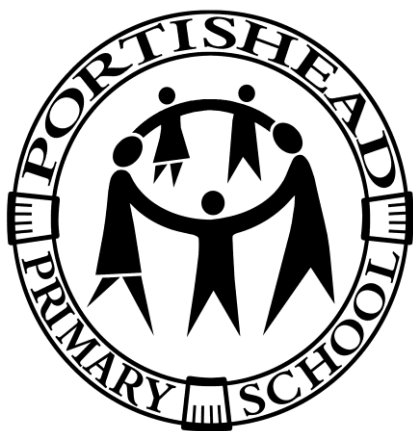


# Parent Reading Workshop

Portishead Primary School  
February 2018





# Aims

- \* To understand the importance of learning to read
- \* To share Portishead Primary's Excellence in Reading- how we teach reading
  - \* Book banding
  - \* Reading for pleasure
  - \* Developing reading fluency
  - \* Developing reading comprehension
- \* To understand how you can support your child at home
- \* Anything else you would like to get out of this evening?

# Why is reading so important?

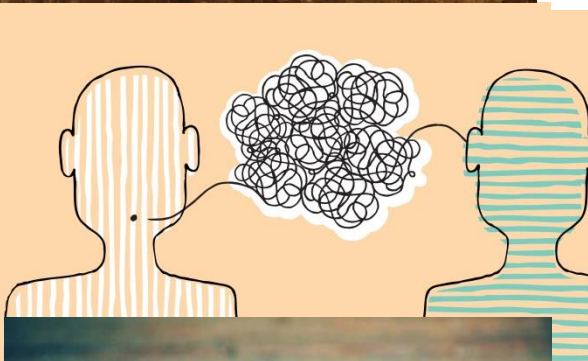
The image features a solid blue rectangular header at the top. Below the header, there are several overlapping, wavy, light blue shapes that create a sense of depth and movement, resembling stylized waves or layers of paper. The rest of the slide is a plain white background.



Calm

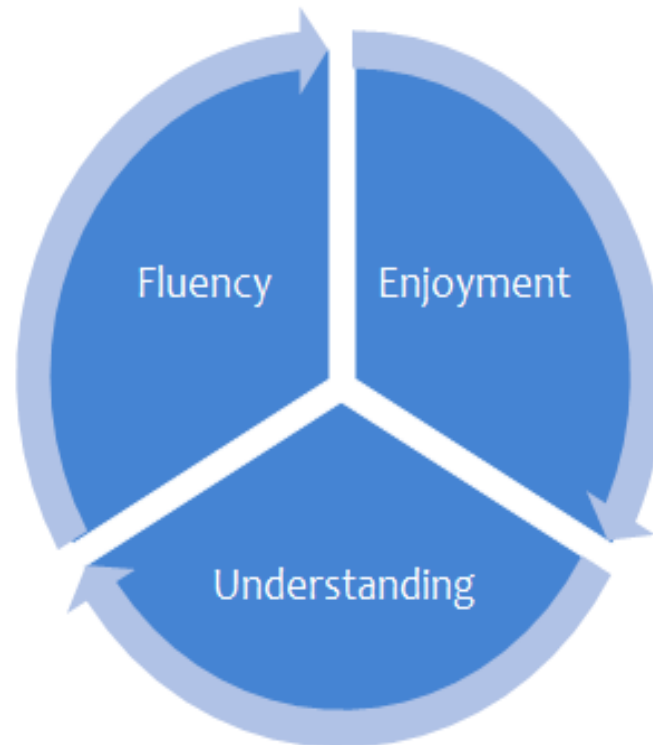


EMPATHY



# Excellence in reading @ Portishead Primary School

Children who read fluently, confidently with well developed stamina.



Children who find reading irresistible, with access to a wide range of inspiring reading material

Children with well developed comprehension skills who understand what they read at a deep level.





