

Reading Workshop

Oak Meadow
Primary School



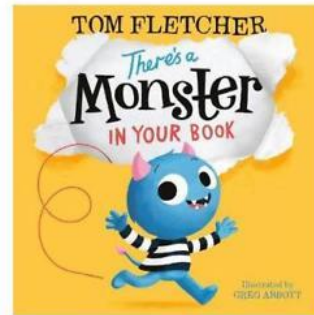
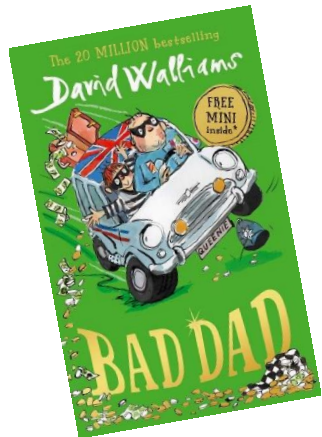
Thank-you for joining us to celebrate reading! We are hoping to share how reading is taught within school and will share activities that could be used at home to develop children reading ability further.

Wednesday 6th March 2019

Developing a love of reading

Reading is a vital skills that is used consistently in daily life. Children are able to develop their reading skills through a range of different activities.

Children enjoy hearing stories, reading magazines and using games where they have to read instructions, therefore creating a positive learning approach is very important. Working in collaboration with school and parents will help to create a love of reading for all children.



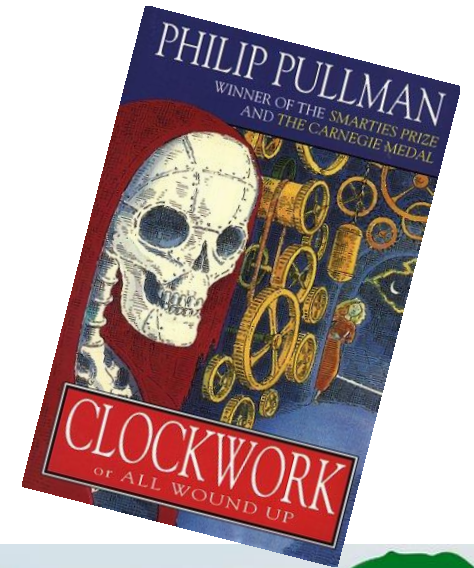
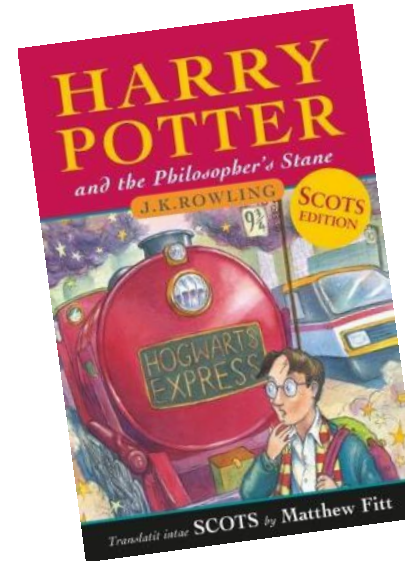
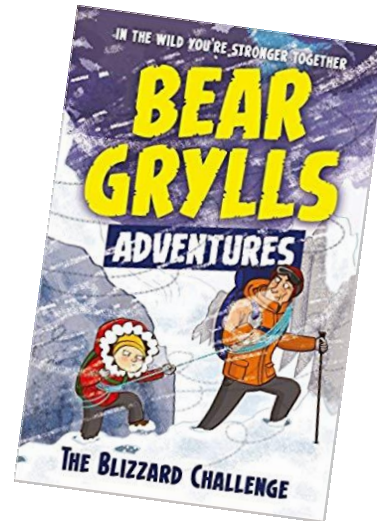
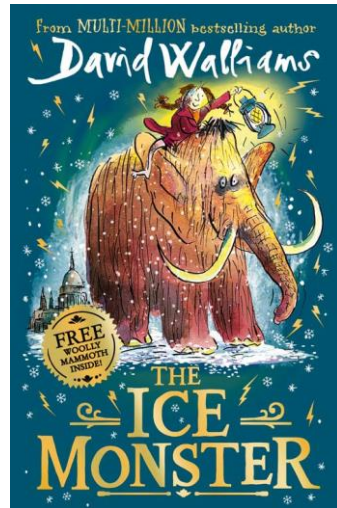
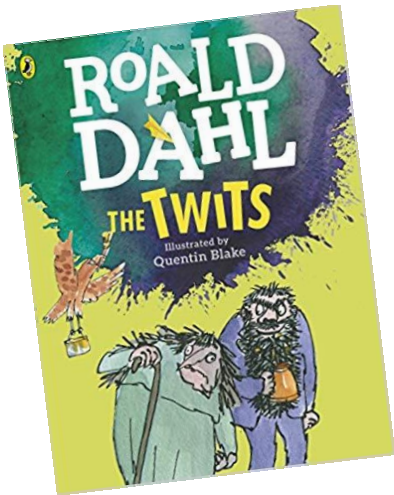
Reading Workshop

