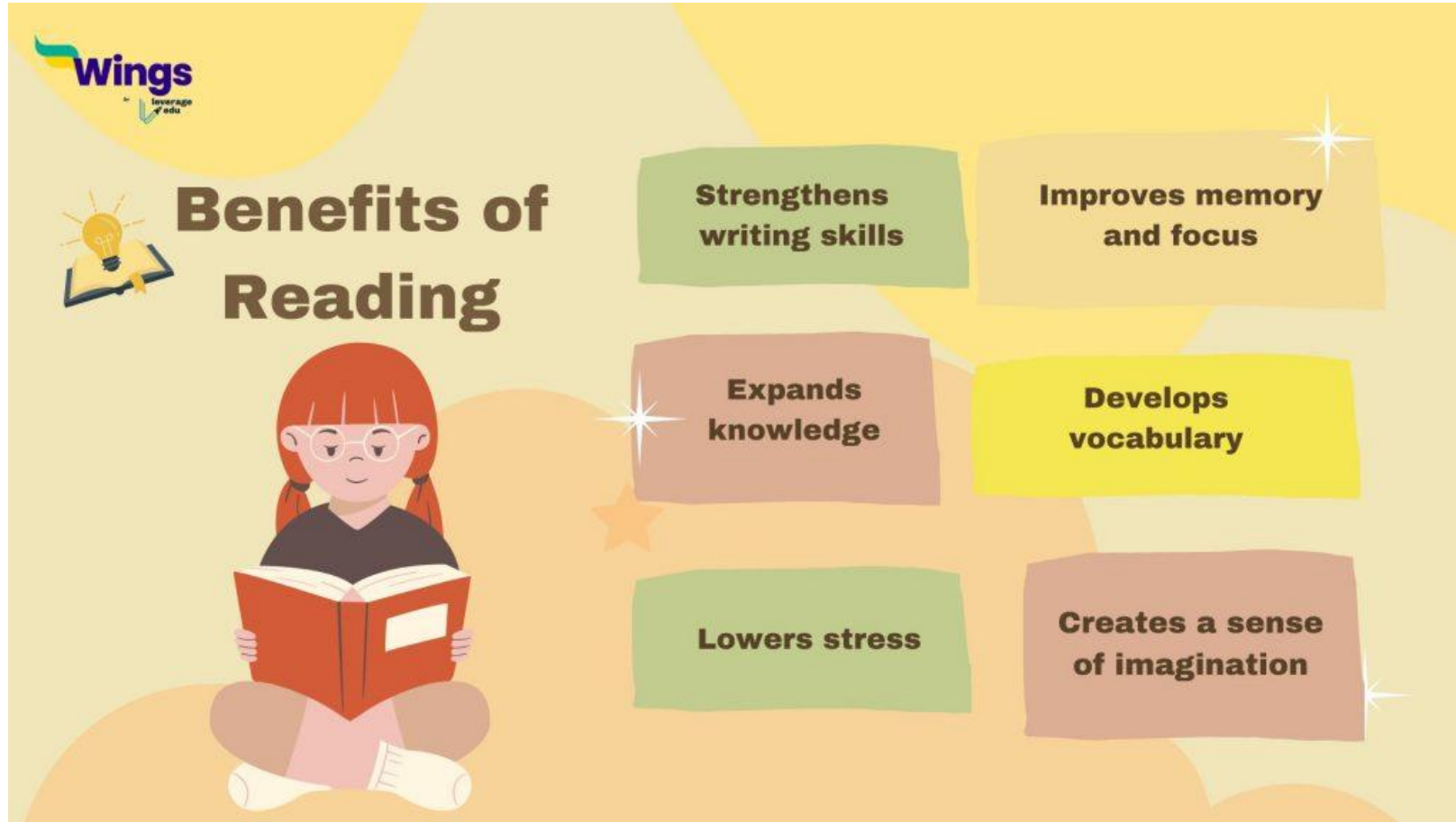


READING WORKSHOP

Autumn 2023

WHY READ?



OUR CHILDREN — WHY READ?

- “It helps you with your writing.”
- “It is good for your Growth Mindset and makes your mind work harder.”
- “It gives you ideas and improves your imagination.”
- “It helps you become more creative.”

OFSTED REPORT 2023

Leaders have ensured that there is a systematic phonics programme in place from the early years to key stage 1. This is delivered consistently well by staff who have suitable expertise in early reading. Children grasp the phonics code quickly in the Reception class. They read books matched to their phonics knowledge. This enables them to practise and build on what they know. Older pupils read fluently and with expression. Support is in place to ensure pupils catch up quickly if they find reading difficult. Pupils enjoy reading a wide range of fiction and non-fiction books. Pupils listen to poetry and novels from authors from diverse backgrounds. Pupils love reading.

