



# How to support my child's reading

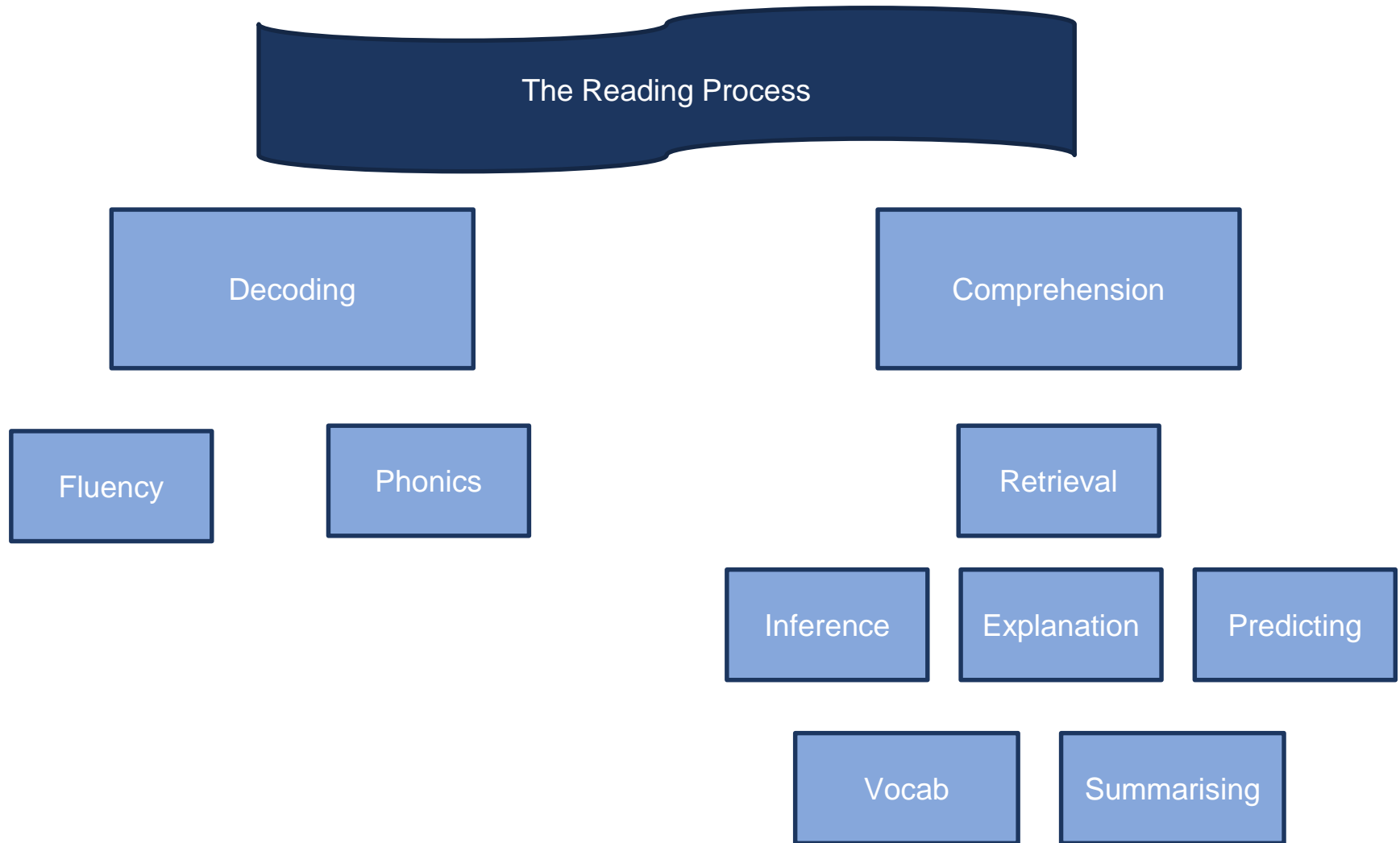
5<sup>th</sup> May 2022



# Aims of the session

- Give an overview of the reading process.
- Give a brief overview of the early reading process.
- Give an overview of how reading is taught from Y1-Y6 at St. John's.

# The reading process



# All the Statistics- why reading is so important

- Being read to daily over the course of the year they will be exposed to over 1million words.
- 1 in 8 disadvantaged children do not own a book
- 31% of children are not read to at home daily
- 25% 15 year olds have a reading age of 12 or below.