Oak Meadow
Primary School



Developing a love of reading!

At Oak Meadow, children have many exciting reading opportunities throughout their time at school. Here is a selection of texts children are using within their lesson. All of these books have been chosen with children's interests in mind and are the foundations for creating cross curricular links within learning.



Reading Workshop

Oak Meadow
Primary School



Mindfulness!

Mindfulness creates space to let new information in and to allow us to see how it relates to what we already know. Resilience and mindfulness is an important part of our school day and it helps to promote a happy and calm frame of mind - which is essential to learning. There are many different strategies that are used in school to promote mindfulness and reading is an extremely important and useful activity.

Mindful reading slows down the reader and the reading—that alone changes the experience. It is a process of quiet reflection that requires mindful attentiveness, letting go of distracting thoughts and opinions to be fully in the moment with the text. It moves the reader into a calm awareness, allowing for a more profound experience and understanding.



Reading National Curriculum

The programmes of study for reading at key stages 1 and 2 consist of 2 areas:

- word reading (blending and sight reading)
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both areas; different kinds of teaching are needed for each.

- Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Reading National Curriculum

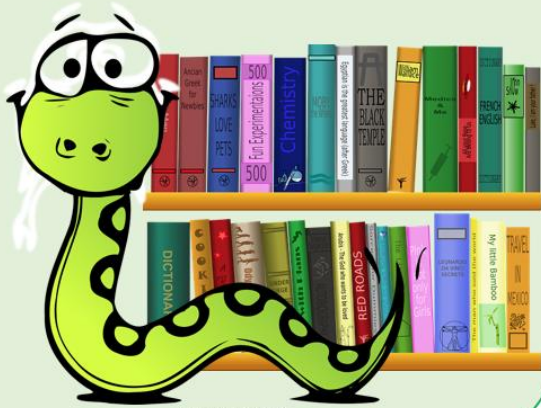
- Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.
- All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.



