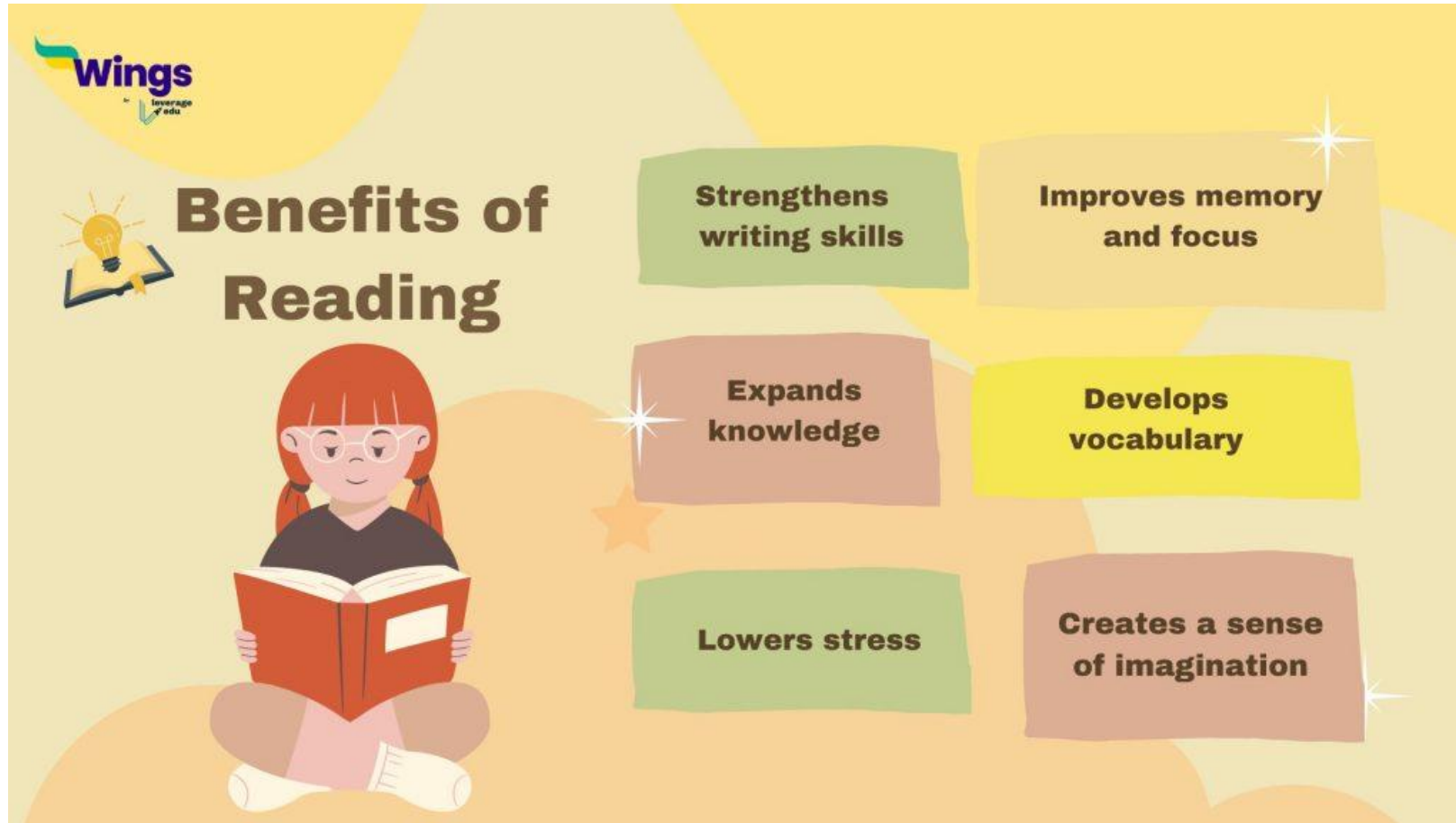


# READING WORKSHOP

Autumn 2024

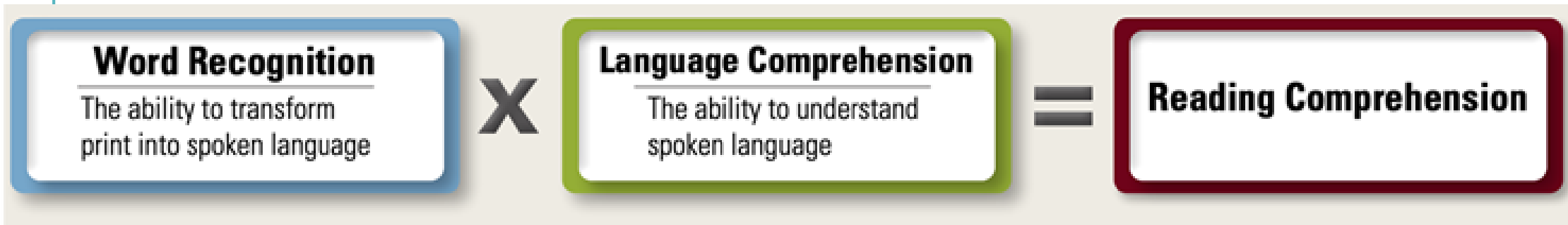
# WHY READ?