# Early Reading and Phonics overview



# Phonics and Early Reading

## Set 1

m a s d t i n p g o c  
k u b f e l h s h r j v  
y w t h z c h q u x n g n k c k

## Set 2

ay (as in day)  
ee (as in see)  
igh (as in night)  
ow (as in snow)  
oo (as in zoo)  
oo (as in look)  
ar (as in car)  
or (as in for)  
air (as in hair)  
ir (as in bird)  
ou (as in shout)  
oy (as in toy)

## Extra ones that MAY be in the phonics check.

au (as in Paul)  
ie (as in tie)  
ue (as in rescue)  
e-e (as in Pete)  
kn (as in knight)  
oe (as in toe)  
ore (as in more)  
wh (as in when)  
ph (as in phone)  
ie (as in chief)  
ge/dge (as in badge)  
c/ce making an s sound (as in nice)

## Set 3

ea (as in tea)  
oi (as in coin)  
a-e (as in make)  
i-e (as in smile)  
o-e (as in bone)  
u-e (as in tune)  
aw (as in yawn)  
are (as in care)  
ur (as in hurt)  
er (as in better)  
ow (as in cow)  
ai (as in rain)  
oa (as in boat)  
ew (as in stew)  
ire (as in fire)  
ear (as in hear)  
ure (as in pure)

## Extra ones NOT likely to be in the phonics check.

tion (as in celebration)  
tious (as in cautious)  
cious (as in delicious)  
e (as in he – red word)  
o (as in to – red word)





# Developing Fluency



# Fluency – We need to focus on it through all key stages of learning.

## Early Learning Goals and National Curriculum

- ELG: Literacy –Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
- Y1: re-read these books to build up their fluency and confidence in word reading.
- Y2: re-read these books to build up their fluency and confidence in word reading.
- Y3&4: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Y5&6: learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience



# ***2FAST 2 LITTLE FLUENCY***

# Fluency

1. **Expression and volume:** the varying of expression and volume to match the interpretation of the passage being read.
2. **Phrasing:** the reading of words and clauses with appropriate pauses, with an awareness of reading mostly in clauses and sentences over individual words.
3. **Smoothness:** any breaks or difficulty in reading are resolved with self- correction.
4. **Pace:** an even, conversational reading rhythm.

# Fluency

- The goal for all children is for decoding to become easy and automatic, so they can free up their attention to focus on the meaning of the text.
- While easy and automatic reading allows readers to attend to the meaning of texts, fluency alone does not indicate good comprehension.