Reading assessment within school

Reading Vipers

Vocabulary
Interpret
Predict
Explain
Retrieve
Sequence or Summarise



www.literacyshed.com (c) 2017

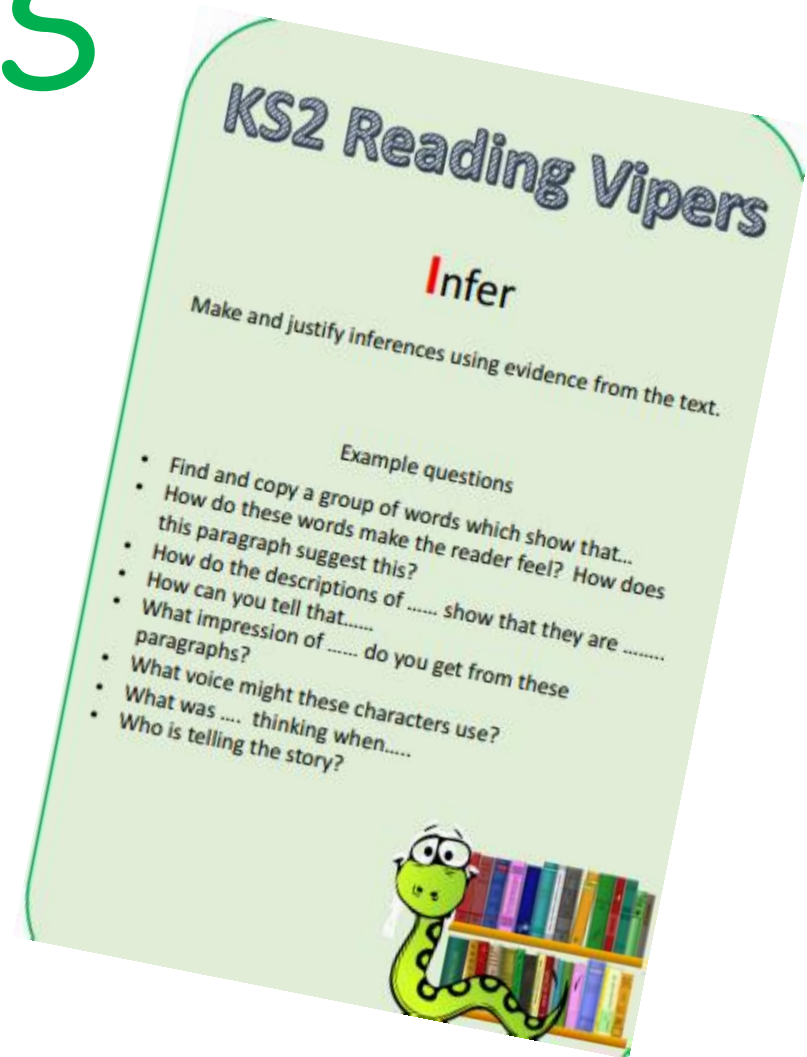
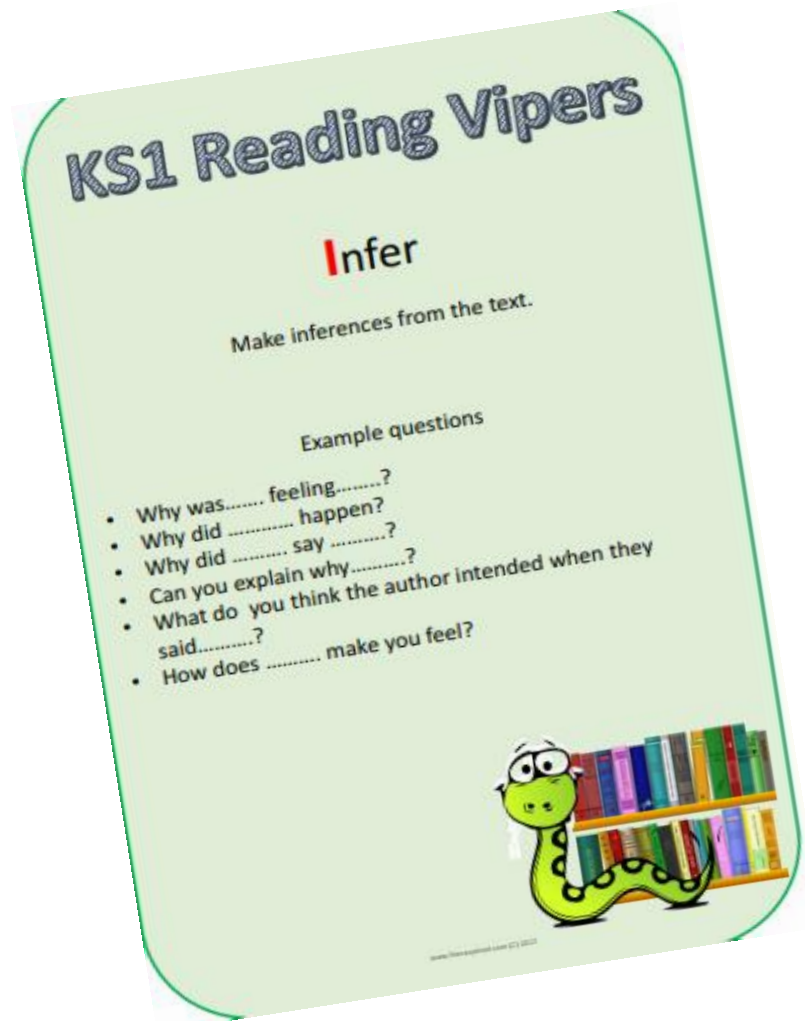
- Reading Vipers are a range of reading prompts that have been developed to match the reading domains (reading skills) in the 2016 National Curriculum.
- Each of the domains provided key questions that can be used to help develop children's reading comprehension and understanding.
- During GR sessions, skill lessons are taught with a VIPERS focus, allowing precise application of each strand.

