

Reading at St Mary's

Why is reading important?

“The ability to read and the acquisition of language is essential for one to participate fully as a member of society” - Department for Education.

- ▶ Underpins the whole school curriculum.
- ▶ Stimulates imagination and creativity.
- ▶ Widens their knowledge and understanding about the world.
- ▶ Develops and widens vocabulary and language skills.
- ▶ Aids their cognitive development.
- ▶ Promotes achievement in other subjects across school.
- ▶ Improves concentration.

Our intent at St Mary's:

- ▶ To instill a **love of reading**, through exposure to a range of **high quality, varied texts**.
- ▶ To provide opportunities for children to be **exposed to wide ranging vocabulary**, which will enable them to communicate effectively and confidently with others.
- ▶ To ensure that children are provided with the best opportunities to access and progress through our curriculum.

The domains of reading:

Fluency

- Decoding words -
Phonic awareness
- Word recognition
- Speed and stamina
- Accuracy
- Expression

Comprehension

Processing the text to understand its meaning.



- Knowledge and understanding of vocabulary in the text.
- Understand the text as a whole.

How we teach reading:

Fluency

- ▶ From Reception upwards, children have a reading book phonetically matched to their ability.
- ▶ Both fluency and comprehension need to be evident to move onto a new stage. It is essential that re-reading takes place.
- ▶ Children are taught to segment (sound out) and blend words they are unsure of throughout all years.
- ▶ At each stage, books increase in difficulty and length to develop pupils speed and stamina.

How we teach reading:

- ▶ All classes have daily story time timetabled.
- ▶ KS2 have whole class, daily reading lessons focused on either a core text or an extract.
- ▶ KS1 have a total of 5 reading lessons over 2 weeks, focused on a core text or an extract, all whole class.
- ▶ Our lessons focus on a variety of reading skills such as: Retrieval, prediction, summarising, vocabulary, inference, making comparisons between texts, sequencing, authorial intent and language choice.
- ▶ Children will be exposed to different question types, more so as they go up the school, to prepare for the Y6 end of year assessments.

Lesson Structure:

- ▶ All of our lessons follow a structure of introducing and teaching new vocabulary, fluency (reading the text in some way), then comprehension.
 1. **Explain** - Teachers will explain a concept being taught to the children.
 2. **Example** - Teachers will model how to answer a question, focused on a skill.
 3. **Attempt** - Children will then attempt a similar style question.
 4. **Apply** - They will apply their learnt skill to a different style question.
 5. **Challenge**

How do we promote reading for pleasure?

- ▶ Book areas in all classrooms, with high quality texts of different genres.
- ▶ Access to the school library to borrow books for pleasure.
- ▶ Book fairs
- ▶ Reading aloud in class & assemblies.
- ▶ Daily story times/singing/rhymes in class.
- ▶ Visits/experiences linked with reading e.g. World Book day, poet visit last year.
- ▶ Sharing with other classes
- ▶ Access to diverse book trolley during lunchtimes
- ▶ Reading club.

How can you help?

- Reading at home regularly with your child 4 times a week.
- Asking them questions about what they have read or what you have been reading to them (question mats)
- Encourage them to sound out and blend unfamiliar words.
- Explore meanings of new words with them.

Regular reading impacts a child's success at school.
If not addressed early the educational gap widens...

Child A



Reads 20 minutes
per day

3,600 minutes
per school year

1,800,000 words
per school year



Child B



Reads 5 minutes
per day

900 minutes
per school year

282,000 words
per school year



Child C



Reads 1 minute
per day

180 minutes
per school year

8,000 words
per school year



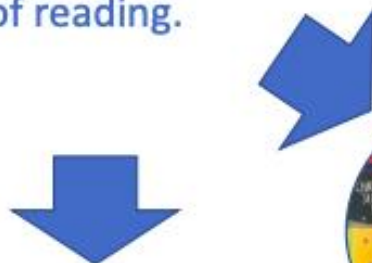
Supporting Readers at Home



Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Children who read, and are supported as readers, develop strong reading skills and do better at school.

For more ideas see the OU website:
www.ourfp.org



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



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Thank you for listening.

Any questions?