Reading Open Morning



Wednesday 16th September

Aims of our Open Mornings

1. To share the research behind the importance of reading.
2. To highlight ways you can support with reading at home.
3. To give you an opportunity to see a reading/phonics lesson so you can see how a typical lesson works.



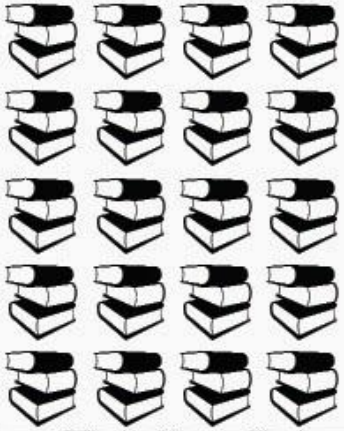
The survey of 71,400 children and young people by the National Literacy Trust early in 2023 has revealed that **fewer than one in three children (28%) aged eight to 18 read daily for enjoyment**. While this remains the same as for 2022, the figure stood at 38% when the survey began in 2005, marking a 26% fall in those who read daily.

Why is there a decline in reading for pleasure?

- Games and online distractions
- Rise in social media
- Find books boring
- Lack of time
- Not being read to from an early age by adults (at home and school)
- Seeing reading as a process for learning rather a pleasure activity
  - **‘Reading for pleasure' is being confused with 'literacy'** by many parents at home who commonly don't realise that the more it's pushed as a school subject, the less likely a child is to choose to do it. In the school environment, the national curriculum focuses on reading skills above reading pleasure. However, when pleasure drives reading, children achieve more.

Why is reading for pleasure vital?

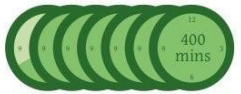
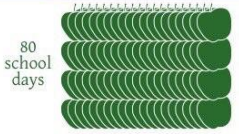
WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖Scores in the 90th percentile on standardized tests.	❖Scores in the 50th percentile on standardized tests.	❖Scores in the 10th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.



Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James	Travis
reads 20 minutes per night, 5 times per week	reads only 4 minutes per night ...or not at all
	
In one week:	
100 minutes of reading	20 minutes of reading
	
In one month:	
400 minutes of reading	80 minutes of reading
	
In one school year (9 months):	
3600 minutes of reading	720 minutes of reading
	
By the end of eighth grade:	
28,800 minutes of reading	5760 minutes of reading
	

Which student would you expect to read better?
Which student would you expect to know more?
Which student would you expect to write better?
Which student would you expect to have a better vocabulary?
Which student would you expect to be more successful in school and life?
How do you think each student will feel about himself as a learner?



Benefits of reading for pleasure:

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).
- International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).
- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