- At Portishead Primary, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond.
- Reading is central to our ability to understand, interpret and communicate with each other and the world around us.
- Success in reading has a direct effect upon progress in all areas of the curriculum; therefore reading is given a high priority at Portishead Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs and newspapers

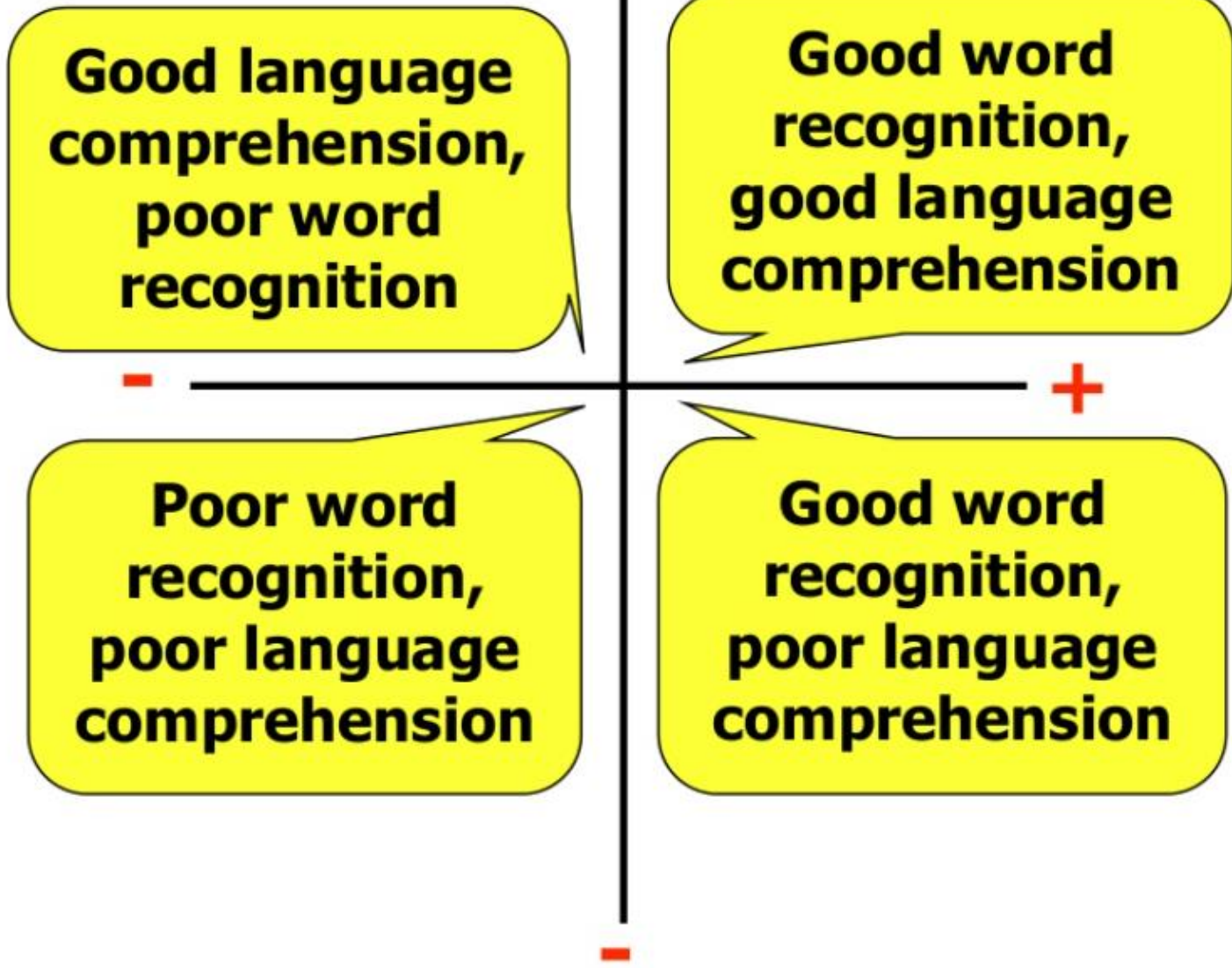
## Aims

Our aims are for all children at Portishead Primary to:

- Read with enjoyment across a range of genres;
- Read for pleasure as well as for information;
- Become fluent, confident and expressive readers;
- Build their bank of sight words to enable fluent reading;
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Understand and respond to literature drawn from a range of cultures and literary heritage.

