

# **Welcome to our Parent Reading**

## **Workshop**

### **Miss Newe and Mrs Pettifer**

#### **Our aims for today –**

Look at what the research says about reading and its importance

Understand the importance of early reading and phonics

Understand the importance of fluency and how you can build this at home

Have a clear understanding of comprehension

Give hints and tips of how to get your child reading at home



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?

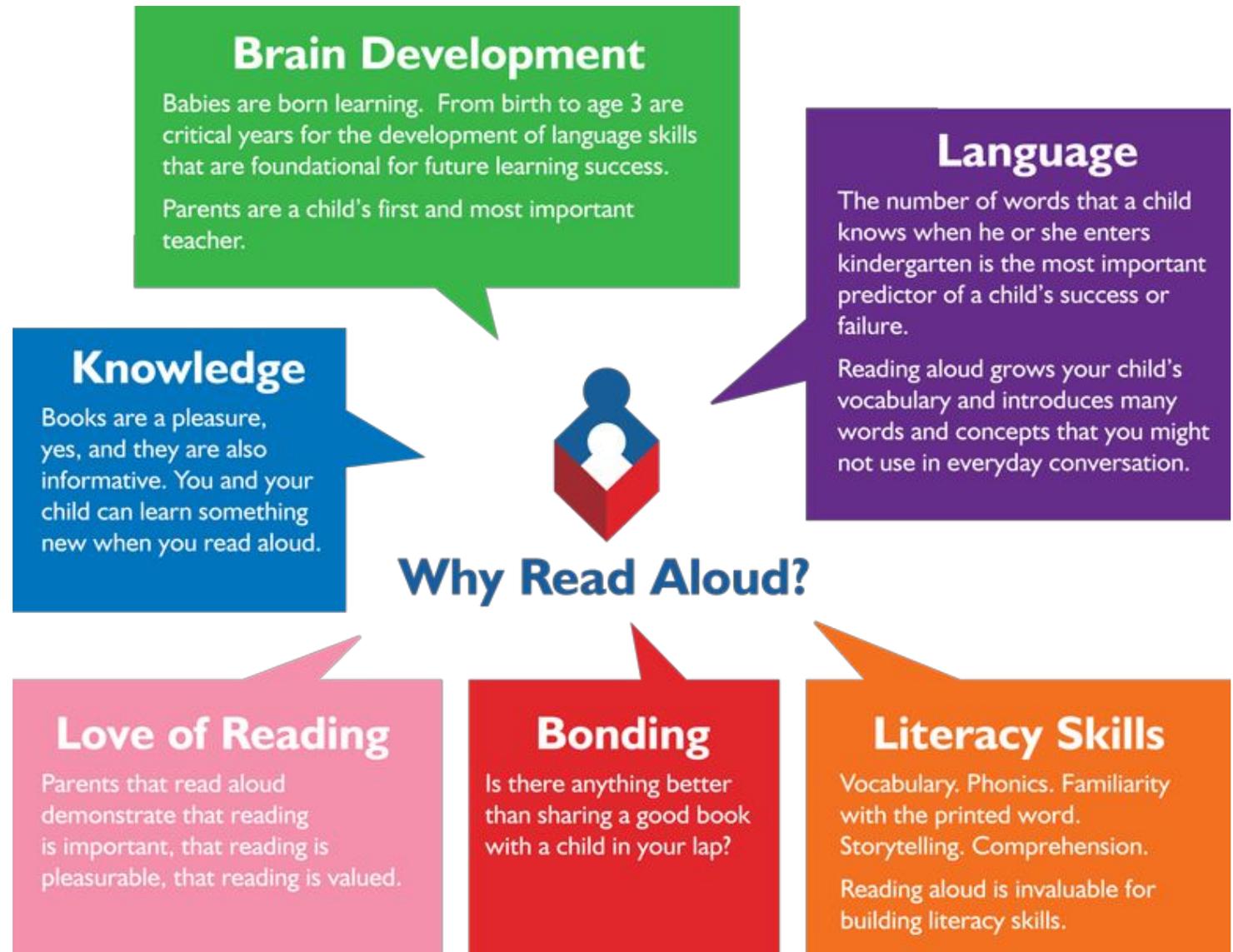
- Games and online distractions
- Rise in social media
- Find books boring
- Lack of time
- Not being read to from an early age by adults (at home and school)
- Seeing reading as a process for learning rather a pleasure activity
  - **‘Reading for pleasure’ is being confused with ‘literacy’** by many parents at home who commonly do not realise that the more it is 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.