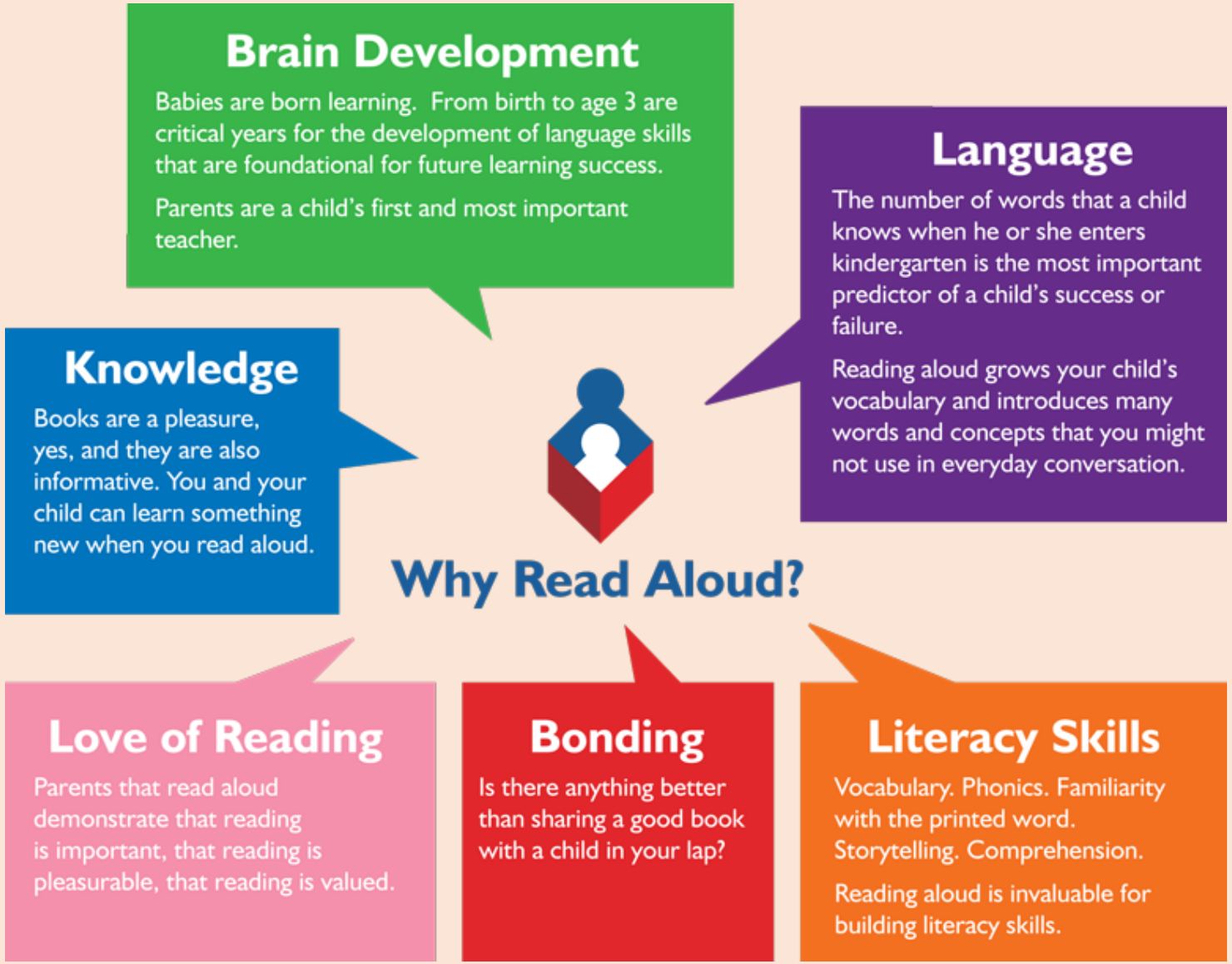
- Reading attainment and writing ability;
- Text comprehension and grammar;
- Breadth of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation; and
- A greater insight into human nature and decision-making.

Impact of reading

Amount of reading	20 mins	5 mins	1 min
Number of minutes per year	3600	900	180
Number of words per year	1.8 Million	282,000	8000
Hours read by the end of primary school	851	212	42
Performance on tests	90%	50%	10%