# The Simple View of Reading

**Word Recognition**



**Language comprehension**



# Enjoyment

- \* Read aloud program
- \* Star reader certificates
- \* Reading Quests
- \* Book clubs
- \* Visiting authors, trips to library
- \* High quality books used in English lessons
- \* Excellent selection of modern literature
- \* Reading buddies
- \* World Book Day



# Reading comprehension

- \* Understanding of vocabulary
- \* Understanding the meaning
- \* Understanding the whole story/non-fiction text

COMPREHENSION



/ understand

# KS1 SATS

When she came back, the palace  
had gone. Her bedroom was tidy.  
Molly didn't understand.  
“*It's magic,*” thought Molly.

1

*Molly didn't understand.*

This means Molly was...

Tick **one**.

angry.

☐

sad.

☐

happy.

☐

confused.

☐

2

What did Molly think was *magic*?

---



1 mark



1 mark

# Swimming the English Channel

from Dover in England to Calais in France

## The first Channel swimmer

On a foggy August afternoon in 1875, a lone swimmer dived from Admiralty Pier in Dover into the cold waters of the English Channel. Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero. Captain Matthew Webb had become the first person to swim across the English Channel.



Twenty-seven-year-old Webb was a merchant seaman from Shropshire. He had always been a powerful swimmer, and, hearing of J.B. Thompson's failed attempt to swim the Channel in 1872, he was inspired to give up his job and train as a long-distance swimmer. Webb's first attempt was abandoned due to bad weather, but he returned to the icy Channel waters two weeks later.

Many of the hardships that Matthew Webb had to deal with during his pioneering swim are still faced by modern-day Channel swimmers. In fact, some of his methods for dealing with these hardships are still used today. Webb coated himself in oil for protection against the cold and jellyfish stings. He was also accompanied by boats so his friends could protect and feed him. It must be said, however, that the ale, brandy and beef tea they supplied are not standard for today's cross-Channel swimmers!



## Frequently asked questions

### Q: How cold is the water?

A: The water temperature can range from 12°C to 18°C. Most people would consider water below 20°C too cold for swimming.

### Q: How far is it from England to France?

A: The direct distance from Dover to Cape Gris Nez near Calais is approximately 21 miles, but a swimmer always swims further than that due to the movement of tides.

### Q: How long does it take to swim across the Channel?

A: How fast do you swim? The faster you are, the more direct your swim will be. A slower swimmer will not only take longer but will have to swim further because of the tides and currents. Swimmers also is 7 hours; the slowest would be in the water for

### Q: Will you succeed if

A: Preparation for a Channel swim even this does not guarantee you will have climbed Mount Everest. Even hypothermia (dangerous loss of heat) is a risk. Rubbish floating in the sea

### Q: Why do people swim

A: That isn't a question with a single answer. It varies as the swimmers. Most do it to challenge themselves and achieve this feat.

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Look at the paragraph beginning: *Twenty-seven-year-old Webb...*

Find and copy one word from this paragraph that is closest in meaning to 'motivated'.

## Safe to swim?

The French and UK coastguards are responsible for search and rescue operations in the English Channel. The French authorities outlawed swimming from France to England in 1993 for safety reasons. Then in 2010 the deputy director of the French coastguard, Jean Burvingt, said he was in favour of a ban on swimming in either direction. He pointed out that the swim is a stretch of water as 500 yds. Critics compare the swim to motorway on foot; supporters say it is well regulated and compared

The author, comedian and actor, David Walliams, says that he was never sporty at school but he did enjoy swimming.



