



Joy Serve Achieve

Reading Workshop for families.

Tuesday 8th November 2022.

Aims:

- To understand why reading to your child matters.
- To understand how reading is taught at Blakedown.
- What we mean by reading fluency.
- To understand the books that are coming home (home readers) and how to support your child's reading.
- Where to access resources, age-appropriate book recommendations and support.

Why does reading to your child really matter?



Everybody
read!

Why reading to your child really matters





Everybody
read!

Why reading to your child really matters



Why read with your child at home?



Reading a book and chatting about it has a positive impact on children's ability to:

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.



Why does reading together every day matter?



The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

Adults reading to children and children enjoying books simply by looking at them and talking about them.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.



Does it matter how we read with our children?

Studies show that it's the enjoyment and chat that matters!

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page – talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.



Does it matter which language we use?

Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.



Does the type of book matter?

Let your child be the boss of the books they choose. Enjoyment really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about too.



What if they always want to read the same book?

Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words of phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!





A love of reading is the
biggest indicator of
future academic
success!

To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics.

It is essential that children are actively taught and supported to use phonics as the only approach to decoding. Other strategies must be avoided.

Phonic decoding skills must be practised until children become automatic and fluent reading is established. Fluent decoding is only one component of reading.

Comprehension skills need to be taught to enable children to make sense of what they read, build on what they already know and give them a desire to want to read.

Reading increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Furthermore, children who read widely and frequently also have more secure general knowledge.

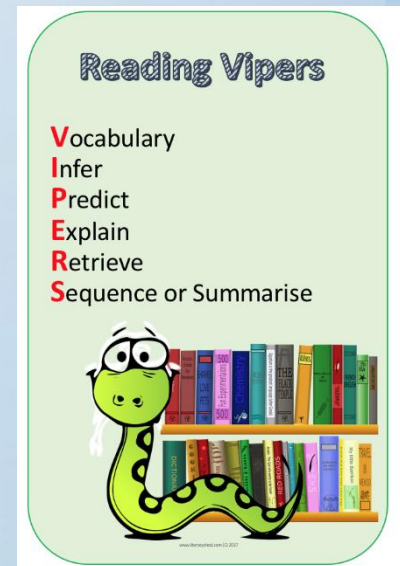
How is reading taught at Blakedown?

Reception and Key Stage 1:

- Children practise their reading in three twenty minute sessions per week in 'Reading Practice' sessions.
- The books children read are closely matched to their phonic knowledge and are fully decodable.
- The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody – reading with meaning, stress and intonation
 - comprehension – understanding the text.
- Children should be able to read the matched level of books at 90%+ fluency – so they can transfer and apply their phonic knowledge whilst reading the book.
- Fluency: Children in Year 1 should be reading at 60–70+ words per minute at the end of the programme.

Year 2.

- During Year 2, children will still receive three twenty minute reading practice sessions per week around a similar structure.
- There will be a larger focus on developing reading fluency. Continued reading instruction in Year 2 is crucial in order to teach fluency and enable children to become readers for life.
- Children will complete fluency assessments at the end of year 1 and at the start of year 2 when they are in the final stages of Phase 5 phonics.
- Year 2 children will then move on to reading banded Big Cat Collins Books, where they are expected to be reading gold or white level by the end of the year.
- Children will also start VIPERS activities which are focussed on comprehension and reading skills.



Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

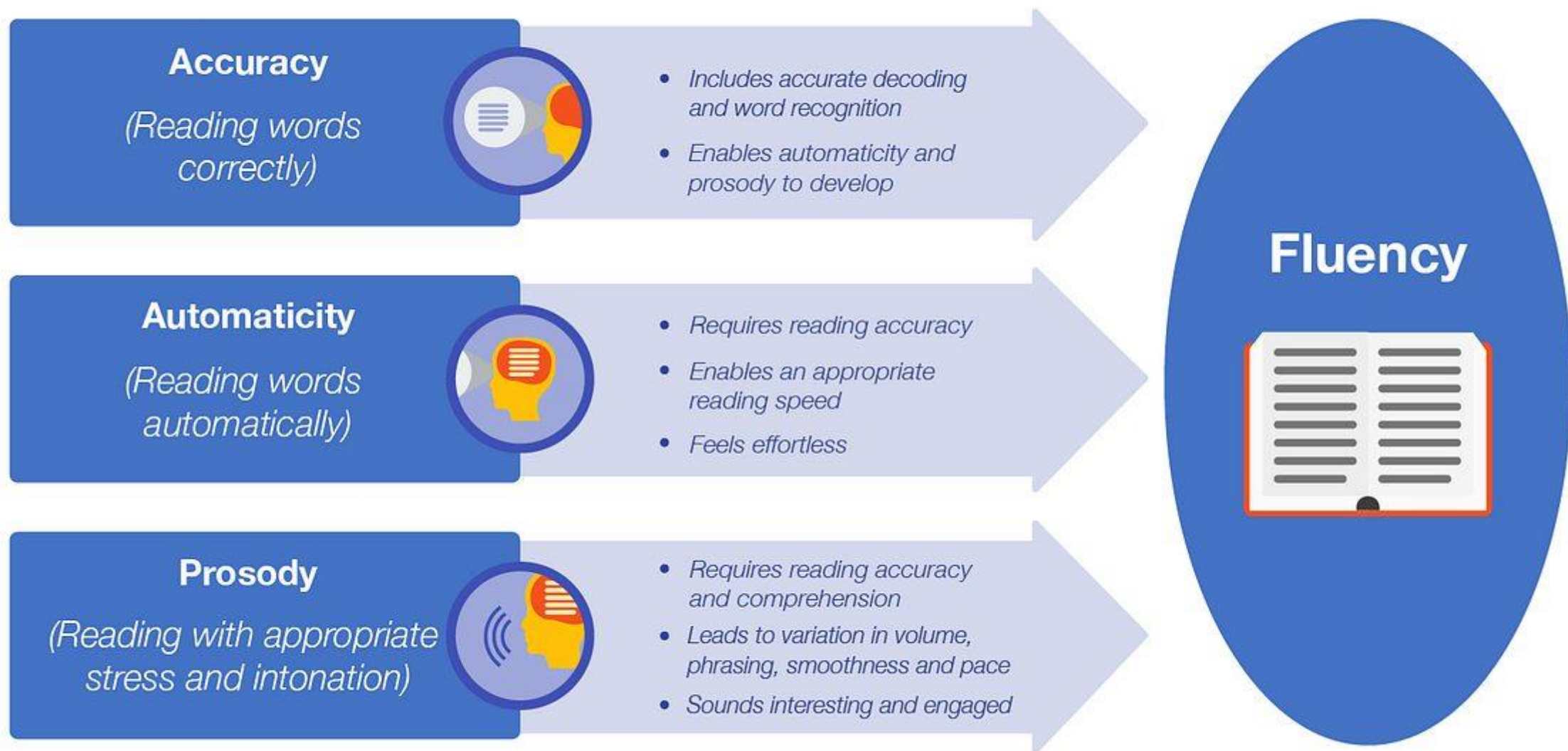
Key Stage 2 : Years 3 -6.

- Children receive three reading practice sessions per week (we used to call these 'Guided Reading').
- There is a greater focus on fluency in the autumn term, which will continue for those children who need it.
- VIPERS is used to teach reading and comprehension skills.
- Lessons may vary depending upon the age and stage of the child/ren and the focus for the reading practice session. They may take the structure of whole class reading lessons or be a carousel of reading activities.
- Children in Key Stage 2 will utilise Big Cat Collins reading books to practise their reading at home. They should be able to read these with 90%+ accuracy. This may feel that the book is too easy, but it is important, as if children have a accuracy rate below 90%, it will become a barrier to their reading progress and affect their confidence and desire to read.
- Fluency assessments will be used by your child's class teacher to check that the books they are reading are appropriately challenging and supporting them to make progress with their reading.