THE SIMPLE VIEW OF READING

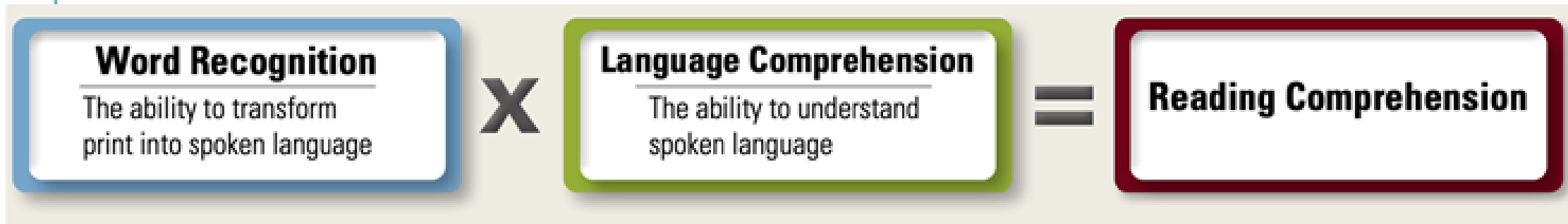


Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)

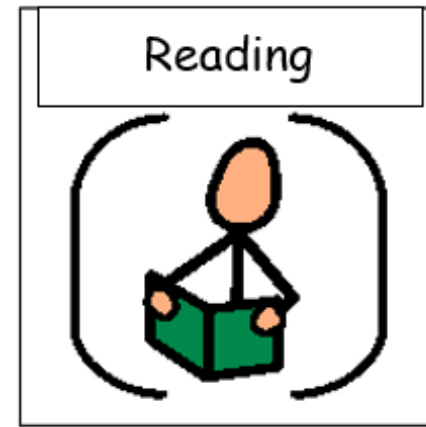
- The national curriculum has two dimensions: 'word reading' and 'comprehension'
- Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read.
- Word reading (decoding) refers to reading unfamiliar words by saying the sounds corresponding to the letters in the words and then blending the sounds together and reading familiar words accurately at a glance.

NATIONAL CURRICULUM Y3 AND Y4

- By the beginning of Y3, pupils should be able to read books written at an age-appropriate interest level.
- They should be able to read them **accurately** and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to **decode most new words** outside their spoken vocabulary.
- As their decoding skills become increasingly secure, teaching should be directed more towards **developing their vocabulary** and the breadth and depth of their reading, making sure they become **independent, fluent and enthusiastic** readers who read widely and frequently.
- They should also be developing their knowledge and skills in **reading non-fiction** about a wide range of subjects.
- They should be learning to **justify their views** about what they have read: with support at the start of year 3 and increasingly independent by the end of year 4.
- Pupils' should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

AT ST. PAUL'S

- Daily 30 minute Guided Reading session
- Daily reading of a class book
- Weekly extended reading session involving discussion
- Topic books available for History/Geography and Science topics
- Range of books in class library (short and long reads)
- School library
- Reading homework task



WHAT TO READ?

- Children should read a range of different texts including stories, information books, picture books and poetry
- School website <https://www.stpaulscrompton.org.uk/year-4>
- Local library suggestions
- Recommendations from peers or Teacher
- <https://www.booksfortopics.com/>
- Re-reading previous books

- ‘Pupils are much more likely to enjoy reading if they have chosen the book because it appeals to them rather than because they have been told to read it.’