# Developing Fluency at home

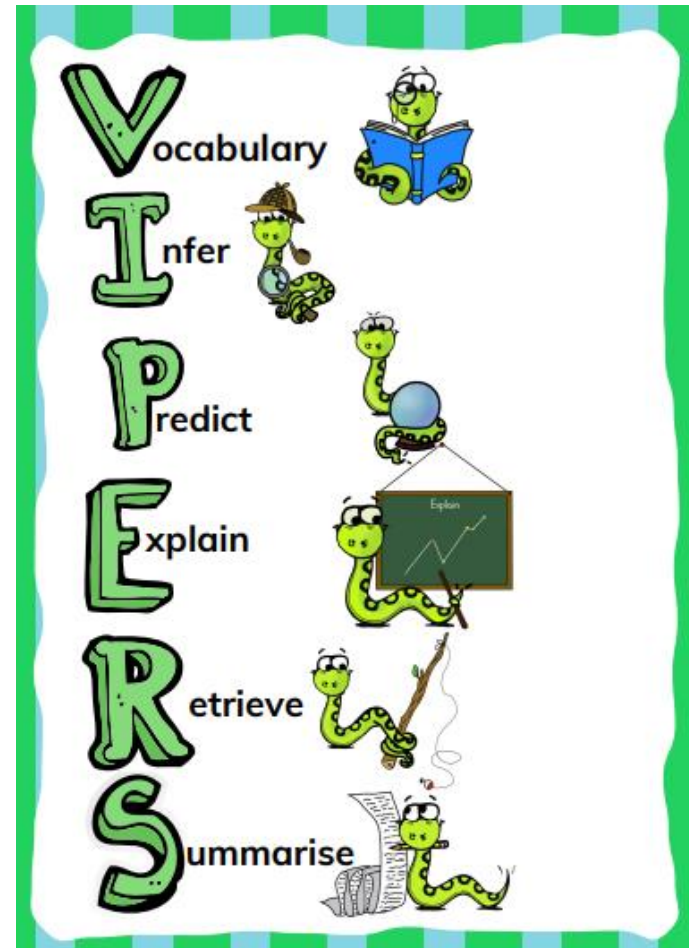
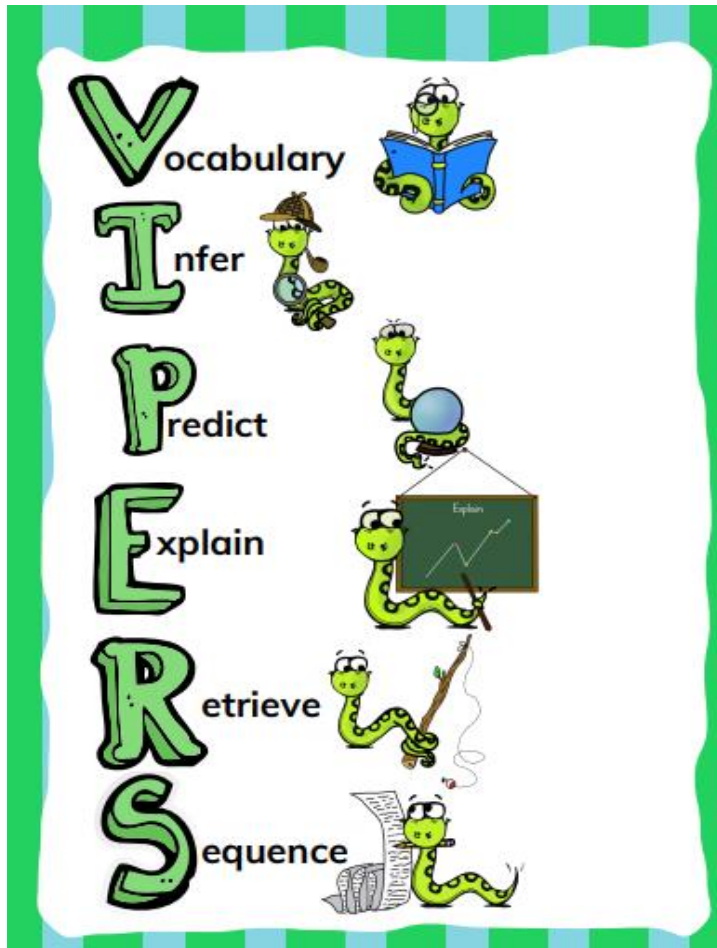
## How to support at home

- If your child can decode words well, help him or her build speed and accuracy by:
  - ☐ Reading aloud and having your child match their voice to yours
  - ☐ Having your child practice reading the same list of words, phrase, or short passages several times
  - ☐ Reminding your child to pause between sentences and phrases
- Read aloud to your child to provide an example of how fluent reading sounds.
- Give your child books with predictable vocabulary and clear rhythmic patterns so the child can "hear" the sound of fluent reading as he or she reads the book aloud.
- Use audio books; have the child follow along in the print copy. Log in to Oxford Owl as this is a great tool for doing this.

# Developing comprehension skills



# VIPERS







# KS1 Reading

## Vipers Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

### Example questions

- What does the word ..... mean in this sentence?
- Find and copy a word which means .....
- What does this word or phrase tell you about .....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ..... is repeated in this section?





# KS2 Reading

## Vipers

### Vocabulary

Find and explain the meaning of words in context

#### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



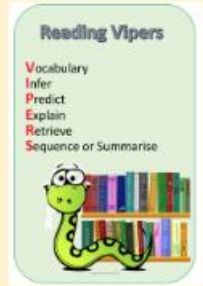
# Vocabulary

- Understanding vocabulary comes into every part of the teaching of reading. If the children have no idea what the word means it can stop their understanding of what they are reading.
- This also applies to all subjects and understanding of words and their context is fundamental to learning. We need to bring this into every lesson we teach in school every day.
- We have a vocabulary heading on our boards that we use in every lesson.

# Examples of teaching vocabulary

## Vocabulary Starter

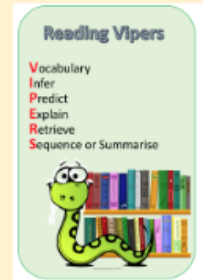
Read through the text  
Can you underline any  
vocabulary you don't know  
at all in RED and any you  
are not quite sure of in  
ORANGE.