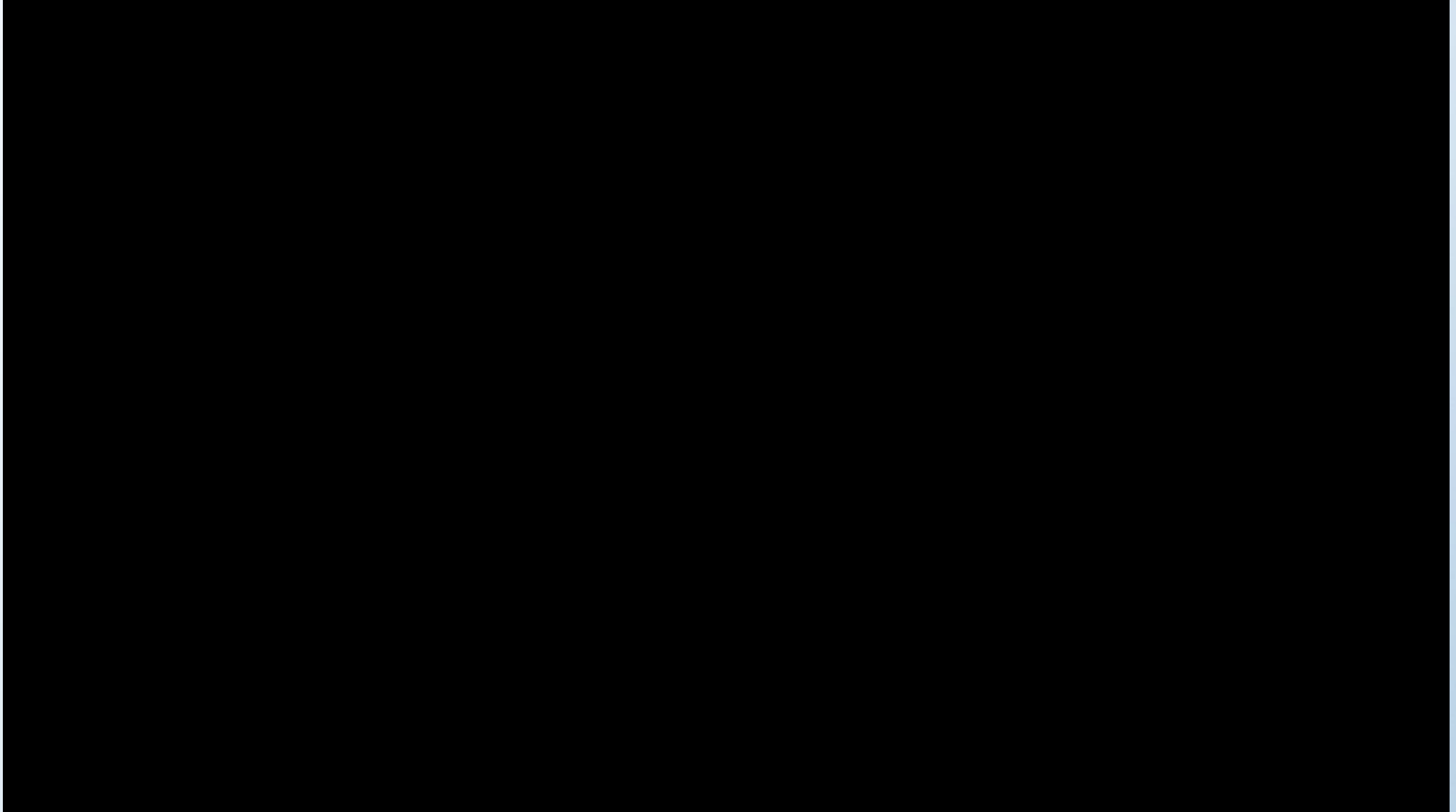
What do we mean by reading fluency?

- Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.
- Research identifies the key factors of fluency to be: • accuracy • rate/automaticity • prosody/expression (pauses, intonation).
- It is common for children to be unable to read with prosody when they are learning to read – they are not reading at a fast enough rate to think about what they are reading as they read.
- A reading speed of 90 words per minute is required to integrate comprehension whilst reading (Armbruster et al, 2001). But be warned: a fast reading speed alone is not a full measure of fluency. Both accuracy and prosody need to be measured too.

Figure 5: Reading fluency



So, what reading books are coming home and how
can you help? <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



Home readers.

So, each week your child will receive at least **two books**. One for **practising their reading**, which will be closely matched to their phonic knowledge in Reception, Years 1 & 2 and their fluency level from Year 2 onwards. In Reception, your child may initially receive a wordless picture book.

Reading practice books will be assigned to children and accessed via Collins e-books. You will be sent login details for this and receive books shortly.

Children will also choose a **shared reading book**. This is a book that they **might not** be able to read themselves but that they want to access. This creates interest in books and promotes reading for pleasure. Children can of course **share as many reading materials across a week as they like**.

Children should read or share a book for **twenty minutes a day**. Please **record all reading experiences in their reading record books**. This helps us to talk about the books your child has been reading or sharing and perhaps incorporate this into the classroom, help recommend books or encourage them to try something new.

Where can I access further support and resources?

My Letters and Sounds • For parents • FAQs • Everybody read! • My account • Work with us • Shop • Search

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For parents

The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview here to see what your child will learn and when.

Note: Member schools wanting to share content with parents should share the link to this page. While some of the same content appears in the Engaging parents section in the logged in area of the website, the content on the Engaging parents page can only be viewed by members.

Support for phonics How we teach Books coming home

Supporting your child with reading at home

Reading books with your child video arriving here soon.

Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home:

A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

A sharing book. Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

Reading practice book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

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In other words

Educator Matthew Courtney recommends wordless books full of awe and wonder for all ages.

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EYFS and Key Stage One Reading Workshop 16th February 2018

[Reading EYFS & KS1 Workshop Feb 2018](#)

[ks1_reading_vipers.pdf](#)

KS2 parents reading workshop 11th February 2019

[KS2 parents reading workshop 2019.pdf](#)

[ks2_reading_vipers.pdf](#)

Other resources to support reading at home

[pearson_enjoyreading.pdf](#)

[reading-with-your-child-advice.pdf](#)

[Websites for book lists and recommended reads for families.](#)

Book lists/ recommendations.



The Reader Teacher
Reads, Reviews & Recommendations!

