

# Reading at Oldfield Park Infant School



# Reading Information Session

## March 29<sup>th</sup> 2017

- Introduction – Mrs McMurtry
- Importance of reading
- How children learn to read
- How we teach reading at Oldfield Park Infant School in YR, Y1 & Y2
- Reading Comprehension
- How you can support your child at home

# Importance of reading

- Reading helps children learn about the world in which they live
- It is a key skill needed to progress in school, work & life
- Children learn how language works
- Good writing starts with good reading
- Most importantly, children develop a love of reading



# How do children learn to read?

There are five stages in the developmental process of learning to read:

1. The emerging pre-reader
2. The novice reader
3. The decoding reader
4. The comprehending reader
5. The expert reader



# What we do in school

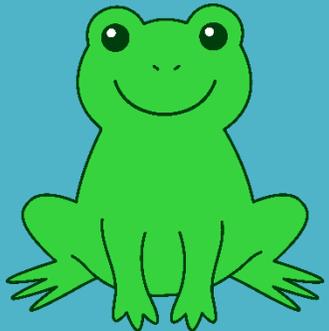
- Phonics
- Shared reading
- Quiet personal reading
- Guided reading
- Focused reading activities - comprehension
- Reading across the curriculum
- Class stories
- Provide additional support to children who struggle or have a lack of enthusiasm



# Reading in Reception



- Daily phonic session (20 minutes)
- Every child reads to a teacher once a week
- Keywords/Spellings are sent home
- Daily phonic task
- Daily story time



# Reception Reading Books

\*When the children move onto their yellow line keywords they can begin to read the Red 3 PM books (at this point they will be secure with recognising their red, orange and pink keywords too).

\*The Red 3 PM books include a mixture of keywords, words the children can sound out and words that rely on picture prompts.

\*The children are encouraged to answer questions about the story to show they have understood what they have read and to predict the ending.

\*Children are expected to leave Reception reading at level Yellow 6/7



# Reception - How to help your child

- Share and read books together, talking about the story and the pictures.
- Read bedtime stories to your child, it's fun and it helps to build up their vocabulary.
- Play pairs games, bingo, snap, memory game looking at words and sounds.
- Play lots of games where your child sounds out a word or you sound out a word and can they tell you what it is.
- Learn to read key words by sight - without sounding them out.
- Read nonsense (alien) words by sounding them out using phonemes.
- Use whiteboards and magnetic letters to build words.
- Play interactive games on the internet.



# Reading in Year 1



- Daily phonic session (20 minutes)
- Every child reads to an adult in school once a week
- Spellings are sent home
- Daily SPaG task (Spelling Punctuation and Grammar)
- Daily story time



# Year 1 Reading Books



In year 1 the children are introduced to a wider range of schemes including PM books, Oxford Reading Tree and other fiction, non fiction and poetry books. This helps to extend and increase their vocabulary, phonic knowledge, comprehension and word reading skills.

The aim is to build up their word reading skills, comprehension and enjoyment in reading.

**It is expected that the children will be reading Turquoise Level Books (17/18) by the time they leave Year 1.**



# Reading - Y1

- Children are encouraged to re-read books to build up fluency and confidence in word reading.
- Children share and discuss poems, stories and non fiction books beyond a level they can read.
- Children are encouraged to link what they read and hear to their own experiences.
- Children become very familiar with stories linked to each termly topic and can retell them.
- Children are encouraged to discuss the and retell the main events in their books.
- Children are asked to predict what might happen in a book.
- Children are encouraged to make inferences on the basis of what is said and done.
- Children are asked questions about the books they are reading.

# Year 1 - How to help your child

- Read everyday with your child for about 15 minutes.
- Carry on with bedtime stories – it's good to listen to stories to extend their vocabulary.
- Read a range of texts including poetry and non fiction.
- Talk about the book. Comprehension skills are a key part of reading. Especially as the children become more fluent readers.
- Ask questions to check their understanding.
- Continue to read and learn key words without sounding them out.
- Play games like 'spot the digraph' or 'keyword detective'.