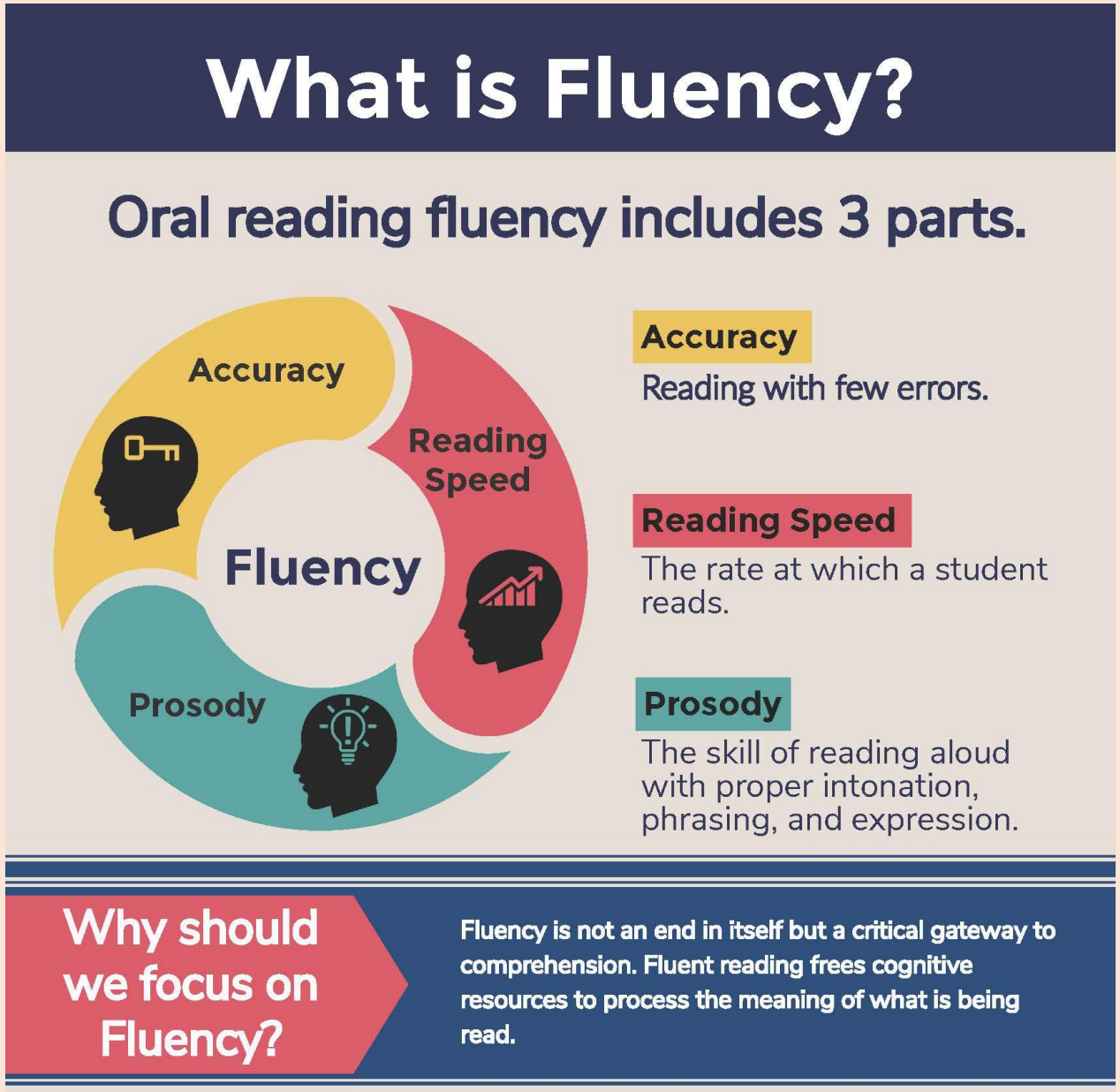
Reading from an early age and securing phonics

- Reading from an early age is important as research shows that if children are not secure and fluent readers by Year 2, it is very difficult to then develop a love of reading going forward.
- In order to get children fluent in reading, their phonic knowledge must be embedded within EYFS and KS1.
- Read to children from day zero!



What is fluency and why is it important?