Reading Workshop


Oak Meadow
Primary School



VIPERS



Reading Workshop


Oak Meadow
Primary School



Early readers

Reading begins with developing skills to decode words. RWI is used within school to teach children the phonic sounds that are needed to read fluently and accurately. This will help them to blend unknown words and begin to read.

Depending on which 'sound set' children are on, they will be given texts that they can read independently. More challenging texts can be read to the children and questions can be asked to help develop their understanding.

Complex Speed Sounds											
Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk	
ph	le	mb	kn	wr	se		s	ci			
					c		se				
					ce						
b	c	d	g	h	j	p	qu	t	w	x	y
bb	k	dd	gg		g	pp		tt	wh		ch
	ck				ge						tch
	ch				dge						
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				a-e	y	i-e	o-e			
					ai	ea	ie	oa			
						e	i	o			
							y				
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
u-e			oor	are	ur	ow	oi				
ue			ore		er						
ew			aw								
			au								



Early readers

Giving children the opportunity to explore and read a variety of texts are very important. For example, within reception's topic of Space, a range of information books are available for children to read, even if they are unable to access every word.

Children will be given reading books to take home dependant on their phonic ability. All books that children bring home are phonetically decodable and they don't need to learn words by sight. Each pupil also has access to Bug Club which provides a wider range of books that can be accessed online.



Developing comprehension skills

- When children are able to decode words and read independently, it is important that they are able to understand the texts that they have read.
- Some children are able to decode and fluently read texts, but lack the inference skills that are needed to enjoy, question and understand what they have read.
- The National Curriculum (SAT's) test children's comprehension skills and therefore it is important that children are taught these skills in a range of ways from a young age.



Using differentiation to develop Comprehension.

- To develop comprehension skills, it is important that children are given an age related book that they are able to enjoy and relate to.
- Each year group is given the same text with a wealth of vocabulary and an exciting plot.
- After the text has been read, questions are scaffolded for each ability group so that they are still able to access the information but in different ways.
- This is effective as it helps children to process the same information but give them support to find the answers within the text.



How to develop comprehension skills!



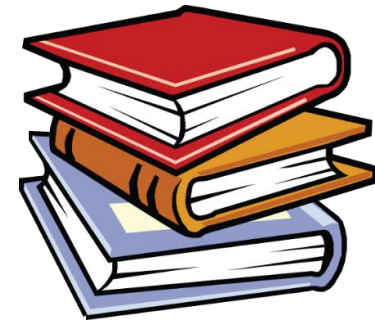
Discussion about books you may have read together.



Inference pictures.



Effective questioning.



Book talk.

Reading Workshop

Key questions

Guided Reading Question Sheet Year 1

Questions	Questions (linked to reading domains)
	<p>Reading Domains</p> <p><u>1a Draw on knowledge of vocabulary to understand texts</u></p> <p>What does the word xxx mean in the text? Which word in the text tells you how xxx was feeling?</p> <p>Which word means the same as.....?</p> <p><u>1b Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information</u></p> <p>Retrieval Questions:-</p> <p>What, Who, Where, When, Why?, How much/many?</p> <p><u>1c Identify and explain the sequence of events in texts</u></p> <p>What happens first in the story?</p> <p>Sequence these sentences from the story?</p> <p>What happened before or after something?.....</p> <p><u>1d Make inferences from texts</u></p> <p>Which words make you think that.....?</p> <p>How can you tell that ...?</p> <p>Can you explain why.....?</p> <p>Why did something happen?</p> <p>Why did someone do something?</p> <p>How do you think someone is feeling/felt at a point in the story?</p> <p><u>1e Predict what might happen on the basis of what has already happened</u></p> <p>From the cover/title, what do you think will happen in this story?</p> <p>What will happen next?</p>



Reading Workshop

Oak Meadow
Primary School



- Year 1: Which word makes you think that the man's face was scary?



