

# LET'S GET READING

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St. Mary's Primary School



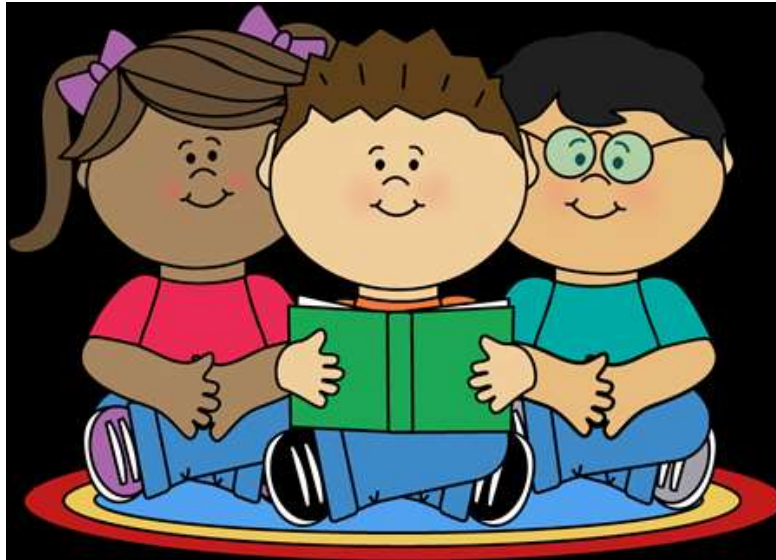
# Aims

- To help you understand how children learn to read and the skills they need.
- To give you strategies when helping your child at home
- To help you understand the importance of comprehension
- To raise your child's self esteem and promote reading in a positive light



# By reading with your child you are:

- Stimulating imagination
- Helping develop language skills
- Helping develop comprehension skills
- Demonstrating that reading is important