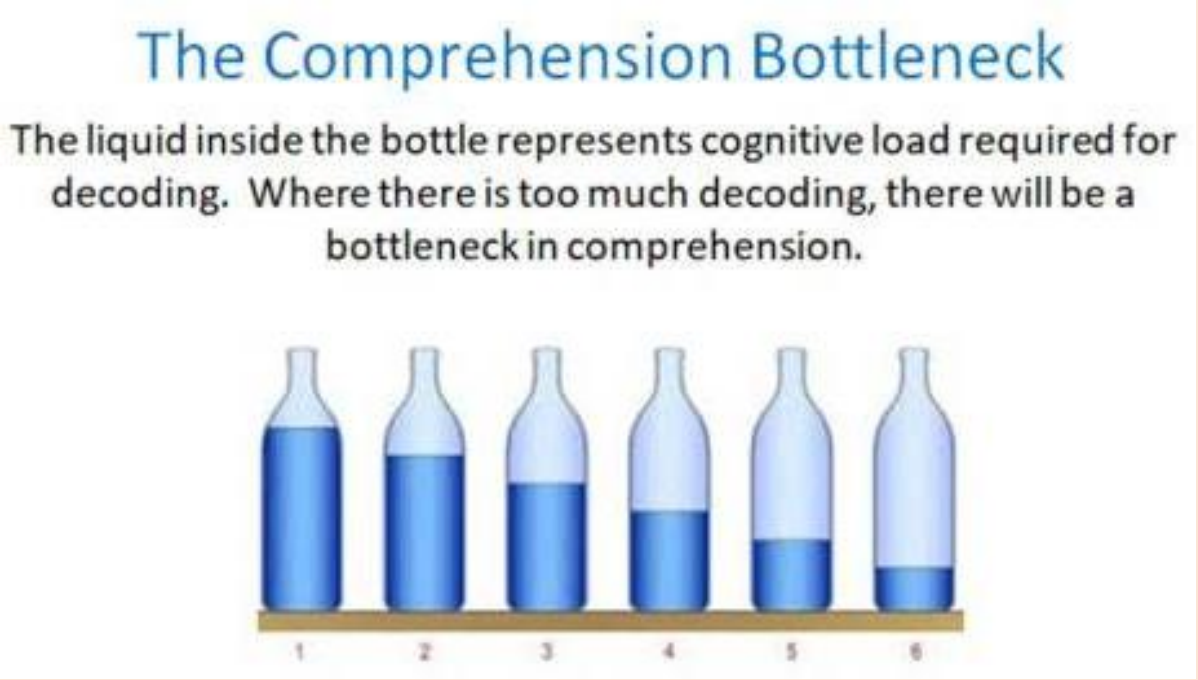
- Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.
- Basically, if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.



What is fluency and why is it important?

- For a child to be fluent, phonic knowledge is important.
- When a child is fluent, we can focus on understanding and comprehension.
- When comprehension is secure, the child will enjoy what they read.

- Secure phonics and fluency all reduce cognitive load.

