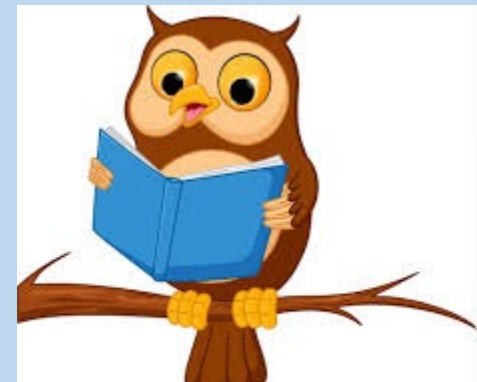


Year 3 and 4 Parent Reading Workshop St. Margaret's at Hasbury October 2019



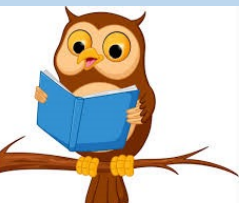
Reading at St Margaret's at Hasbury

- Reading with Fluency
- Reading for Pleasure
- Reading for Meaning (comprehension)
- Which do you think is the most important?
- What access does your child have to reading at home?



Reading at St Margaret's-Fluency (the mechanics)

By Year 3 and 4 children should have reached a fluency level of above 90 words a minute.



Reading at St Margaret's-Fluency (the mechanics)

What do you need to do?

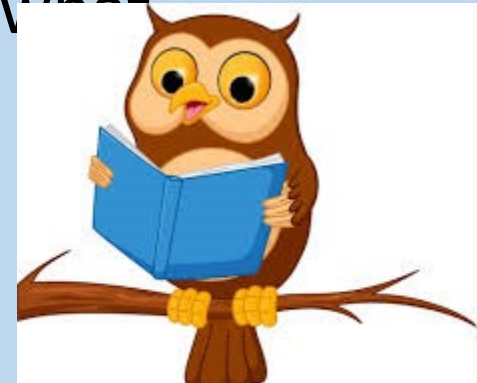
Encourage your child to read daily.

Encourage children to track the words with their finger or use a reading ruler.

Help the children to decode (read) the words and ask them about the meaning of more challenging words.

Ask children about the content of what they have read – who, what, where, when, why, how

Have patience-lots of patience and be enthusiastic!



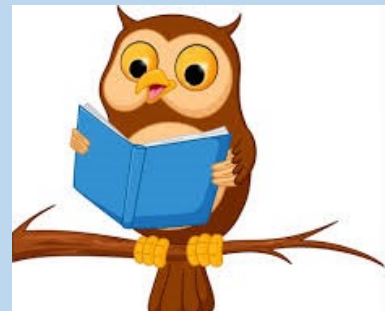
Reading at St Margaret's

Reading for Pleasure-creating a love of books!

Fluency is the skill of reading

Reading for the pleasure is all about the will to read

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).



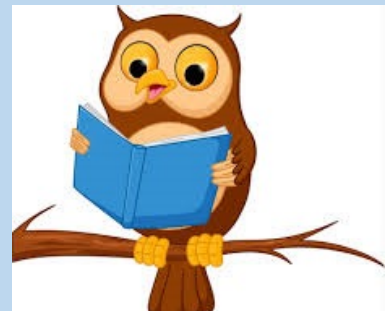
Reading at St Margaret's

Reading for Pleasure-creating a love of books!

Guided Reading Individual reading and small group discussion High quality texts

Shared Reading, whole class text -3 o'clock read

Independent reading supported by class teacher, students and Teaching Assistants



Reading at St Margaret's

Reading for Pleasure-creating a love of books!

Book corners

Topic specific texts

Children will be on colour banded books

Teachers will also recommend authors and books for children to read. They may take these books home to read.

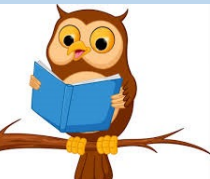
We want all children to experience success.

We aim to choose texts with children as much as possible.

We aim to introduce each child to a variety of text-types and authors.

Please use your PARENTAL judgement to ensure the support/challenge at home is at the right level.