21

Why do slow Channel swimmers swim further than faster swimmers?



# Comprehension in KS1

## Reading Dogs- 'Helping Hounds'



Vocabulary Victor  
Inference Iggy  
Predicting Pip  
Retrieval Rex  
Sequencing Suki  
'Fluency Flo'

# Comprehension in Year 3- Reading Dogs

## Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?



## Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



## Retrieval Questions with Rex

- Who are the characters in this text?
- When / where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?



## Prediction Questions with Pip

- Can you think of another story with a similar theme?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



## Summarising Questions with Sheba

- What is the main point in this paragraph?
- Sum up what has happened so far in X words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?



## Compare, Contrast and Comment with Cassie

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which... is better and why?



# Comprehension in Year 4,5,6

## VIPERS

### Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**ummarise



# 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?



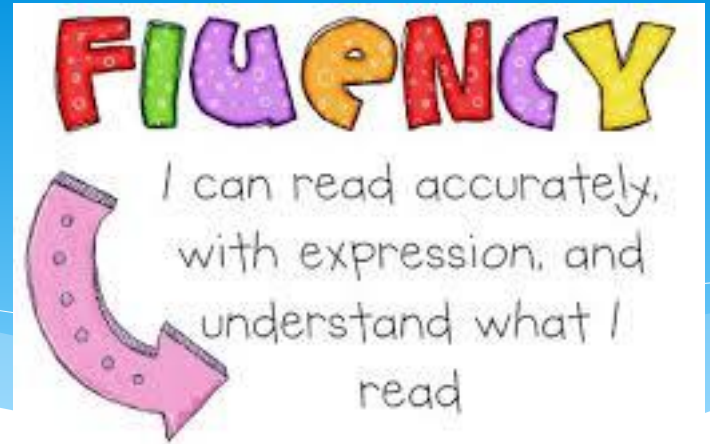
# Summarise

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?

# Reading fluency



- **Decoding quickly and automatically- not having to stop at words to sound out**
- **Reading with speed, accuracy and expression. In order to understand what they read, children need to read fluently.**
- **Bridges a gap between word recognition and comprehension.**

**Taught daily to groups across the school until children are fluent readers (around Y3)**

# How do we teach reading?



- \* In our Reception classes, we have daily 'book talk' sessions. The children learn to handle books, they talk about what's happening and they begin to recognise some key words. This runs alongside a phonics programme so that, when the children are learning letters and sounds, they can always apply the letters and words in the books they are reading.



# Years 1, 2 and 3

- \* Phonics and spellings daily
- \* Comprehension weekly whole class sessions (Reading dogs/helping hounds)
- \* Guided reading fluency groups daily



# Years 4, 5 and 6

- \* Daily Ink tank – whole class comprehension with some fluency sessions
- \* VIPERS
- \* Book club

# Home reading

- \* Importance
- \* Reading records
- \* Communication between teachers/parents
- \* Star reading challenge



# Book bands

Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown	Grey
						End of Y1				End of Y2		Y3	Y4

Not a race or a competition!

Moving slowly to ensure children are fluent and have appropriate comprehension skills.

Home reading books at 95-100% accuracy to develop fluency.

# Why we don't rush through the book bands

- \* **1. Fluency will be a struggle if the text is too difficult.** A huge part of fluency is being able to read the words automatically and accurately. If the words are too difficult, fluency will be compromised. If you want to really focus in on fluency, find a text that is almost too easy. This takes out decoding out of the equation so fluency can develop.
- \* **2. Fluency gets better the more learners read the same text.** Just like making music of out notes on a page, fluency takes practice. This is especially true for struggling readers.
- \* **3. The ultimate goal of fluency is better comprehension.** Incorrect phrasing and a slow rate of speed can impede comprehension, especially as texts get longer.



# Scaffolding Reading

Teacher reads and makes overt what good readers do through modelling.

**80 – 89% accuracy (hard)**

**Shared Reading**

Group reading.