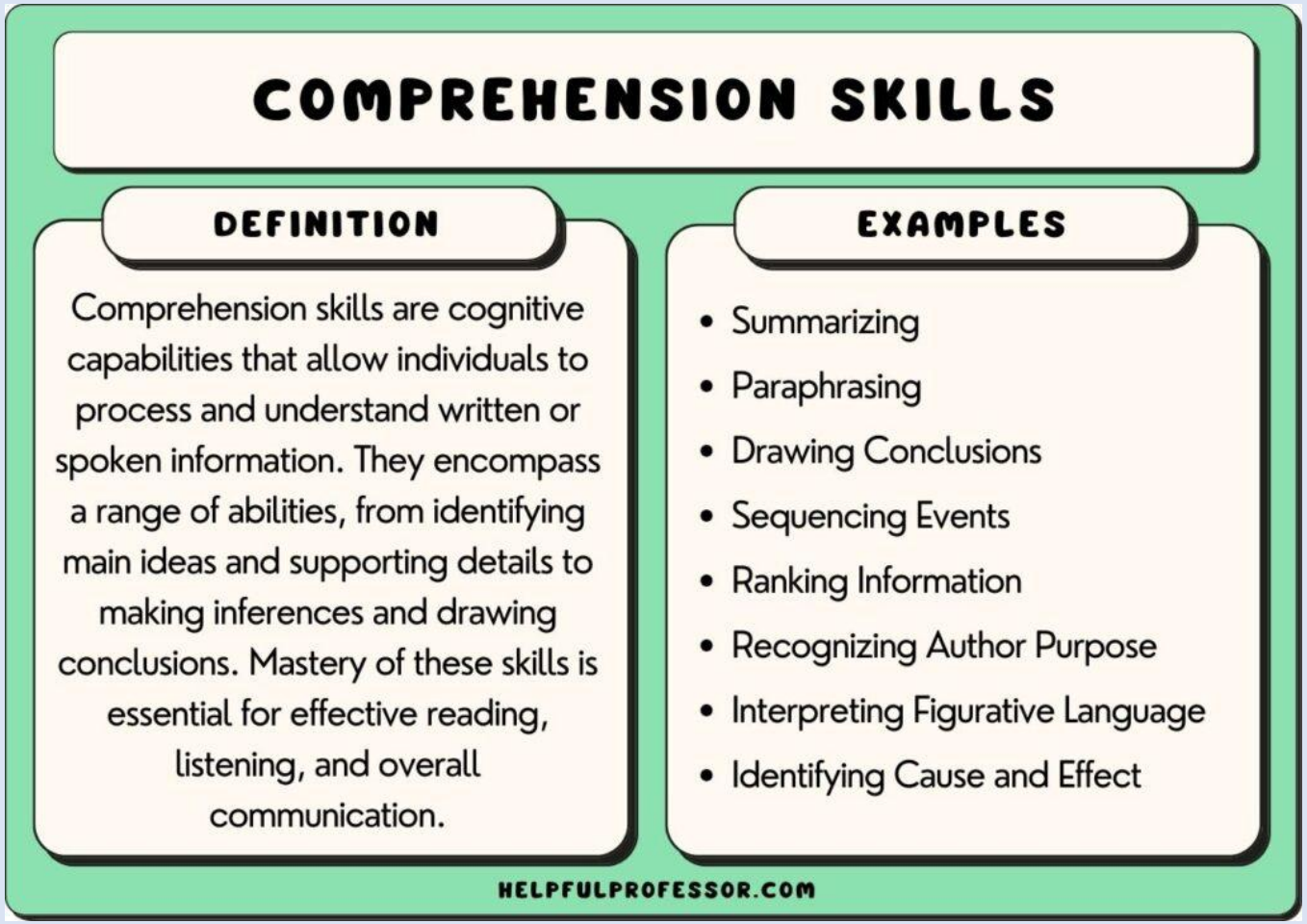


Three ways you can help build fluency at home…

1. **Read and follow** – the adult reads the text and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.
2. **My turn, your turn** – take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.
3. **Echo Reading** – as you read, the child copies. It is important here to pace yourself and read at a rate that your child can keep up with.

What is comprehension?

- This refers to the understanding of a text.
- There are cases of where children are able to read thanks to secure phonics knowledge and the ability to decode but do not understand what they have read.

