



# Stay & Read



How can we help  
children become  
confident readers?



# The Power of Reading!



- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.



# Why Is Reading Important?



- Can have an impact on the success of a child's education and into their adult life
- Most aspects of the curriculum rely upon reading to some extent
- Promotes life long skills
- Promotes social skills



# The first and most important teacher



- As a parent or carer you play the leading role in helping your child move through the stages of reading.
- The link between home and school is such an important one - children who are encouraged, supported and taught in both environments will obviously have the best chance of success.



# How Can Parents Support Reading At Home?



- Ensure that from a young age children observe positive examples of reading/books
- Establish good reading habits for your children
- Include reading into daily activities
- Make reading fun
- Expose your children to a wide range of subjects, authors, genres and themes



# How Can Parents Support Reading At Home?



- Relate books to your children's life experiences
- Read with your children every day
- Discuss the language used
- Use direct and indirect questioning
- 'Tell' your children stories - you don't always have to 'read' them



# 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?



# Teaching Reading

Reading requires two skills:

## Phonic & Word Recognition:

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

## Understanding:

- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text





# Developing Understanding



In KS2 our main focus of guided reading is to develop the children's understanding of the text. We do this through a range of different questioning skills.

It is essential that the children have the opportunity to interact and engage with texts and move beyond literal comprehension. They need to consider questions that require them to deduce, infer, justify and evaluate.



# Strategies to Develop Children's Understanding



- **Literal:** repeating directly or in your own words what is in the text.
- **Inference:** reading between the lines, drawing out conclusions which are based on, but go beyond, the information given in the text.
- **Deduction:** drawing conclusions from the information given throughout the text.
- **Justification:** finding evidence in the text to justify responses.
- **Evaluative :** making critical judgements relating to the text.



# What Is Reading Within School?



- Shared Reading
- Guided Reading
- Independent Reading
- Focused Reading Task
- Reading across the curriculum



# Guided Reading



- Guided reading is a teaching technique used to support children in reading
- Throughout the week, children will complete a range of different reading activities on a carousel
- The children will work independently, in groups or in pairs



# Guided Reading in UKS2



	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Guided Read	Post-Read Activity	Reading Comprehension	Reading Task	Pre-Read Activity
Group 2	Pre-Read Activity	Guided Read	Post-Read Activity	Reading Comprehension	Reading Task
Group 3	Reading Task	Pre-Read Activity	Guided Read	Post-Read Activity	Reading Comprehension
Group 4	Reading Comprehension	Reading Task	Pre-Read Activity	Guided Read	Post-Read Activity
Group 5	Post-Read Activity	Reading Comprehension	Reading Task	Pre-Read Activity	Guided Read



# Guided Reading



- Guided Reading - children work in a small group with a text selected by the teacher
- Pre-Read and Post Read - children work independently to answer and identify questions about a text
- Reading Comprehension - children will work independently to read a text and answer questions
- Focused Reading Tasks - children work individually or in pairs to apply their reading skills
- Independent Reading - children work independently to read their own book



# What the NC says

## A YEAR 3 READER

### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further-exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### Comprehension

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.



# What the NC says

## A YEAR 4 READER

### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### Comprehension

- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader.
- I can identify some of the literary conventions in different texts.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context.
- I can ask relevant questions to improve my understanding of a text.
- I can infer meanings and begin to justify them with evidence from the text.
- I can predict what might happen from details stated and from the information I have deduced.
- I can identify where a writer has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation and persuasion.
- I can retrieve information from non-fiction texts.
- I can build on others' ideas and opinions about a text in discussion.





# What the NC says

## A YEAR 5 READER

### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

### Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.



# What the NC says



## A YEAR 6 READER

### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

### Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.