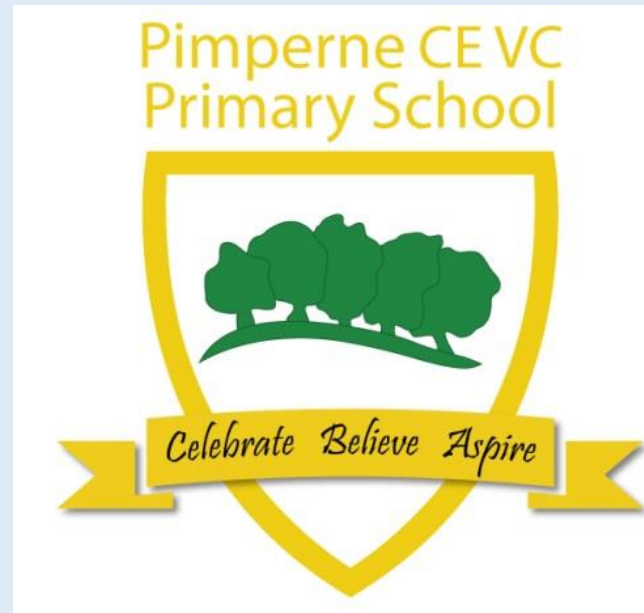


Reading Information Evening

November 2023



'As each one does their part, we grow in love'

Ephesians 4 vs.16



Creating a Reading for Pleasure Culture

Why?

- Evidence suggests that children who **read for enjoyment every day** not only perform better in reading tests than those who don't, but also develop a **broader vocabulary, increased general knowledge** and a **better understanding of other cultures**.
- In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

(Pearson, UK 2022)

"Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed – it's that simple."

Bali Rai



'As each one does their part, we grow in love'

Ephesians 4 vs.16



What difference can I make as a parent?

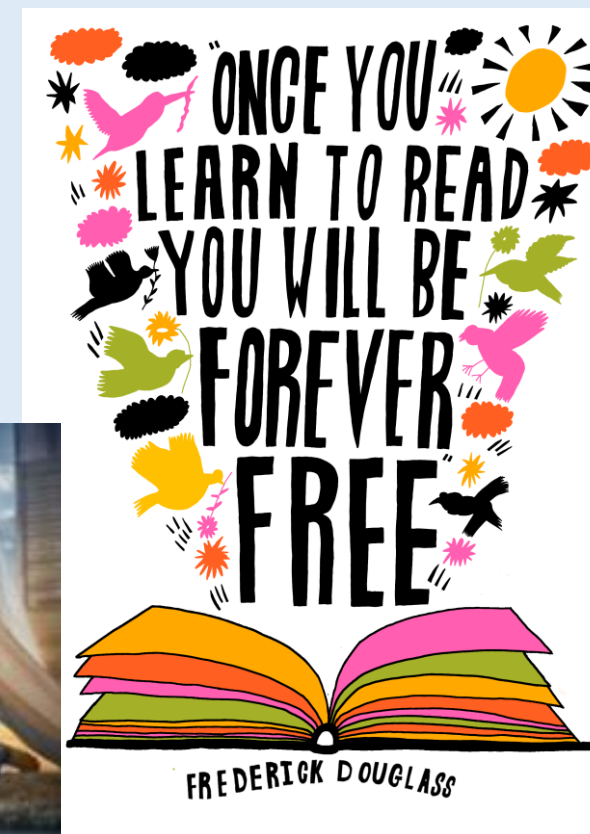
- You can make a **huge difference!**

Parents are the most important educators in a child's life - even more important than their teachers!

Together, we can raise the profile of reading and ensure that our children have the confidence to view themselves as 'readers'.

- ✓ Prioritise sharing books as 'special time' and not a chore.
- ✓ Talk about a book.
- ✓ Explain new/unknown vocabulary.
- ✓ Ask questions to support understanding (bookmarks).
- ✓ Model and value reading as a life skill.

Our aspiration is by Year 3: **All** our children will be **fluent** readers and able to read age-appropriate texts.



'As each one does their part, we grow in love'

Ephesians 4 vs.16





What is Reading Fluency?

1. The ability to recognise words.

Through a taught decoding strategy using a systematic synthetic phonics programme.