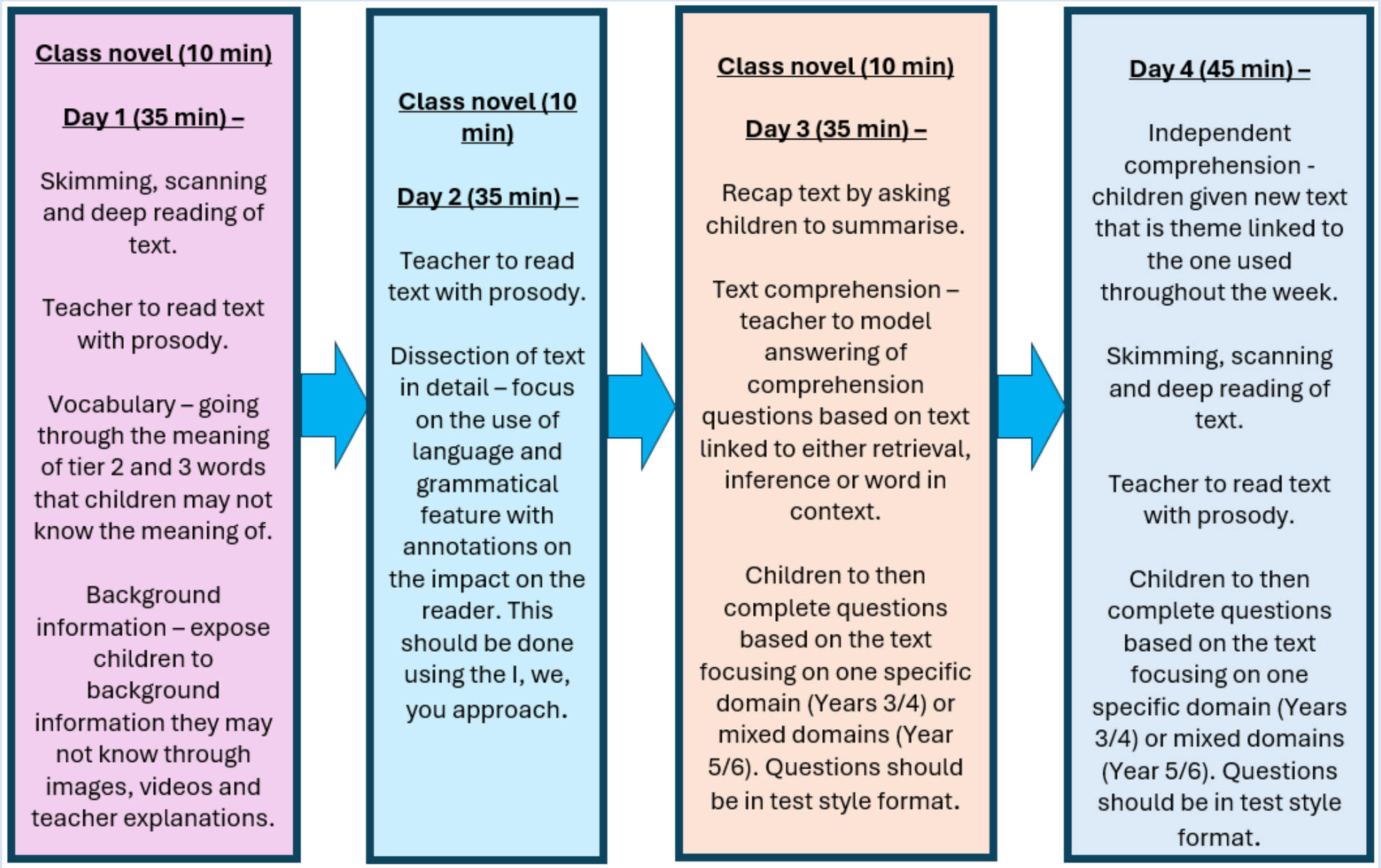


What you can do to help develop comprehension…



- Comprehension of the world will develop comprehension in reading…
- Ways you can develop comprehension –
  - Talking a lot at home… about everything
  - Develop cultural capital by going out (this does not have to cost money)
  - Reading together and discussing books together
    - Why do you like this book?
    - What do you think will happen next?
    - What do you think about this character?

How do we teach comprehension in school? A more formal process…



Vocabulary – The words and language used in a text

Interpreting words in context and deciphering the meaning of words unknown based on the context they are written.

Mr Ali **loathes** wearing a tie as he finds it uncomfortable.

We may not know the meaning of the word ‘loathe’ here but based on the context and other evidence within the sentence, we can guess it means ‘doesn’t like’. How have I arrived at this conclusion?

Beowulf was **incensed** by Grendel’s attack and vowed revenge.

We may not know the meaning of the word ‘incensed’ here but we can guess it means ‘angered’. How have I arrived at this conclusion?

Inference: **To get a feeling or impression of something even when it is not written**

is an interpretation that goes beyond the literal information given and relies on the evidence within the text as well as background knowledge.

The police find a threatening letter addressed to the victim.

- We could infer that someone didn't like that person.

The bike lay on the floor next to her as she held her leg and cried.

- We could infer that the girl fell off her bike.

My stomach rumbled as the smell of dinner wafted from the kitchen.

- We could infer that this person is hungry.

Predict – To say what you think will happen next and give reasons

what has or what will happen based on information stated or inferred (linked closely to inference). Again, background knowledge here is important.

Beowulf snatched his sword from the armoury and ran towards the mountains.

- What do predict Beowulf is going to do? What evidence have you used to make your prediction?

Mr Ali woke up with a terrible headache and severe cough. He picked up his mobile and began to dial.

- Who do you think Mr Ali is going to call? Why?

Predictions, like inferences are neither right or wrong, they may be strong (with secure evidence to back them up) or weak (with little or poor evidence to back them up).

Explain – To describe or give reasons

Identify/explain how information/narrative content is related and contributes to the meaning as a whole.

Identify/explain how meaning is enhanced through choice of words and phrases.

Make comparisons within the text.