**90 - 94% accuracy  
(instructional)**

**Guided Reading**

**Independent Reading**

Children practice without the teacher's help

**95 – 100% accuracy (easy)**

60% accuracy

I libbled spig in the croopit on a Morflip  
hicklepulg. It was filp after we yambled  
into Huphlup Greep. The webble was  
yisking. Blord had ippen we'd be  
yambling just in shrud for the exime.  
Troosey ugo was there. Just me. The  
greks were inside the voldal with Yabba  
Hoost, mirriming about the diggle.

# 90% accuracy

I **libbled** him in the garage on a Sunday **holfding**. It was the day after we moved into Falconer **Greep**. The winter was ending. Mum had said we'd be moving just in **shrud** for the spring. **Troosey** else was there. Just me. The others were inside the house with **Yabba** Death, worrying about the baby.

## 94 – 95% accuracy

I **libbled** him in the garage on a Sunday morning. It was the day after we moved into Falconer **Greep**. The winter was ending. Mum had said we'd be moving just in time for the spring. **Troosey** else was there. Just me. The others were inside the house with Doctor Death, worrying about the baby.




# How you can help at home

enjoy 

- \* **Make reading enjoyable-** Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else and try again later.
- \* **Choose a quiet time** - Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.





**Regular practice** - Try to read with your child on most school days. 'Little and often' is best. We expect all parents to listen to their children read, from YR through to Y6 at least 3 times a week, and record in their reading record.

Star reader awards at 25/50/75/100



- **Be Positive** - If your child misreads a word, don't say 'That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.
- **Maintain the flow** - If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters.

- **Communicate**- One of our core values is 'Partnership'. We know that children who make the most progress with their reading are those who read regularly at home. Try to communicate with the school staff regularly using the reading records/diaries with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading. And the teacher will know any concerns you have.





**Variety is important-** Remember children need to experience a variety of reading materials e.g. picture books, e-books, novels, information books, comics, magazines and poems.





**Talk about the books-** There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

Comprehension is taught weekly to all children at school, so the children are used to asking and answering questions about what they have read.



**THERE IS NO  
ENJOYMENT  
LIKE READING!**

**Model good reading habits-** children naturally imitate behaviour they see around them. If they see adults enjoying reading, they will be more likely to choose to read. Giving books or book tokens as presents, visiting the library and bookshops and encouraging your child and their friends to swap books are all great ways to foster a love of reading at home.

# Reluctant readers

- \* Read **to** your child as often as you can. They need to hear and see others enjoying reading.
- \* Audio books alongside print.
- \* Help develop a love of books - be interested and impressed by whatever they are reading.
- \* Take it in turns to read a sentence/page/chapter
- \* Choose funny stories
- \* Use ebooks, graphic novels, poems. Joke books, magazines and comics
- \* Read for a purpose- instructions for coding, origami, games. Non-fiction books about subjects they are interested in.
- \* Stick at it- little and often



## I spy

...play I spy games.  
Can you find words  
beginning with...? Can  
you find a picture of  
a....? How many ....  
can you see?

## Ask questions

...ask questions about the story as you read it  
i.e. What is the story about? Why do you think  
they made that choice? Was it a good choice?  
Why did that happen? What do you think will  
happen next? What was your favourite part of  
the story? Why?

## Make it fun

...enjoy reading  
together. Give  
characters funny  
voices and engage  
with the pictures.  
Make a game out of  
finding words that  
rhyme or start with  
the same sound.

## Create

...use reading to  
inspire drawings or  
new stories.

## Be seen

...make sure you are  
seen reading.  
Keep books and  
magazines at easy  
reach.

## Get out

...go to your public  
library regularly. Find  
the books you loved  
as a kid to read  
together.

## Go online

...look online & in  
app stores for  
appropriate word  
& spelling games.

## Make space

...have a special  
place or a certain  
time when you read  
together.

## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...

anything that is close to hand!

# Questions...

- \* Evaluation on post-its