

# Reading

## Parental Reading Meeting

That's the thing  
about books.  
They let you  
travel without  
moving your feet.

—  
*Jhumpa Lahiri*



The more that you  
**READ,**  
the more things you will  
**KNOW.**  
The more that you  
**LEARN,**  
the more places that you'll  
**GO.**

Dr. Seuss

reading  
is  
dreaming  
with open  
eyes



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# **Welcome to our Parental Reading Workshop AGENDA**

- Why is reading important?
- What does the research tell us about reading?
- What does this mean for us at Winwick CE Primary School?
- What does this mean for you at home?

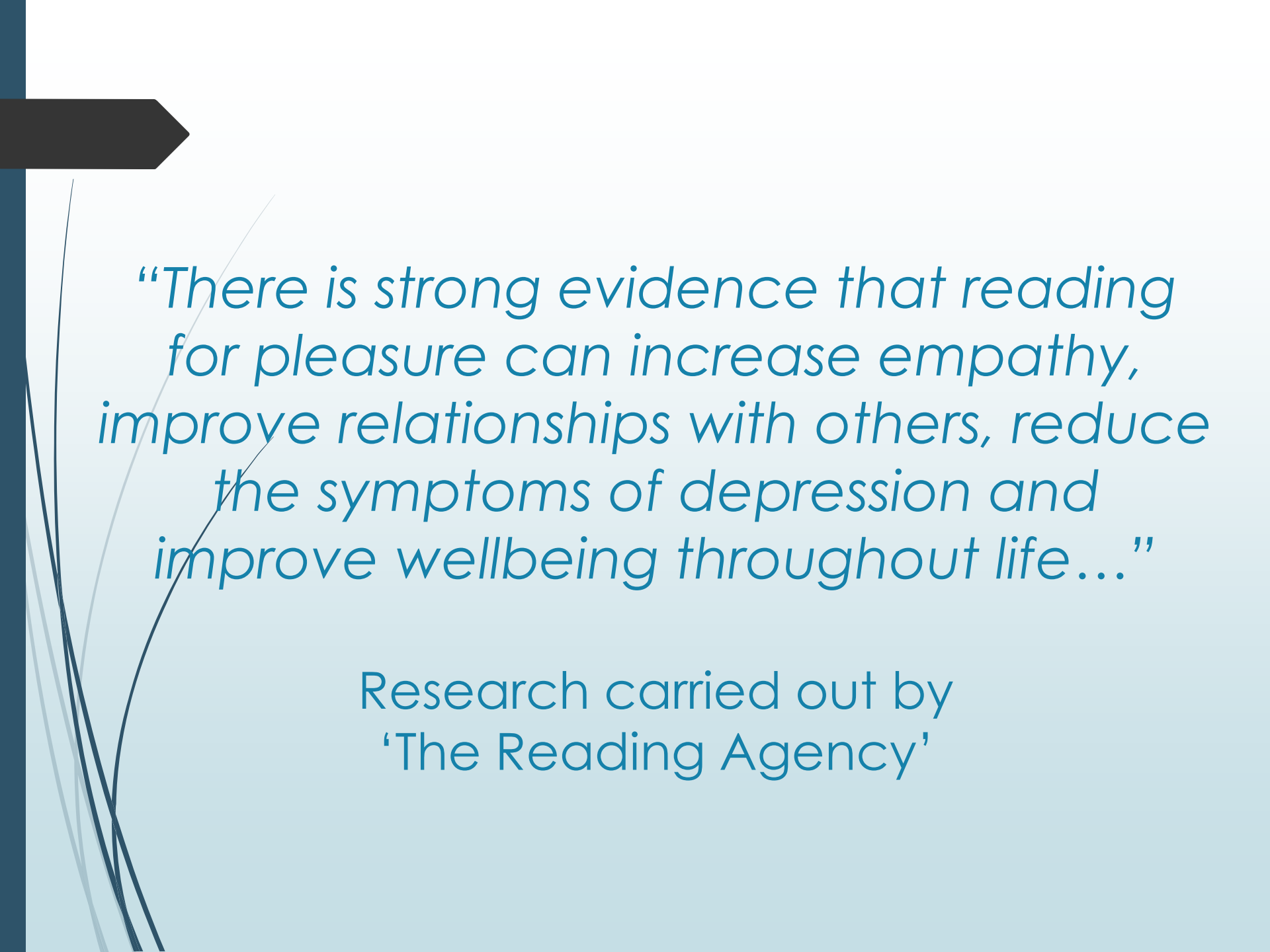
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## **Why is reading important?**

- Fundamental to success.
- Encompasses all elements of life and is a crucial, necessary skill.
- Underpins all other areas of the curriculum.
- It's also something to enjoy!