Retrieve – To understand and take information from the text

- Retrieval of information is often the starting point for discussing a text. This means picking the exact (spelling and punctuation too) information out of the text that they have just read. E.g.
- What was the character's name?
- What did they eat for dinner?
- What colour was the car?
- What time did…

Summary – To describe the main events/points

- Summarise main ideas from more than one paragraph
  - What is the main point of the first paragraph?
  - What heading would be appropriate for this paragraph?

Questions you can ask at home...

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.....

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?

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.

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.
- Explain how information contributes to the overall experience.

Example questions

- Why 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?

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?

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?

How to encourage independent reading at home

- Having books that the child owns
- Using the library to help build variety
- Exposing children to texts beyond novel. E.g. comics, magazines, non-fiction books
- Taking control of screens – reading first and then screentime
- Show that you love reading… even if you have to fake it
- Give children books that matter to them (BAME authors and characters, texts that excite them
- Reward reading through extrinsic and intrinsic motivators

Strategies to improve independent reading

- Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).
- An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008)
- Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).
- 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).
- Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).

Our Reading Curriculum

Nailsworth C of E Primary School Reading Spine 2024-25

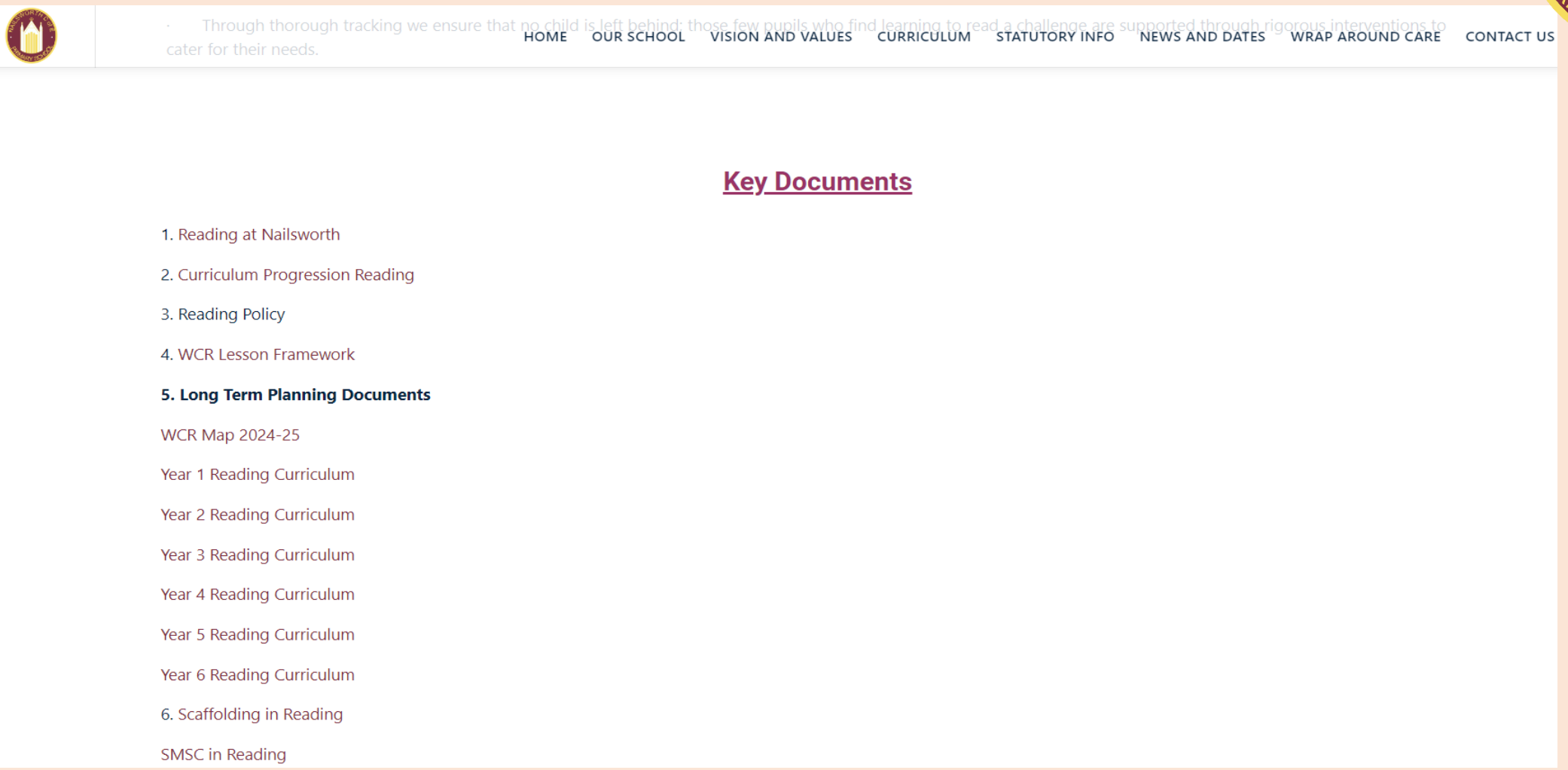
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All are Welcome by Alexandra Penfold	Pattans Pumpkin An Indian Flood Story By Chitra Soundar	Jelly Boots Smelly Boots by Michael Rosen	The Miraculous journey of Edward Tulane By Kate Di Camillo	When Life Gives You Mangoes Kereen Getten	Wolf Wilder by Katherine Rundell	Pig Heart Boy by Malorie Blackman
A World for You and Me by Uju Asika	Pumpkin Soup by Helen Cooper	The Way Home for Wolf by Rachel Bright	Owen and the Soldier by Lisa Thompson	The Legend of Podkin One Ear	October, October By Katya Balen	Holes by Louis Sachar
We are going on a Bear Hunt by Michael Rosen	One Day on Our Blue Planet In the Rainforest by Ella Bailey	Traction Man by Mini Grey	Pugs of the Frozen North by Philip Reeve	The Boy at the back of the Class By Onjali Q Raif	The Nowhere Emporium by Ross McKenzie	Tyger by SF Said
A Great Big Cuddle Michael Rosen	Leaf by Sandra Dieckman	The Hodgeheg by Dick King Smith	Coming to England Floella Benjamin	When the Sky Falls by Phil Earle	Journey to Joburg by Beverly Naidoo	Skelig by David Almond