# OUR CHILDREN — WHY READ?

- “It helps you with your writing.”
- “It is good for your Growth Mindset and makes your mind work harder.”
- “It gives you ideas and improves your imagination.”
- “It helps you become more creative.”

# THE SIMPLE VIEW OF READING

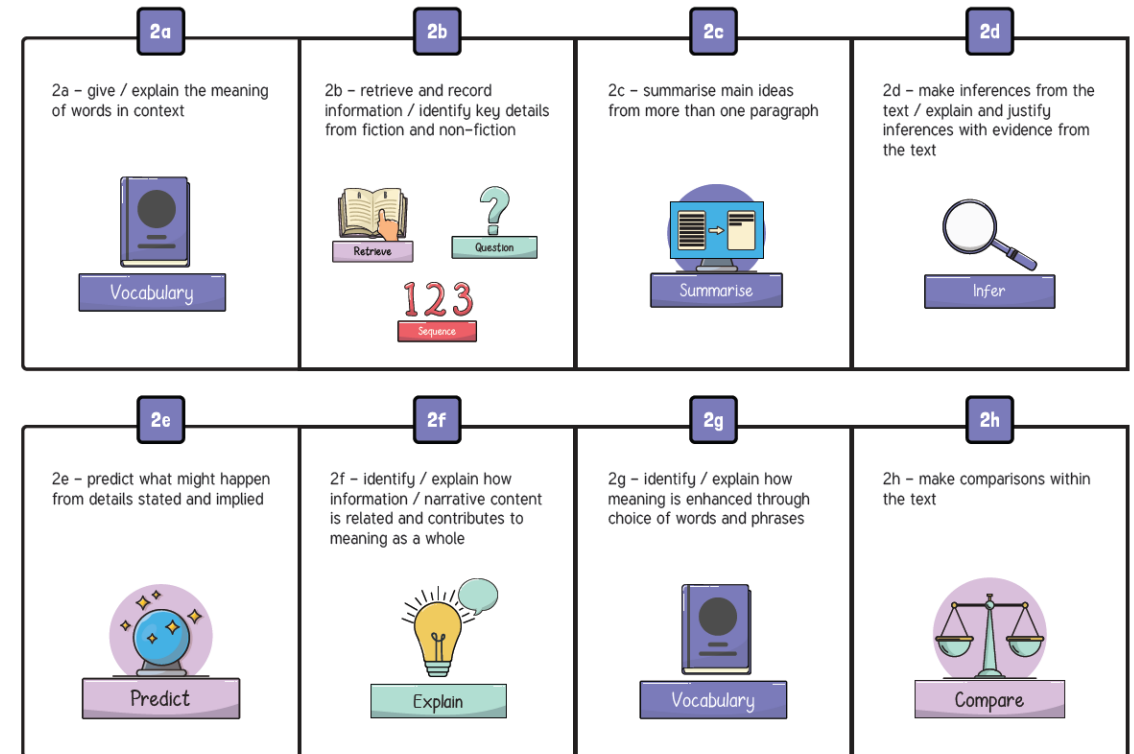


*Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)*

- The national curriculum has two dimensions: **'word reading'** and **'comprehension'**
- Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read.
- Word reading (decoding) refers to reading unfamiliar words by saying the sounds corresponding to the letters in the words and then blending the sounds together and reading familiar words accurately at a glance.

# READING COMPREHENSION

- There are different parts of comprehension:
- Explaining the meaning of words
- Retrieving information from the text
- Making inferences
- Summarising larger pieces of text
- Making predictions
- Explaining word choices
- Comparing information



And questions can be in different formats e.g. multiple choice, true or false, sequence, explain your answer

# NATIONAL CURRICULUM Y1

- During year 1, pupils focus on **phonic knowledge**. This will include blending the sounds into words for reading and using this skill whenever they encounter a new word.
- This is supported by practice in reading books consistent with their developing phonic knowledge and skill.
- At the same time they will **hear, share and discuss** a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

# NATIONAL CURRICULUM Y2

- By the beginning of Y2, pupils should be able to read **all common graphemes** using these to read unfamiliar words in books closely matched to their level of word-reading.
- Pupils' reading of common exception words should be secure.
- Pupils' will increase their **fluency** by being able to read these words easily and automatically.
- During year 2, teachers will continue to focus on establishing pupils' accurate and speedy word-reading skills.
- Pupils' will **listen to and discuss** a wide range of stories, poems, plays and information books.