HOME READING



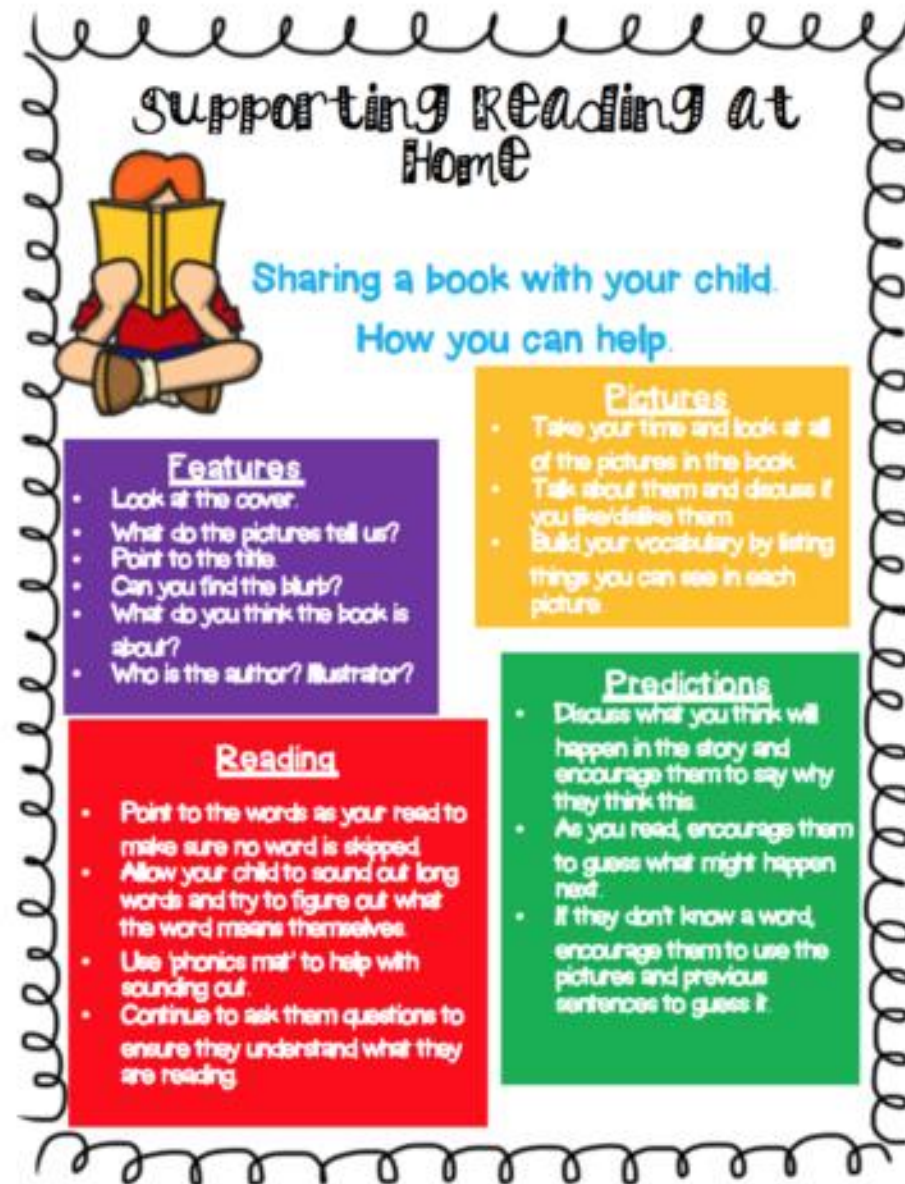
- Home Reading is expected 5 times a week for at least 10 minutes
- Records are checked on a Monday
- Checked by Teacher, dated, signed and stamped for a raffle ticket
- If late, still checked, dated and signed
- If not enough reading completed by Wednesday, then child will be asked to read extra during the school day
- We are encouraging children to read everyday at home. There will be a prize for every 3 full weeks of reading in a half term.
- There is also a section at the bottom of each week where children can add interesting vocabulary to see the link between reading and writing

HOME READING

- This should always include...
- The book banded book a child receives from school
- For extra sessions it could include...
- A Reading for Pleasure book from the class or school library
- Reading on Bug Club
- Reading a book or magazine from home
- Sharing a story with an adult or sibling

SUPPORTING READING AT HOME

- When reading at home with your child, try also talking to them about the book and what they are reading.
- There are a set of questions available to take home which you could ask your child about their reading.



Supporting Reading at Home

Sharing a book with your child.
How you can help.

Features

- Look at the cover.
- What do the pictures tell us?
- Point to the title.
- Can you find the blurb?
- What do you think the book is about?
- Who is the author? Illustrator?

Pictures

- Take your time and look at all of the pictures in the book.
- Talk about them and discuss if you like/dislike them.
- Build your vocabulary by listing things you can see in each picture.

Reading

- Point to the words as you read to make sure no word is skipped.
- Allow your child to sound out long words and try to figure out what the word means themselves.
- Use 'phonics mat' to help with sounding out.
- Continue to ask them questions to ensure they understand what they are reading.

Predictions

- Discuss what you think will happen in the story and encourage them to say why they think this.
- As you read, encourage them to guess what might happen next.
- If they don't know a word, encourage them to use the pictures and previous sentences to guess it.

BUG CLUB



- Reminders of logins and new passwords have been set
- QR code in the front of children's Reading Records
- Books are set by the Teacher at the correct level
- Questions are asked along the way to help with understanding
- Can be recorded in reading records as an extra entry

NOW IT'S YOUR TURN

- Pre-read example including **predict, clarify, summarise, and question,**
- Topic books – fact find.

COMMENT CARDS AND SURVEY QUESTIONS

- We hoped you have enjoyed the session and see how important reading is in our school curriculum.
- We would like your feedback on the session and how useful you found it.
- Please complete a comment card about the session.
- Don't forget our adult bookshelf in the office waiting area.