Our Reading Curriculum

Somebody Swallowed Stanley	Ossiri and the Bala Mengro By Richard O'Neill Katharine Quarmby	Too Small Tola by Antinuke	The Lion, the Witch and the Wardrobe	Hot Like Fire by Valerie Bloom	Overhead in a Tower Block by Joseph Coelho	Freedom by Catherine Johnson
Handas Surprise by Eileen Brown	Lila and the Secret of the Rain by David Conway	Mr. Penguin and the Fortress of Secrets By Alex T Smith	Varjak Paw by SF Said	Brightstorm by Vashti Hardy	There's a Boy in the Girls Bathroom by Louis Sachar	The Last Year By Matt Goodfellow

	Love
	Community
	Respect
	Perseverance

School Website



See us in Action - Ground Rules!!!

- When in lessons, please follow the following rules

- For Reception and Y1, please be silent and don't interrupt the teacher during the phonics input (this lasts somewhere around 15-20 mins). Phonics relies on children carefully listening and often watching the teachers' mouth for pronunciation and this won't happen if there are distractions.
- For Reception and Y1, once the input is over, a small group will start an independent activity on a rota basis. At this stage, feel free to ask the teacher any questions about anything you have seen.
- For Y2- Y6, you will be watching a whole class reading lesson. Similarly, please do not disrupt the teacher and engage in dialogue with the children when they are listening or reading. During an independent task, the teacher may offer you the opportunity to sit next to your child and complete some work with them. Please follow the teachers' lead at this stage.
- Please do not take this as opportunity to talk to the teacher about other issues you/your child are having at school. This morning is about opening the doors to our reading lessons. If you want to discuss anything else, please make an appointment and we will be happy to discuss any other issues.
- Please feel free to move around more than one room if you have more than one child.
- At roughly 10am (some lessons may finish slightly later), please come back to the hall where members of the leadership team will be on hand to answer any questions you may have or feel free to leave via the front office.

Any questions?