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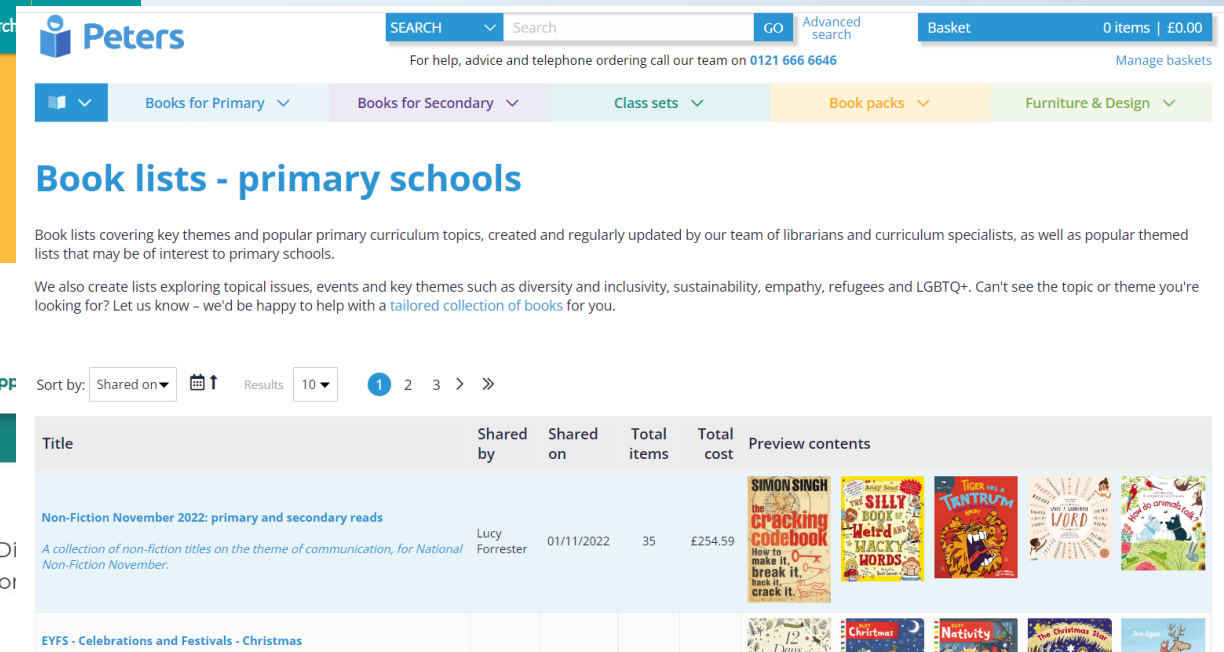
Looking for your child's next book or a reading list on a certain issue? Dive into books, as well as the children's classics waiting to be re-discovered. From classics to new releases, we've got it covered!



Great Books Guide

Our 100 favourite children's books from the past year, for teeny babies all the way up to 11 year olds. The right book is what a child wants to read – and we hope this guide helps you find it.

[View the Great Books Guide](#)



Peters

SEARCH Search GO Advanced search Basket 0 items | £0.00

For help, advice and telephone ordering call our team on 0121 666 6646 Manage baskets