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**What does the research  
tell us about reading?**




*“There is strong evidence that reading for pleasure can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life...”*

Research carried out by  
‘The Reading Agency’



*“Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment...”*

*(Clark 2011; Clark and Douglas 2011)*

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*“Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued...”*

*(Clark and Rumbold, 2006)*

# What does the research tell us about reading?

- Educational Endowment Foundation (EEF) Guidance
- Preparing for Literacy
- Improving Literacy in Key Stage 1
- Improving Literacy in Key Stage 2





# Key Recommendations for EYFS

2

Develop children's early reading using a balanced approach



# Key Recommendations for KS1

2



Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills

3



Effectively implement a systematic phonics programme

4



Teach pupils to use strategies for developing and monitoring their reading comprehension

# Key Recommendations for KS2

2



Support pupils  
to develop fluent  
reading capabilities

3



Teach reading  
comprehension  
strategies through  
modelling and  
supported practice



# Fluency...

- ➡ Reading fluency can be defined as reading with **accuracy** (reading words correctly), **automaticity** (reading words at an appropriate speed without great effort) and **prosody** (appropriate stress and intonation).

*(Education Endowment Foundation)*

# Reading House

## Reading comprehension

Welcome to the Reading House. Explore the rooms to access resources to support the different skills underpinning reading comprehension.