# NATIONAL CURRICULUM Y3 AND Y4

- By the beginning of Y3, pupils should be able to read books written at an age-appropriate interest level.
- They should be able to read them **accurately** and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to **decode most new words** outside their spoken vocabulary.
- As their decoding skills become increasingly secure, teaching should be directed more towards **developing their vocabulary** and the breadth and depth of their reading, making sure they become **independent, fluent and enthusiastic** readers who read widely and frequently.
- They should also be developing their knowledge and skills in **reading non-fiction** about a wide range of subjects.
- They should be learning to **justify their views** about what they have read: with support at the start of year 3 and increasingly independent by the end of year 4.
- Pupils' should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

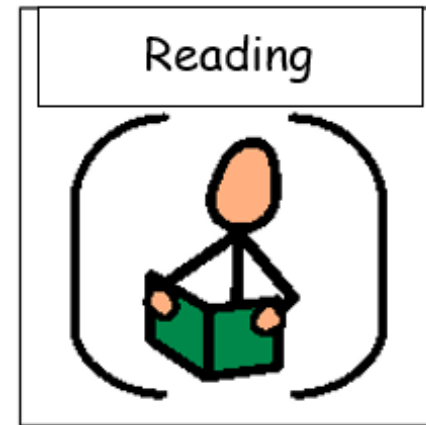


# NATIONAL CURRICULUM Y5 AND Y6

- By the beginning of Y5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with **accuracy and at a reasonable speaking pace**.
- They should be able to **read most words effortlessly** and to work out how to pronounce unfamiliar words.
- They should be **reading widely and frequently**, outside as well as in school, for pleasure and information.
- They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.
- During years 5 and 6 pupils' **knowledge of language**, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.
- By the end of year 6 pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary.

# AT ST. PAUL'S

- Daily 30 minute Guided Reading session
- Daily reading of a class book
- Weekly extended reading session involving discussion
- Topic books available for History/Geography and Science topics
- Range of books in class library (short and long reads)
- School library
- Reading homework task

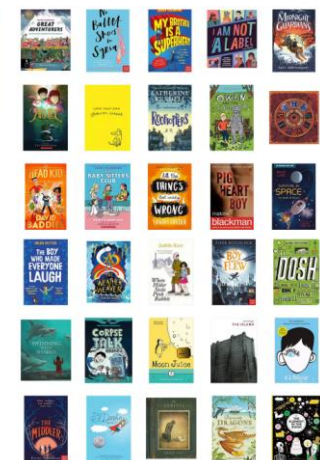
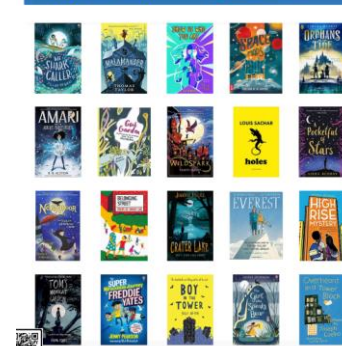


# WHAT TO READ?

- Children should read a range of different texts including stories, information books, picture books and poetry
- School website <https://www.stpaulscrompton.org.uk/year-6>
- Local library suggestions
- Recommendations from peers or Teacher
- <https://www.booksfortopics.com/>
- Re-reading previous books
- ‘Pupils are much more likely to enjoy reading if they have chosen the book because it appeals to them rather than because they have been told to read it.’



50 Recommended Reads for...  
**Year 6**  
(ages 10-11)



# HOME READING



- Home Reading is expected 5 times a week for at least 10 minutes
- This should be the book sent home from school – book banded
- Teachers will check Boom Reader and monitor home reading
- If your child has not completed enough sessions of home reading in a week they will be asked to complete at another time (playtime, lunchtime, assembly)
- All reading at home should be logged on Boom Reader by an adult
- Children receive rewards for reading through Boom Reader

# SUPPORTING READING AT HOME

- When reading at home with your child, try also talking to them about the book and what they are reading.
- There are a set of questions available to take home which you could ask your child about their reading.

**Supporting Reading at Home**

Sharing a book with your child.  
How you can help.

**Features**

- Look at the cover.
- What do the pictures tell us?
- Point to the title.
- Can you find the blurb?
- What do you think the book is about?
- Who is the author? Illustrator?

**Pictures**

- Take your time and look at all of the pictures in the book.
- Talk about them and discuss if you like/dislike them.
- Build your vocabulary by listing things you can see in each picture.

**Reading**

- Point to the words as you read to make sure no word is skipped.
- Allow your child to sound out long words and try to figure out what the word means themselves.
- Use 'phonics mat' to help with sounding out.
- Continue to ask them questions to ensure they understand what they are reading.

**Predictions**

- Discuss what you think will happen in the story and encourage them to say why they think this.
- As you read, encourage them to guess what might happen next.
- If they don't know a word, encourage them to use the pictures and previous sentences to guess it.

## NOW IT'S YOUR TURN

The children have an example of a comprehension task they would be asked to complete during a lesson.

Start by reading through the text and identifying any tricky language (highlight or circle). Choose 3 of these words and find the meaning in a dictionary – write in your Guided Reading journal.

Complete the comprehension questions. Today we are focusing on retrieval skills – finding answers in the text.



# COMMENT CARDS AND SURVEY QUESTIONS

- We hoped you have enjoyed the session and see how important reading is in our school curriculum.
- We would like your feedback on the session and how useful you found it.
- Please complete a comment card about the session.
- Don't forget our adult bookshelf in the office waiting area!