2. The ability to understand what has been read.

Read aloud using correct expression and intonation and respond during an 'in story/text' discussion to a variety of question types.



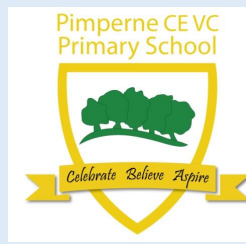
'As each one does their part, we grow in love'

Ephesians 4 vs.16



Why Reading Planet Rocket Phonics?

- Learning is **visual, interactive** with the use of flashcards and digital e-books.
- The pace and progression of the whole class approach promotes that '**no child is left behind**'
- The **structured progression towards fluency** supports our children's ability to pass the Year 1 phonics screening.
- In year 2, they revise previously taught phonemes grouped into sound families, using **Next Steps resources**, which also introduces a range of spelling patterns.
- At the heart of the Rocket Phonics programme are the digital-only teacher 'Big Books', of **language-rich stories** to teach all the target letter-sounds in context.



Rocket Phonics combines the alphabetic code knowledge and skills that are needed to learn to read and write, with language-rich children's literature. This approach embed(s) phonics in context and support(s) a love of reading and writing from the outset.

Author Abi Steel, 2022



'As each one does their part, we grow in love'

Ephesians 4 vs.16



What is Reading Comprehension?

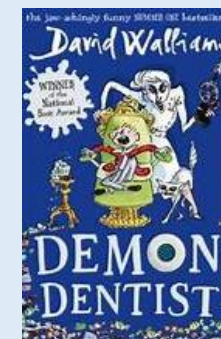
Once your child can decode words, they can begin to read for meaning.

In EYFS / KS1 reading the same text 3 times is encouraged.

- **First Read** - Decoding (**Blending** and **Segmenting** words)
- **Second Read** - Fluency
- **Third Read** - For understanding supported through questioning.

In school, our reading sessions include the use of carefully chosen texts to **engage**, **inspire** and **broaden** our children's knowledge.

During our reading sessions we support children to create a mental model of the text through thoughtful discussion and careful questioning.



'As each one does their part, we grow in love'

Ephesians 4 vs.16

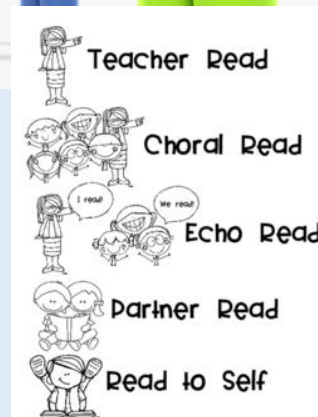


How do we teach Reading Comprehension?

- From Year 2 onwards, we teach **reading comprehension** using the VIPERS framework to focus our text discussions.
- VIPERS is an acronym that includes the **6 reading domains from the National Curriculum**.
- In Year 2 reading skills are taught and practised using a **mixture of small group and whole class** reading sessions.
- In Year 1 reading skills are taught and practised during a mixture of teacher led reads and some small group reading sessions using our Rocket Phonics target practise reader books.
- In EYFS reading is integral to the daily routine. Children are encouraged to join in with rhymes, songs and repetitive phrases and discuss ideas about what has been shared throughout the day.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



'As each one does their part, we grow in love'

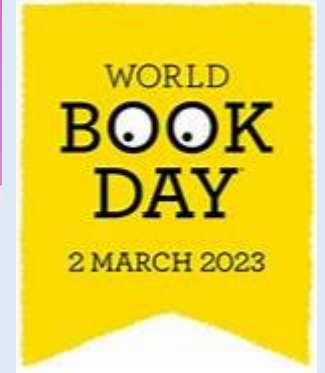
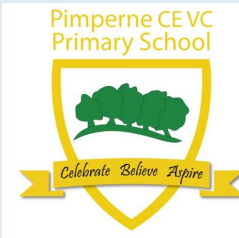
Ephesians 4 vs.16



Reading for Pleasure

How do we foster it?

- Children ***choose*** a class library book and scheme book to share at home each week.
- Daily **Everyone Reading In Class** - time allocated for independent/sociable reading.
- **Class texts** shared regularly purely for pleasure.
- **First Chapter Friday.**
- Library time.
- Reading **events** e.g. Readathon, World Book Day, Author Visits.