### Word reading

Decoding →

Full word recognition →

Fluency →

Phonological awareness →

Print knowledge →

### Language comprehension

Inferencing →

Comprehension monitoring →

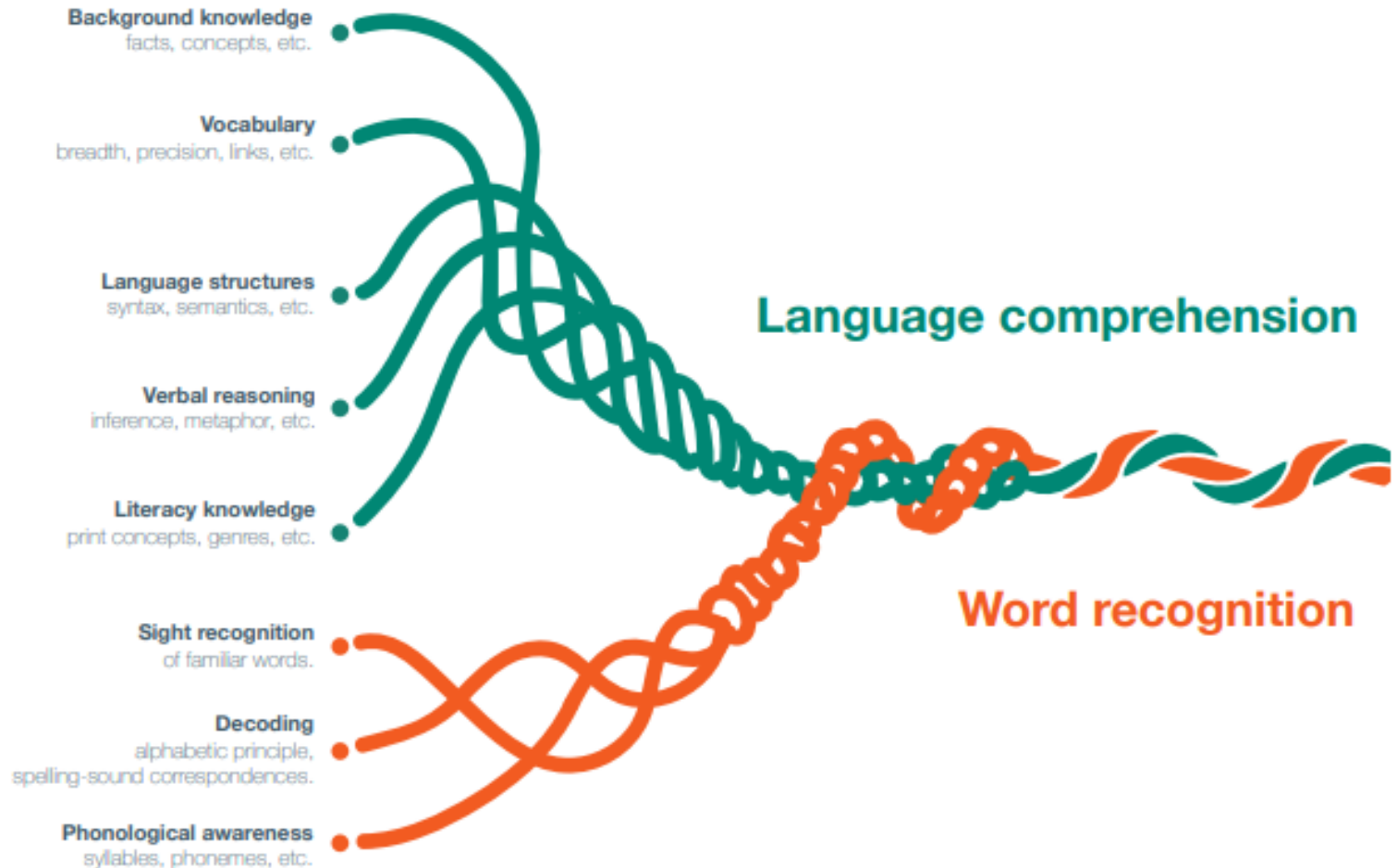
Text structure →

Grammar and syntax →

Vocabulary →

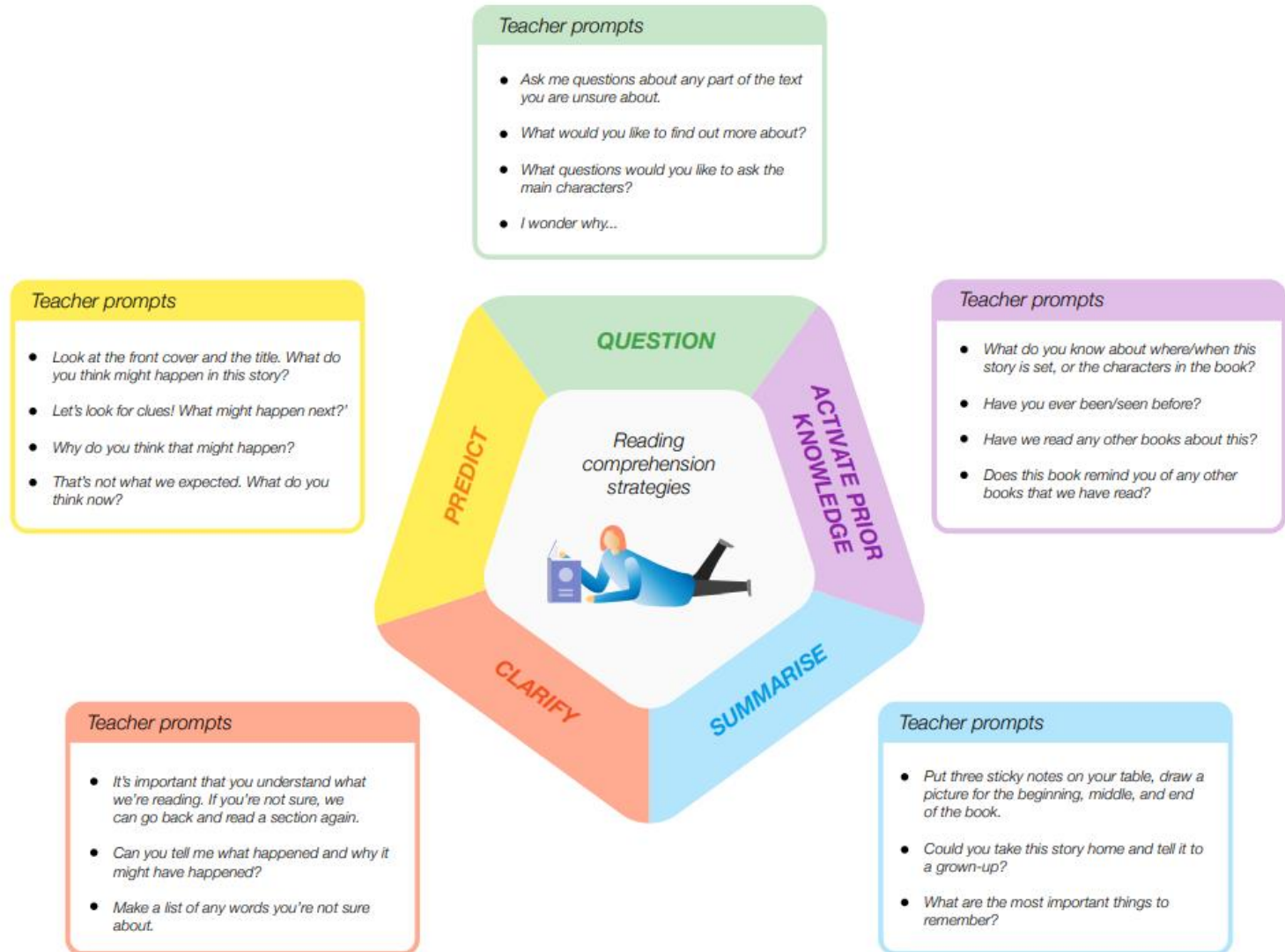
# Scarborough Reading Rope

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING<sup>7</sup>



# Reading Comprehension Strategies

Figure 5: Reading comprehension with prompts to support practice



# Reading Comprehension Strategies

*Explicitly teaching children these strategies supports them to become strategic readers.*

*What does a strategic reader do before, during, and after reading?*

## *Before reading...*

- Asks questions about the text.
- Activates prior knowledge.
- Makes predictions.