“Aaarrggghhh!” screamed the boy.

The most monstrous face he had ever seen was peering down at him. It was the face of a man, but it was completely lopsided. One side was larger than it should have been, and the other was smaller. The face smiled as if to calm the boy down, only to reveal a set of broken and rotten teeth. This made the boy even more scared than before.

“Aaaaarrrrrrggggghhhhh!!!!!”

he screamed again.

“You will be all right, young sir. Please try and be calm,” slurred the man.



- Year 6: What does the word 'monstrous' suggest about how the character is being portrayed?

How school is helping to develop a love of reading within school.

- Reading celebration days including World Book Day!
- Class read! Children will have the opportunity to select their own book from the Book Fair.
- Teacher sharing books within assemblies and classes.
- Guided Reading lessons.
- We incorporate reading a range of texts into our topic lessons which allows children to apply their reading skills.
- Reading recommendations.
- Reading interventions.
- Librarians - new books have been purchased that the children have requested.
- Y6 reading club.
- New library



To encourage a love of reading we recommend ...

- Allowing children to read a wide range of texts including; stories, articles, poems and newspaper reports.
- Visiting book shops to explore any new releases.
- Sharing stories that others have recommended.
- Using Amazon to preview new releases.
- Using the school library to borrow texts.





Bug Club

Resources to Help at Home

[Bug Club](#)

[CGP Revision Guides](#)

<http://www.bbc.co.uk/schools/revision/>

BBC BiteSize - This is an excellent site, providing revision help for KS2, KS3, KS 4 and KS5. This covers all subjects through activities and tests.

<http://www.woodlands-junior.kent.sch.uk/revision/index.html>

Revision pages at **Woodlands Junior School**. These revision pages support the work they do at Woodlands Junior School. They have been put together for their students to help them with their revision. Included are some sample questions taken from past Key Stage 2 SATs papers, as well as a whole host of interactive tests/quizzes.

[https://www.purplemash.com/sch/OakMeadowLiteracy Bootcamp](https://www.purplemash.com/sch/OakMeadowLiteracyBootcamp) -

This site allows children to play games by practicing their reading skills.

Reading Workshop


Oak Meadow
Primary School



Bug Club

- Every child in school has access to Bug Club.
- This is an interactive resource that provides children with a range of texts they can read independently and also have the opportunity to develop their comprehension skills by answering a range of questions.
- iPads

Phonics Bug

Phonics Bug books are incorporated in the **KS1 Independent Reading** packages and can be supported by **Phonics Bug Whole Class Teaching Tools**.

Phonics Bug Whole Class Teaching

Phonics Bug Whole Class Teaching contains everything you need to teach and assess synthetic phonics in Reception and KS1.

The programme is edited by Professor Rhona Johnston and Dr Joyce Watson, and is based on a seven year study in Clackmannanshire that proved systematic synthetic phonics is the most effective way to teach children to read.

Structured daily lessons help you deliver engaging phonics lessons around all aspects of language. Plus, you can assess how your children are progressing by using the online assessment tools provided.



Grammar & Spelling Bug



Grammar and Spelling Bug breathes new life into grammar, spelling and punctuation lessons with hundreds of engaging practice games that children will want to return to again and again, plus comprehensive lesson plans and assessments available at the click of a button.



To find out more, go to
www.pearsonprimary.co.uk/discovergrammarspelling

Reading Workshop

Oak Meadow
Primary School



Any Questions? You are now invited to visit your
Child's class and read with them and please visit our Y6 to demonstrate how to use bug club.



Bug Club

Reading Worksh