**If you think you know all the words, write definitions of these words on a whiteboard:** upstanding, wearily, unarmed, labor, oppose

# Vocabulary Starter

<b>upstanding</b>	honest/respected
<b>wearily</b>	doing something in a tired way
<b>unarmed</b>	having no weapons
<b>labor (or labour)</b>	work
<b>oppose</b>	resist or fight against something



What? Living in a circus, getting to join in with the acts when they needed help? Hanging out backstage with clowns and acrobats and jugglers, with conjurors and fire-eaters and trapeze artistes, with escapologists and magicians and beautiful girls in sequins who ride the white horses with dazzling feathered head-dresses, with performing parrots and dancing dogs and prancing ponies all jumping through flaming hoops at the poot of their trainer's whistle? Getting to travel from place to place with the whole gang, waking up in a different town each day? How could he not enjoy that? The excitement! The thrills! The magic! The thrills! The excitement! (And so on!)

A **biologist** is an expert in the study of biology.

A **criminologist** is an expert in the study of crime.

An **escapologist** is .....







# KS1 Reading

## Vipers

### Infer

Make inferences from the text.

#### Example questions

- Why was..... feeling.....?
- Why did ..... happen?
- Why did ..... say .....?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does ..... make you feel?





# KS2 Reading

## Vipers

### Infer

Make and justify inferences using evidence from the text.

#### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

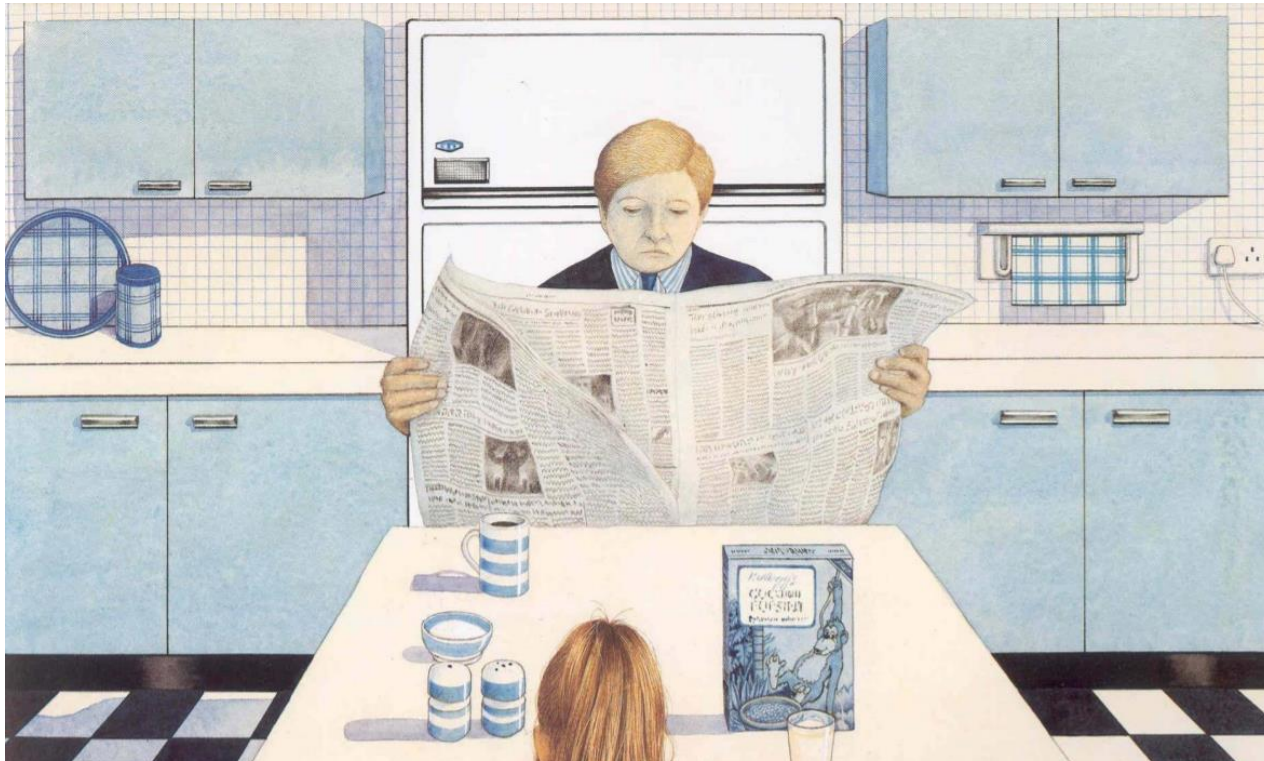


# What is inference?

Inference:

- An **inference** is an idea or conclusion that's drawn from evidence and reasoning. An **inference** is an educated guess. We learn about some things by experiencing them first-hand, but we gain other knowledge by **inference** — the process of inferring things based on what is already known

# Examples of teaching inference



Her father didn't have time to take her to see one at the zoo. He didn't have time for anything.

Why didn't Hannah's Dad have time for anything?

# Examples of teaching inference

## Infer

1. How many rhetorical questions can you find?
2. Why do you think Abikanile is asking rhetorical questions?

*I think she is asking rhetorical questions because...*

It was then that Abikanile thought: Are we not still in the same ancient woods where every living thing can be inhabited by a loving ancestor?  
She thought of her mother's prayer. How did it go? Could she pray, too? The words came flowing through her as she chanted softly:

*"Oh, ancestor spirits!  
Oh, my mother, oh, my father,  
Oh, my brother . . . sister spirits!"*

*"Hear me now . . . in our need!  
. . . Do not deny me now!  
I need your magic! . . ."*

Wasn't there a line about water? Ah, yes! Abikanile recalled it now:  
*" . . . The secrecy of the crocodile  
Below your waters!"*

*"Oh, my ancestor spirits,  
We need your magic now!"*

Abikanile stopped and listened carefully, hoping for some answer to her prayer. Then she began to feel a coolness upon her cheeks. She heard a stirring. Leaves trembled in a wind that seemed to be coming from within the forest around her.



# Examples of teaching inference







# KS1 Reading

## Vipers

### Predict

Predict what you think will happen based on the information that you have been given.

#### Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?





# KS2 Reading

## Vipers

### Predict

Predict what might happen from the details given and implied.

#### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

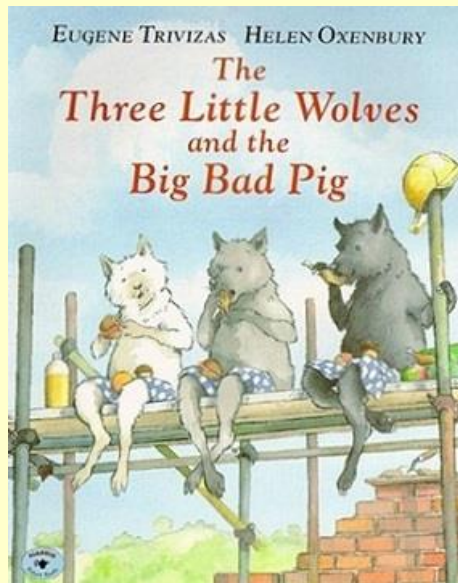


# Examples of teaching Prediction

Before you read the story, can you make a prediction?  
Use the picture clues, title and your knowledge of traditional tales to help you.

I wonder if ...

It seems to me that ...



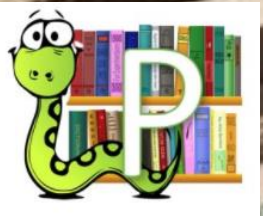
Using the clues, I think that..

# Examples of teaching Prediction

When they calmed down a bit, they peeked over the edge.  
The floor was far below.

"Now what?" said Quirt.

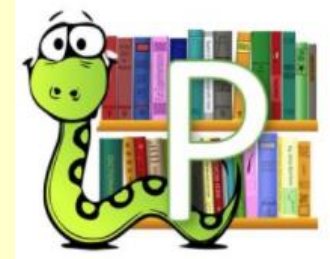
"Now what?" said Quirt.



Can you predict what the Failed Projects do to get down?  
Why do you think this?

# Examples of teaching Prediction

rocks separated from each other, two seagulls flew crying over the rocks. They landed on a patch of sand. They had two chicks in a nest on the cliff. Now they were searching for food.



Oh oh, what might happen?  
What do I know about seagulls?



# KS1 Reading

## Vipers

### Explain

Explain your preferences, thoughts and opinions about the text.

#### Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?