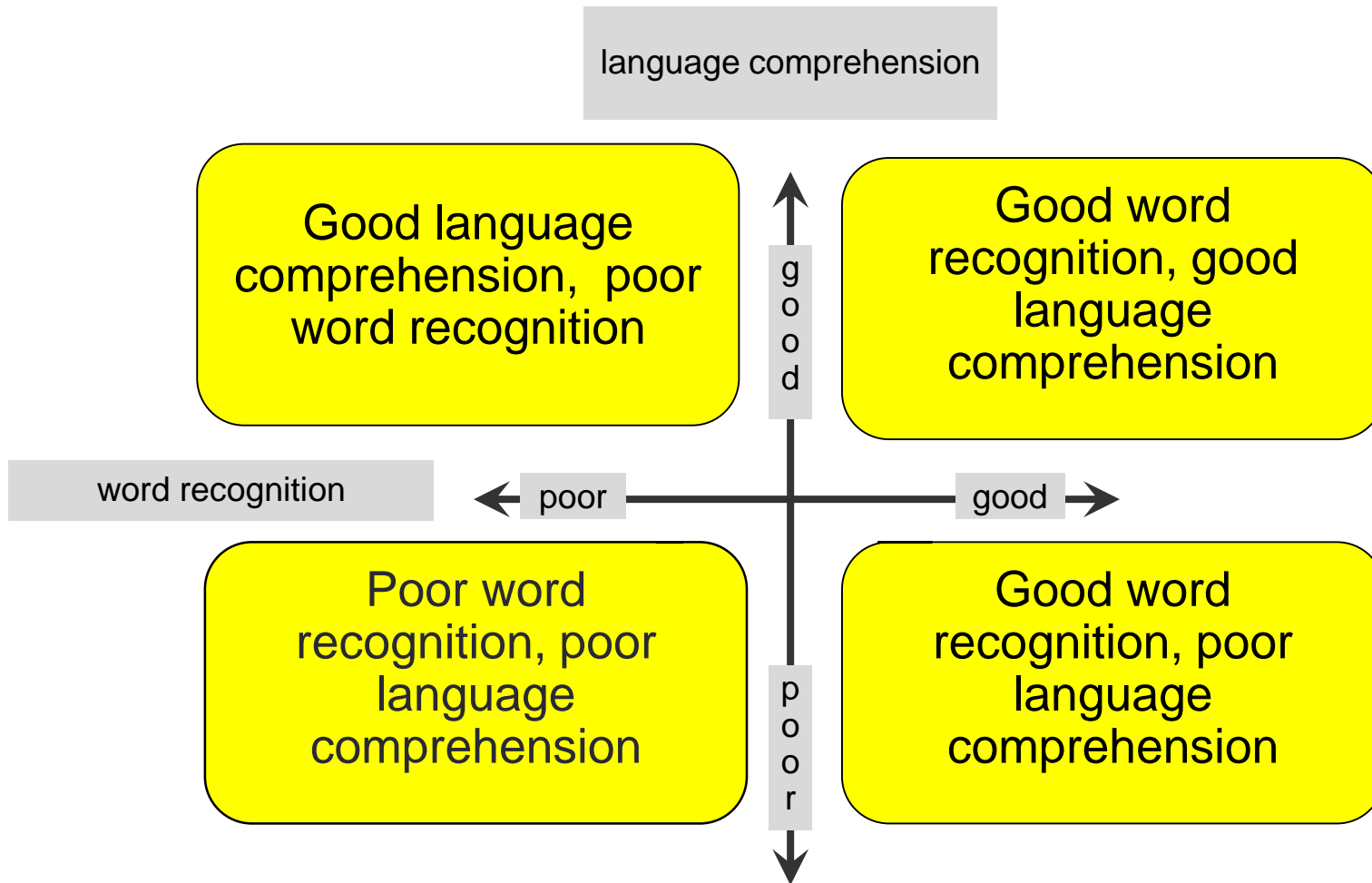


# Why is reading so important?

- It helps children learn about the world in which they live
- Good writing starts with good reading
- It is a key skill needed to progress in all other subjects
- Children learn how language works
- Children develop a love of reading



# Dimensions of Reading



# Reading levels

How reading book levels are decided?

-Children are required to read a set amount of words.

Accuracy rate is then decided:

95% accuracy or above-**Easy** the pupil can read the text on his/her own with ease. It boosts confidence.

90-95%-**Instructional**- The pupil can read the text with support of teacher or parent. This is the level where new vocabulary is introduced.

90% or below- **Frustrating**- decoding words, vocabulary and concepts are too difficult for the child.

-Children must be able to retell events and answer comprehension questions to show their understanding.

**-Both comprehension and accuracy must be in line before the child can be moved up**



# Things that will help...

- Learning the red tricky words and the common exception words with your children will help fluency (see reading leaflet)
- Create opportunities for your child to hear stories read aloud-talk about any new vocabulary you come across when reading
- Model using expression and pausing at punctuation to build fluency



# What to read?

- **Reception**

- Nursery rhymes
- Traditional tales and fables
- Classic picture books- eg: The Very Hungry Caterpillar, Hairy Maclary

- **Key Stage 1**

- -Classic and contemporary poetry- building up a range they can discuss and learn by heart
- -A wide range of fairy stories and traditional tales
- -A range of different non-fiction books structured in different ways
- By the end of KS1 children should read 90 words per minute

- **Key Stage 2**

- -A wide range of fiction, poetry, plays non-fiction and reference books or text books
- -Reading books that are structured in different ways and written for a range of purposes
- -An increasing awareness of fiction from our literary tradition, including myths and legends as well as stories from other cultures and traditions





# Reading

- When your child is stuck on a word try:
- -Say nothing. Give them a chance to employ the strategies they know
- “Look at the picture.”
- - “Let’s get the first sound”
- -“Segment it and blend it” or “Fred talk it”
- - “What would make sense?”
- - “Let’s re-read.”
- - “Close your eyes. Now look again”
- -Skip the word and gather the context of the sentence
- “Are there any parts of the word you do recognise?”
- -Tell them the word and talk about ways of remembering it for next time



# KS1 Comprehension

- Give children 'find it' questions and 'prove it' questions.
- 'Find It' questions are literal questions-what colour was the ball?
- 'Prove It' involves inference and deduction- why was the boy sad?
- *The girl standing beside the lady was wearing a red dress.*
- **What colour dress was the girl wearing?**
- *Katie took a drink out of her bag. The apple juice was cool and refreshing.*
- **What was Katie's drink?**
- Scan the text for evidence- skim reading
- Predictions and making links across stories
- Teach idioms (i.e. You need to pull your socks up!)
- Always ask children to refer back to the text



# KS2 Comprehension

- Comprehension monitoring- teaching children to recognise if they have understood what they have read.
- Use synonyms to understand tricky vocabulary
- Encourage children to use their outside knowledge to understand the text- refer to real life examples
- Link events and story structures to other familiar texts- allow children to see the links between texts
- Interrogate key vocabulary and phrases to understand the Writer's Craft
- Quote from the text- encourage children to look for specific evidence in the text
- Ask for opinions and evidence to support these opinions
- Children need to be able to summarise their reading succinctly



# Helping your child to become a reader

- Talk around the text
- Ask questions
- Encourage
- Support school reading
- Read a range of things- from newspaper to packaging!



It's never too early...

