after school?)
- Give lots of positive encouragement
- Set a timer if this helps your child. (Then they know there is an end point!)
- If your child is a bit reluctant to read, start the reading for them. You read a sentence/page, then they read.

# 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, recipes, instruction manuals, annuals
- 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 and texts that excite them
- Even if they enjoy reading on their own, encourage them to still read aloud to you so you can hear how they are doing and talk about the book. Often even advanced readers might be misunderstanding a text or skipping over words.

Thank you for your time