'As each one does their part, we grow in love'

Ephesians 4 vs.16



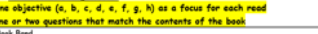
We continually assess reading fluency and comprehension.

- 1:1 Reading Sessions (daily/weekly)
- Group / Whole Class reading activities (at least 3 x weekly) discussion and written responses to questions
- Reading Papers (termly)

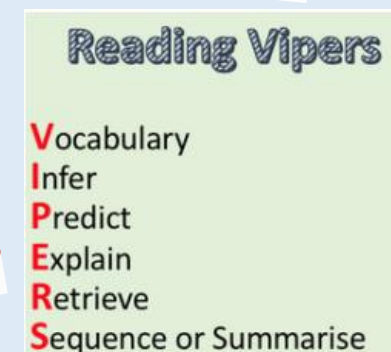
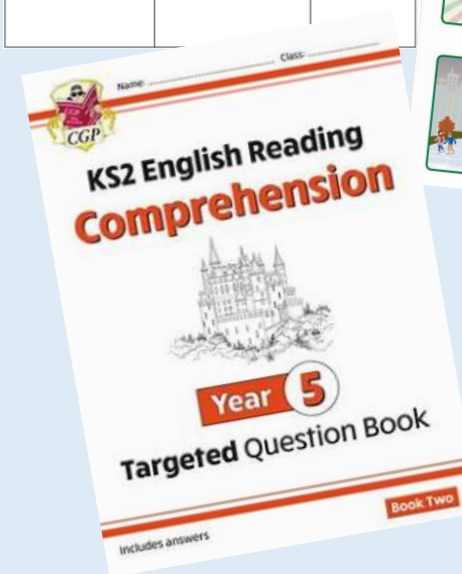
Individual Reading Record Name _____

Pick one objective (a, b, c, d, e, f, g, h) as a focus for each read
Use one or two questions that match the contents of the book

Look Book Band



Reading objectives:	Year 3 & 4	Reading prompts
<p>The pupil can:</p> <ul style="list-style-type: none"> a. Read fluently, decoding longer words with support; testing out different pronunciations b. Apply growing knowledge of root words and prefixes (an-, im-, in-, ille-, dis-, mis-, un-, re-, sub-, inter-, super-, and out) c. Apply growing knowledge of root words and suffixes (-tion, -ly, -ous, -ture, -ure, -ion, -tion, -sion and -ion) d. Read most Y3/4 common exception words <p>In age appropriate texts, the pupil can:</p> <ul style="list-style-type: none"> e. Read with an awareness of the audience f. Read texts with different structures and purpose. <p>In discussions, the pupil can:</p> <ul style="list-style-type: none"> g. Make inferences based on what is being said and done about characters' feelings and make predictions h. Retrieve and record a range of information using Text Features 	<p>Text: _____ Date: _____ Comment: _____</p> <p>Text: _____ Date: _____ Comment: _____</p> <p>Text: _____ Date: _____ Comment: _____</p>	<p>Questions to ask:</p> <ol style="list-style-type: none"> 1. How is the character 'feeling'? How do you know? 2. Why did the author use that word? 3. What type of story is this? 4. What words create the mood? 5. How is the text organised? 6. Can you find powerful adjectives? 7. Can you think of another story with a similar plot? 8. What does that word mean? 9. What do the pictures/diagrams / labels add?



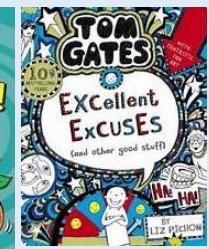
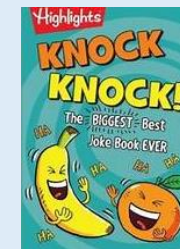
'As each one does their part, we grow in love'

Ephesians 4 vs.16



What if I have a Reluctant Reader?

- Talk about books.
- Make it fun!
- ... and try funny books.
- Don't worry about what your children are reading.
- Give them the chance to choose.
- Enjoy books out loud!
- Find books related to their interests.
- Try a series.



[Taken from: What if my child doesn't like reading? | BookTrust](#)



'As each one does their part, we grow in love'

Ephesians 4 vs.16