# 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!

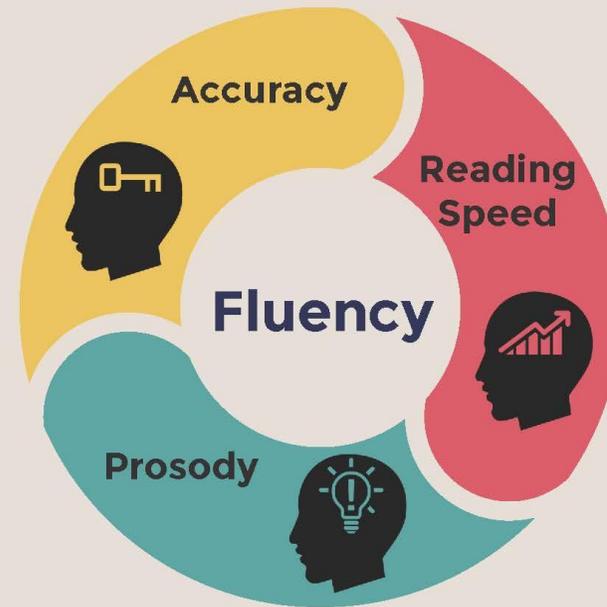


# What is fluency and why is it important?

- 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?

Oral reading fluency includes 3 parts.



### Accuracy

Reading with few errors.

### Reading Speed

The rate at which a student reads.

### Prosody

The skill of reading aloud with proper intonation, phrasing, and expression.

### Why should we focus on Fluency?

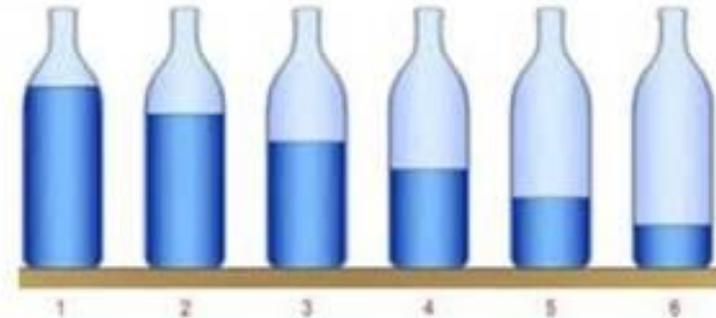
Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

# What is fluency and why is it important?

- For a child to be fluent, phonic knowledge is important. Sight reading non decodable words is also crucial.
- 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.

## The Comprehension Bottleneck

The liquid inside the bottle represents cognitive load required for decoding. Where there is too much decoding, there will be a bottleneck in comprehension.



# Three we help to build fluency ...

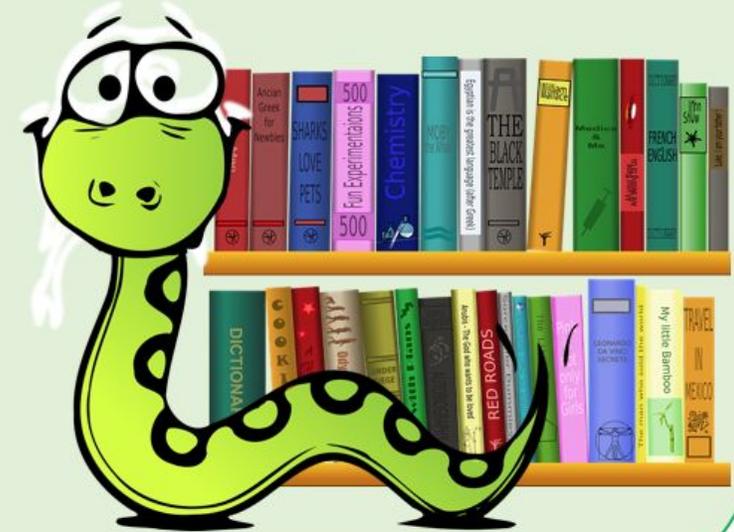
- 1. Read and follow** – the adult reads the text and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.
- 2. My turn, your turn** – take turns reading a page or a paragraph. Here you are modelling how to read with 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.

## Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



# What you can do to help develop comprehension...



That's something lacking in a lot of modern-day families – just talking. It's almost a lost art form.

Ryan Kwanten

- Comprehension of the world will develop comprehension in reading...
- Ways you can develop comprehension –
  - Talking a lot at home... about everything
  - Develop your child's curiosity and general knowledge 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?

## Vocabulary -

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:** 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** – 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 –**

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

- 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 -

- 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?

# Encouraging Reading at Home: KS2

## Accelerated Reader:

- Children will read their book.
- They will log onto the website and complete the quiz about the book.
- They earn points for completing quizzes.
- They have a half-termly target for points.
- If they reach their target, they will receive a certificate.