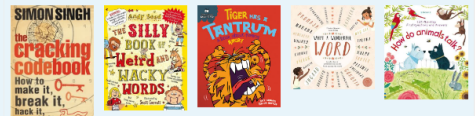

Books for Primary Books for Secondary Class sets Book packs Furniture & Design

Book lists - primary schools

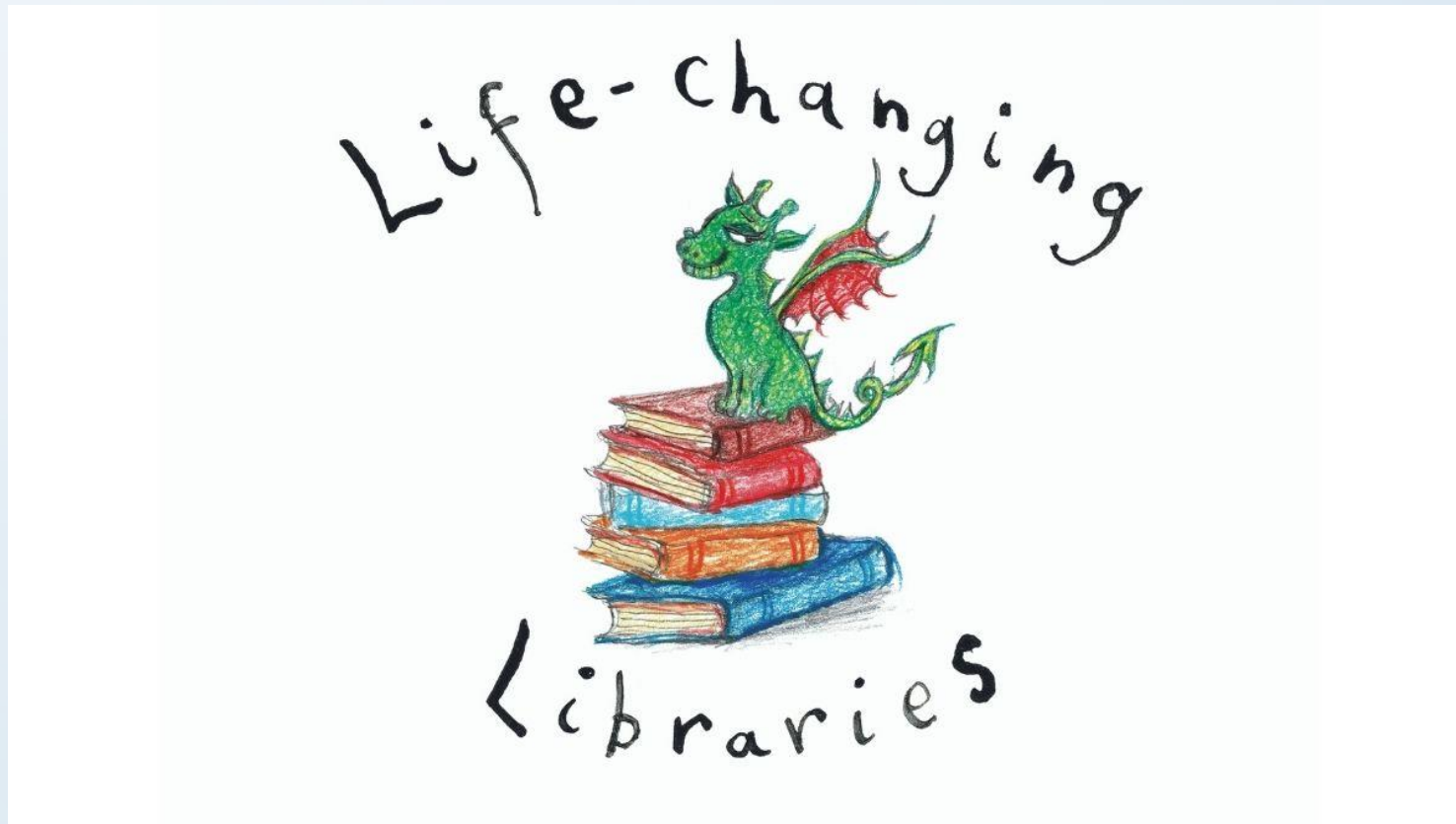
Book lists covering key themes and popular primary curriculum topics, created and regularly updated by our team of librarians and curriculum specialists, as well as popular themed lists that may be of interest to primary schools.

We also create lists exploring topical issues, events and key themes such as diversity and inclusivity, sustainability, empathy, refugees and LGBTQ+. Can't see the topic or theme you're looking for? Let us know - we'd be happy to help with a tailored collection of books for you.

Sort by: Shared on Results 10 1 2 3 > >>

Title	Shared by	Shared on	Total items	Total cost	Preview contents
Non-Fiction November 2022: primary and secondary reads <i>A collection of non-fiction titles on the theme of communication, for National Non-Fiction November.</i>	Lucy Forrester	01/11/2022	35	£254.59	
EYFS - Celebrations and Festivals - Christmas					

Access libraries for free books and for book recommendations. Try new texts and authors without spending lots.



Thank you for attending and listening today. We hope that you have found it useful.



"The books transported her into new worlds and introduced her to amazing people who lived exciting lives."



Matilda by Roald Dahl



So Matilda's strong young mind continued to grow, nurtured by the voices of all those authors who had sent their books out into the world like ships on the sea. These books gave Matilda a hopeful and comforting message:

You are not alone.

Roald Dahl, Matilda



"SHE TRAVELLED ALL OVER THE WORLD WHILE SITTING IN HER LITTLE ROOM IN AN ENGLISH VILLAGE."

MATILDA