# KS2 Reading

## Vipers

### Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.

#### Example questions

- Explain how information contributes to the overall experience
- What is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



# Examples of teaching how to explain

## Discussion Activity -

What is the **moral** of the story?

If Little Red could give you one piece of advice, what would she say?



# Examples of teaching how to explain

**Explain** how meaning is enhanced through choice of words and phrases.

2. What is the purpose of the third verse of the poem? Tick one.

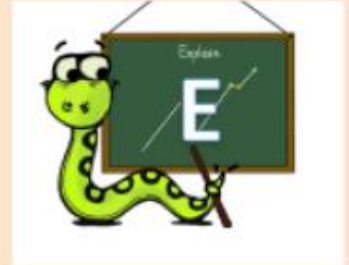
- ☐ to explain where the rainforest is
- ☐ to show how the rainforest is being damaged
- ☐ to explain the size of the rainforest
- ☐ to explain what lives in the rainforest

3. Find and copy a word that means 'follows a winding course'.

---

4. What does the 'heart of a trillion tropical leaves' refer to in the poem?

---



Discussion Activity





# KS1 Reading

## Vipers

### Retrieve

Identify and explain the key features of fiction and non-fiction texts  
such as: characters, events, titles and information.

#### Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did ..... happen?
- How did .....?
- How many.....?
- What happened to.....?





# KS2 Reading

## Vipers

### Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

#### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does..... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?



# Retrieval Expectations for each year group

- EYFS 'Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them' (New Statutory Framework)
- Within Y1&2, children must be able to 'identify/explain key aspects of fiction/non-fiction texts.'
- Within Y3&4 and Y5&6 children must be able to 'retrieve/record information and identify key details from fiction/non-fiction.'



# Retrieval

Retrieval, in its broadest terms, is defined as '**the process of obtaining or extracting information or material**' (Oxford Dictionary, 2019). When retrieving in reading, we are finding key details or information in the text and extracting them. ...  
Retrieval has to be developed

- Questions like: Tell me what we did yesterday?
- Asking the children to retrieve the information rather than presenting the information to them enhances the retrieval process.

# The difference between retrieval and inference

- Simply put: Retrieval is the literal information and requires no application of prior knowledge. Inference requires the children to 'dig deeper'
- Children must have a good understanding of a text to allow them to correctly and accurately retrieve information from it
- Success at retrieval requires pupils to understand that the skill is to find 'literal' information from the text or clearly evident in images. These are usually closed questions e.g. tick one, find and copy
- The expectation is to find exactly what is requested and the answer will always be within the text or picture
- Some of our very able readers can find this more challenging
- An example: There was a young girl who lived with her Grandparents, her name was Lucy.
- Question: What is the name of the young girl? Answer: Lucy

# Retrieval

- Retrieving information from a text can often be quite challenging. Instead of trying to locate the literal answer, children might instead try to remember the information they have just read or if they are already familiar with the subject, use prior knowledge or inference to answer questions.



A lake

A river

An ocean

## Where can you find water?

We can see water fall from the sky as rain, or frozen into ice and snow. You can find water in the sea, in lakes and in rivers. Let's find out more about water in nature...

15 Why is water so important?

\_\_\_\_\_



1 mark

16 Give **two** places where you could find water in nature.

1. \_\_\_\_\_

2. \_\_\_\_\_



1 mark

# Quick Starts: Retrieval

The very next day, the big bad pig came prowling down the road and saw the house of bricks that the little wolves had built.  
The three little wolves were playing croquet in the garden. When they saw the big bad pig coming, they ran inside the house and locked the door.



What game were the wolves playing?

What did the wolves do when they spotted the pig?



# KS1 Reading Vipers Sequence

Sequence the key events in the story.

## Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



# Examples of teaching sequencing

7. **Number the following events from 1 to 5 to show the order that they happened in the story.**

The first one has been done for you.

Alice gave Bibbo her banana.

☐

Bibbo was running out of fuel.

☐

Bibbo landed his spaceship on Earth.

☐

Alice tried to shake Bibbo's hand.

☐

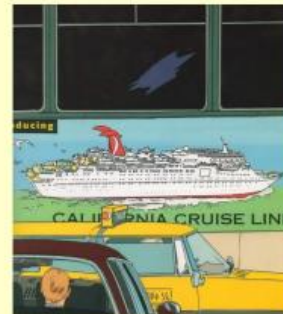
Bibbo zoomed off on his next adventure.