## *During reading...*

- Monitors understanding.
- Makes connections within and beyond the text.
- Makes mental models of the text.
- Updates and makes new predictions.

## *After reading...*

- Clarifies understanding of the text.
- Revisits and revises predictions.
- Asks further questions.
- Reflects on their own reading.



# What does this mean for us at Winwick CE Primary School?

- Guided by the evidence.
- Little Wandle Letters & Sounds Revised (Phonics); phonics/reading – Phonetically Decodable
- Guided Reading (groups/whole class); teaching the skills of reading
- Written Comprehension
- Intervention/Support
- Online Tools: Reading Eggs/Reading Plus (KS2)
- Assessing Reading: children are assessed on their reading at regular points during the year
- Class libraries/new school library

# What does this mean for us at Winwick CE Primary School?

- Key Focus on Reading:
  - Reading Areas; organisation to ensure wider coverage of text types (narrative/non-fiction/poetry) and genres (Cheshire Library Service)
  - Ring fenced class readers; fiction, non-fiction, poetry
  - English Curriculum (Literacy Counts); focus is Read to Write – focus vehicle text
  - Individual reading books are organised into book banded/phonics levels – ‘teaching’ of reading
  - Reading for Enjoyment!

# Our New Library!





# What does this mean for you at home?

- Home reading:
  - Book-banded reading book 'cosy read'
  - Booked linked to current phonics coverage
  - Reading for pleasure
- Reading Books = 4 times per week and logged into Reading Records (date, pages read, can also comment)
- Online Reading Tools
- Opportunities for reading for enjoyment
- Encourage independence with older children

# Reading at Home...

- Focus for reading at home is **fluency** and **comprehension**, in addition to developing children's love of reading – they shouldn't be finding it difficult at home!
- The 'teaching of reading' is done in school through guided reading sessions
- Books sent home are a 'cosy read' – Children should be able to read them comfortably with an accuracy level of 95% or above

# Reading...

- ***“There is no such thing as a child who hates to read; there are only children who have not found the right book.”*** Frank Serafini
- ***“Reading is the gateway for children that makes all other learning possible.”*** Barack Obama
- ***“Let children read whatever they want and then talk about it with them.”*** Judy Blume
- ***“Books break the shackles of time – proof that humans can work magic.”*** Carl Sagan



# Supporting Reading at Home...



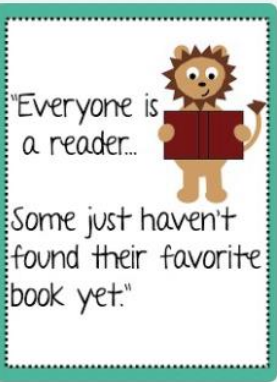
Read...

Read...

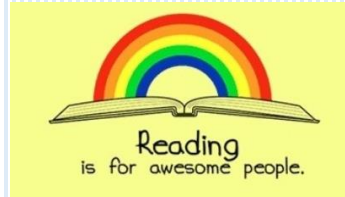
Read!



# Reading...



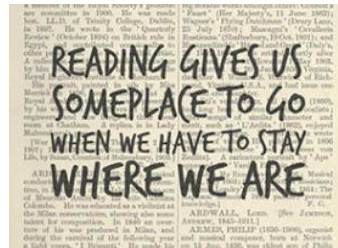
"Reading is to the mind what exercise is to the body."  
-Joseph Addison



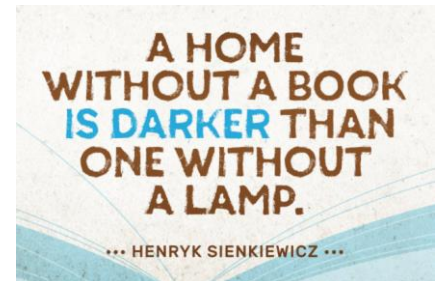
"Reading is a form of prayer, a guided meditation that briefly makes us believe we're someone else."  
-George Saunders

If students don't love what they're reading, they'll never learn to love to read.

If anyone needs me  
I'll be reading.  
Please don't need me.



Maybe this is why we read, and why in moments of darkness we return to books: to find words for what we already know.  
Alberto Manguel



# Thank you for coming!