# Reading in Year 2



- Every child reads to an adult in school once a week
- Whole class quiet reading sessions
- Group reading – for children on star level books
- Daily phonic session (20 minutes)
- Spellings are sent home
- Daily SPaG task (Spelling Punctuation and Grammar)
- Daily story time – sharing longer chapter books



# Year 2 Reading Books

- It is expected that most children will come into Year 2 reading Turquoise Level (17/18) books or above.
- They will continue to read a range of books and text types to Lime Level (26).
- The children will then move onto chapter books which are levelled at Red Star, Silver Star and Gold Star books. These include authors such as Roald Dahl, Dick King Smith and Francesca Simon.
- Children reading at this level often bring in chapter books from home which we encourage.
- Once your child has reached this level, it is *very important* to check that they have fully understood the text and that they can discuss the book in detail.
- **It is expected that the children will be reading Red Star reading books by the time they leave Year 2.**

# Year 2 - How to help your child

- Read every day with your child for about 15 minutes
- Encourage your child to read a range of different genre – fiction, non fiction, comics, poetry etc.
- Talk about the book and ask your child questions about what they are reading.  
Comprehension skills are a key part of reading, especially as they begin to read longer chapter books
- Encourage your child to predict what might happen and give reasons for their predictions
- Discuss and compare authors and texts. Do they recognise similarities between authors/stories?



# Comprehension = Understanding



- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding (comprehension) is to talk about the texts and ask lots of questions.



# Asking questions

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about ..... in your book?

What can you tell me about...?

# What to do if your child is stuck

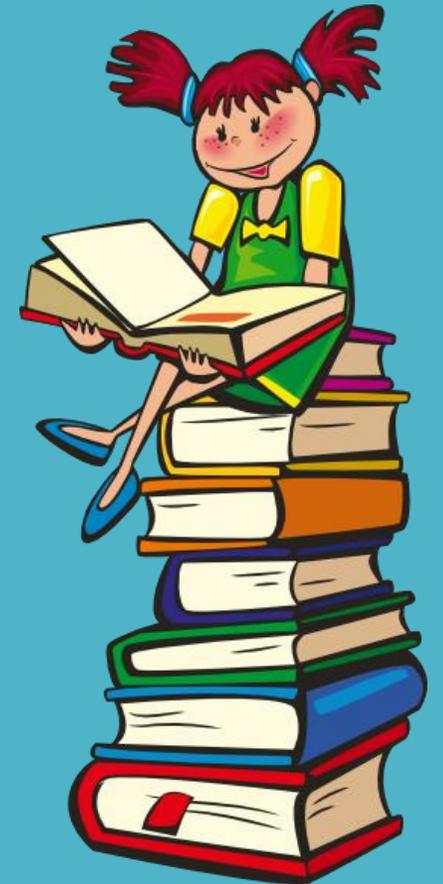
- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?



# Independent Strategies

By Jill Marie Warner

When I get stuck on a word in a book,  
There are lots of things to do.  
I can do them all, please, by myself.  
I don't need help from you.  
I can look at the picture to get a hint,  
Or think what the story's about.  
I can 'get my mouth ready' to say the first letter,  
A kind of 'sounding out'.  
I can chop the word into smaller parts,  
Like on and ing and ly.  
Or I can find smaller words in compound words-  
Like raincoat and bumblebee.  
I can think of a word that makes sense in that place,  
Guess or say "blank" and read on until the sentence has reached its end,  
Then go back and try these on:  
Does it make sense?  
Can we say it that way?  
Does it look right to me?  
Chances are the right word will pop out like the sun  
In my own mind, can't you see?  
If I've thought of and tried out most of these things,  
And I still don't know what to do,  
Then I may turn around and ask  
For some help to get me through.



# What do we want from our children?



- To read for pleasure
- To be able to sight-read fluently (at an appropriate age)
- To be able to summarise what has been read
- To read with understanding
- To read with expression
- To be able to choose what they would like to read for themselves
- To have reasons for preferences in what they read

# Reading at Home – Enjoy!



- Make reading visible; have books available in your home
- Share books every day;
- Boys need to see that reading is something men do.
- Talk about books.
- Sit and listen - don't do chores around the reader.

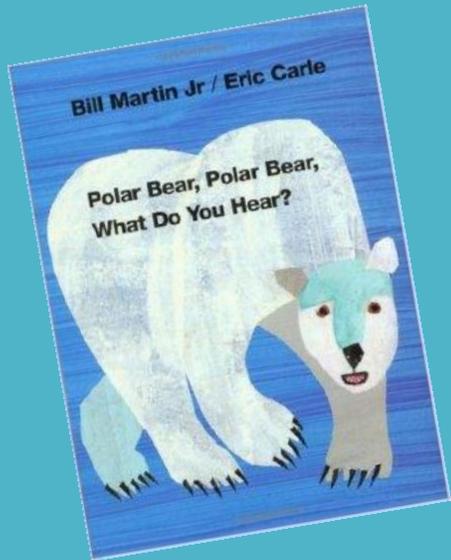
# Remember to read to your children



**Read to a Child**

- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliff-hanger!

# You're never too young!



## Polar Bear Polar Bear

<http://www.youtube.com/watch?v=qU97IXT8MIs>