☐



# Examples of teaching sequencing

## Discussion Activity



# Examples of teaching sequencing





# KS2 Reading Vipers

## Summarise

Summarise the main ideas from more than one paragraph

### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



# KS2 still get sequencing style questions

20

Look at the section about **apple juice**.

Number the sentences below from 1 to 4 to show the order they happen.

**Content domain:** 1c – identify and explain the sequence of events in texts.

**Award 1 mark** for all three boxes numbered correctly:

The machines cut down the apples.

2

The apples are washed and cleaned.

3

The fruit grows from apple buds.

1

The juice is poured into cartons.

4

1m

# Summariser

- Use as few words as possible to summarise what has happened?
- **The main events were.....**
- **The characters involved were .....**
- **The story is set .....**
- **The most important part was .....**
- **5 words to summarise this are .....**

# Examples of teaching summarising.

Summarise the passage in **three** short sentences.

---

---

---

4

Write a new title for the passage based on the text.

---

---

5





# Examples of teaching summarising

## Thomas John Barnardo

~~Best known by the name~~ Dr Barnardo, ~~Thomas John Barnardo~~ founded ~~the~~ British charity ~~Barnardo's to~~ provide care for **vulnerable** children ~~and young people~~.

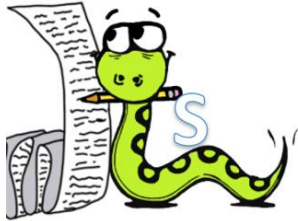
- Dr Barnardo
- Founded a charity
- Provided care for vulnerable children

I am going to block out information that I do not need and keep the main ideas

Activate Windows

## Examples of teaching summarising

Workhouses were known for their terrible conditions and many people were against them. By 1930 they were officially closed.



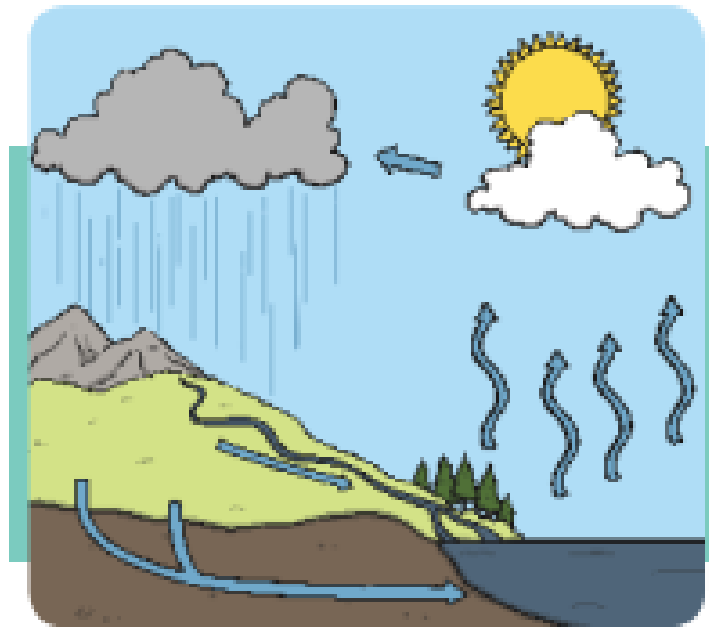
This is a summary of which paragraph of the text?

# Examples of teaching summarising



**Can you summarise the 4 main stages of the water cycle?**

**You will have 4 post-it notes, one for each stage.**



# How to Read with your child at home

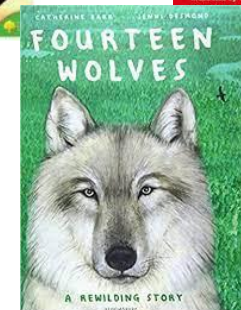
## Read and re-read the same text!!

- Just because a child has read the story once/before doesn't mean it needs to be changed straight away.
- Helps to develop sight recognition and decoding skills
- Re-reading the same text can be great for developing fluency of reading.
- Develops comprehension skills as children are not working so hard to decode words as they have been seen before.

Statistically after the age of 8 only 21% of children still read aloud at home. Even when a child has become a free reader there is still a place for reading aloud to an adult.

## Questions, Questions, Questions!

- Characters
- Sequence/Summarise the plot
- Predict what is going to happen next
- Meaning of words



# Questions?