Provide your child with additional books to those from school as much as possible (through the local library, online/ e-books, newspapers, magazines)



Reading at St Margaret's Reading for Pleasure-creating a love of books!

It is also important to read to your child.

This is an opportunity for them to hear stories and language at a higher level than they can read alone.

Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.



Reading at St Margaret's

Reading for Pleasure-creating a love of books!

To decode difficult words I can



Cut the word into syllables.
E.g. "en - joy - able"



Sound it out.



E.g. snail in the rain



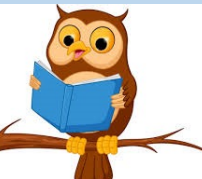
Cover up the word and keep reading.
Then, go back and work out what it could be.



Use the pictures to help me.



Look at the first letter for a clue.



Reading at St Margaret's

Reading for Pleasure-creating a love of books!

What we need you to do?

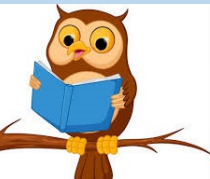
Expectation-ideally 20 minutes per day.

Try to build this into your daily routine.

Have a quiet, comfortable space your child (and you) can read in.

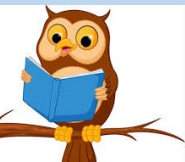
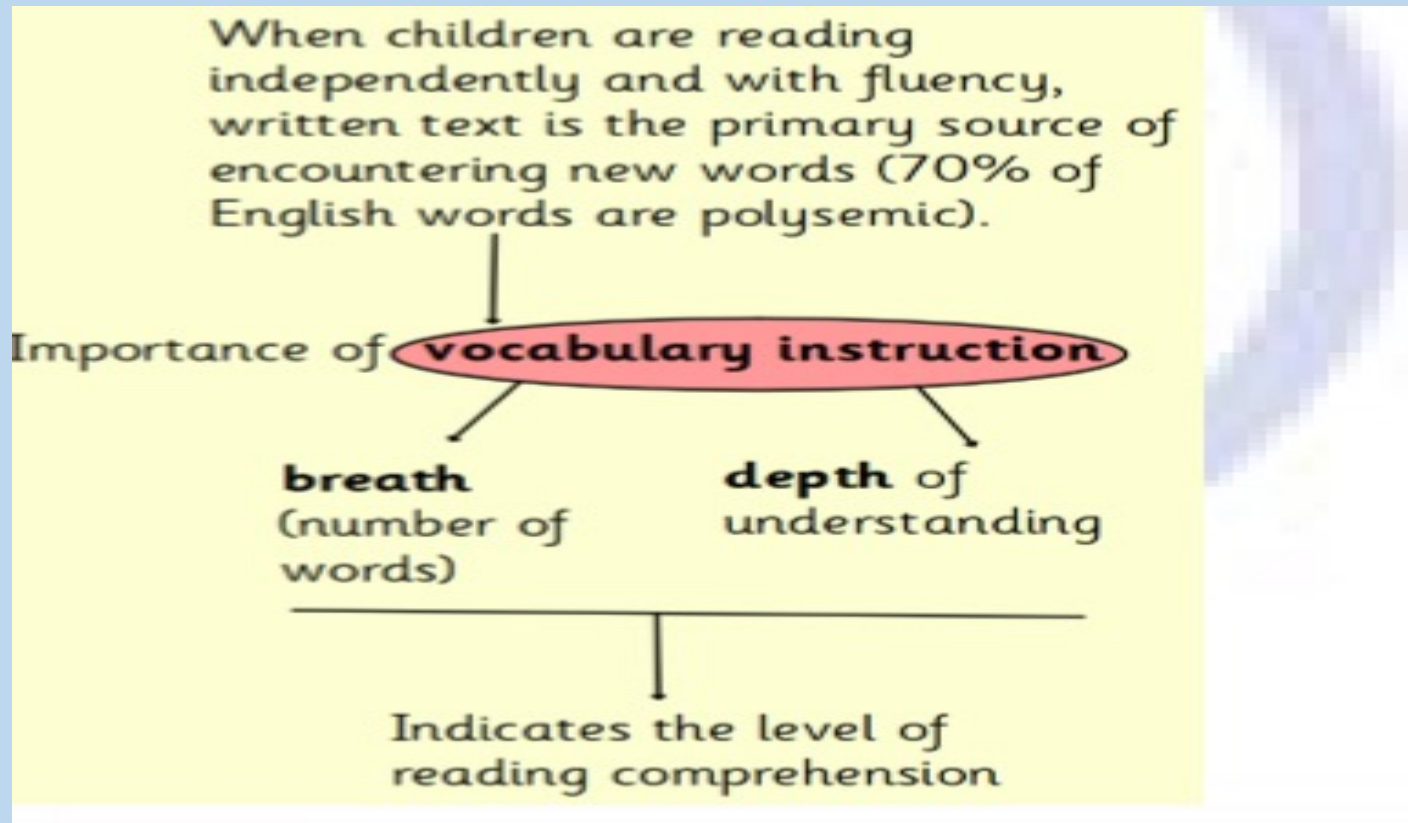
Read with your child and read in front of your child.

Remember, both reading and hearing texts read aloud are important



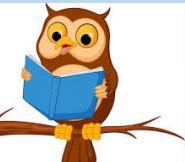
Reading at St Margaret's- Reading for meaning-vocabulary

Focus on language



Reading at St Margaret's- Reading for meaning-comprehension

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>



Reading at St Margaret's-
Reading for meaning-comprehension

Year 5 Activity Time- Use a thesaurus!

Re-write the passage using completely different words yet retaining the meaning (functional words such as pronouns and articles might stay the same if there are no alternatives):

The dark shapes that surrounded me began to stir from their slumber like shadowy bears awakening from their winter's hibernation. And yet so petrified was I that I myself was frozen to the timbers I was standing upon.



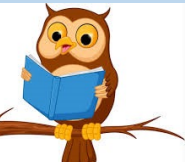
Reading at St Margaret's- Reading for meaning-retrieval

Engage in comprehension monitoring – does your child understand what they have read?

Can they understand the causal link between desires, motives, actions, goals and consequences?

For retrieval questions the answer is in the text.

Children need to skim and scan for key words using their magic finger



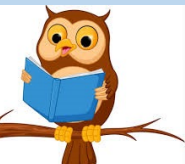
Reading at St Margaret's- Reading for meaning-inference

Children have to search for hidden clues in the text (often show not tell e.g. her mouth dropped open).

Relies on own understanding of world / experiences and on understanding of language.

How did Ahmed feel? Sukie was a stubborn character. True or false?
Why did the man feel impatient?

In what way was the gang like a family.



Reading at St Margaret's- Reading for meaning-prediction

Prediction What might children predict?

Do you think Rachel is likely to go swimming again?

Will Rachel listen to her grandmother in the future?

Do you think Rachel and George will remain friends? Why? How do you know



Reading at St Margaret's-Useful websites

Kate Greenaway Medal and Carnegie Medal

<http://www.carnegiegreenaway.org.uk/home/index.php>

CBCA – Children's Book Council of Australia

http://cbca.org.au/Shortlist_2011.htm

has some good recommendations under short lists and winners.

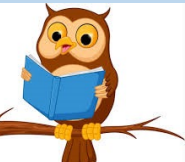
Book Trust – amazing site, book lists under categories, e.g. authors from different cultures, graphic novels, books about themes, e.g. love, environment, books featuring characters with disabilities, books for children with autism etc. <http://www.booktrust.org.uk/books-andreading/children/booklists/>

'Books We Like'

<http://www.booktrust.org.uk/books-andreading/children/books-we-like/>

'Best Book Guide'

<http://www.booktrust.org.uk/books-andreading/children/best-book-guide/>



Remember..

Encourage a love of reading – use libraries, audio books, book shops, use i-Pads and the internet (e.g. Newsround website, National Geographic Kids, First News, Phoenix comics)

Encourage children to read... anything(!) and ideally a range of genres and authors

Read higher level texts aloud to children

Enthuse (or get someone else to enthuse!) about particular authors and genres

Use audio books

