



SUPPORTING CHILDREN TO READ

19th October 2023

Thank you for reading with your
children at home and recording it in
reading journals!



What we are going to cover

1. Getting the right time to read
2. How we teach early reading
3. What happens after Read Write Inc?
4. Book Bag books
5. Reading journals

How you can help at home

You will see this symbol:



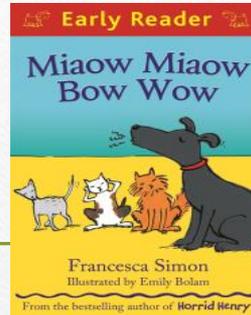
Three stages of readers



Early Readers

Learning sounds.
Learning to blend.

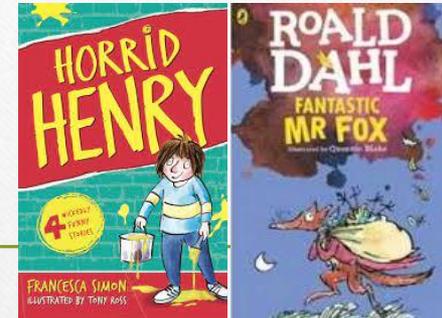
Reading
discussion books.
Sharing picture
books.



Emergent Readers

Blending simple
words.
Some sight words.

Reading **Book Bag
Books**.
Potentially graphic
novels / phonic
schemes.



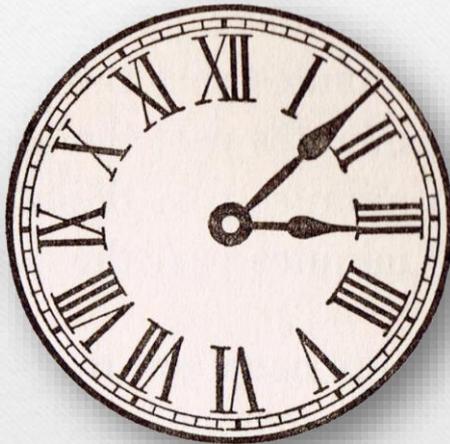
Confident Readers

Decoding
independently.

Reading book at
own ZPD.
On Accelerated
Reader scheme.

How often to read?

We set general guidelines for how often children should read.



Reception: 5 minutes a day

Year One: 10 minutes a day

Year Two: 15 minutes a day

*Journals are checked weekly by
Teachers.*

General reading principles

Children should be able to read between 85% to 95% of their book.



Children should have a book that matches their ability.

This might be a Book Bag Book or one with a ZPD.



General reading principles

Make the children feel comfortable. Chat a little at first.

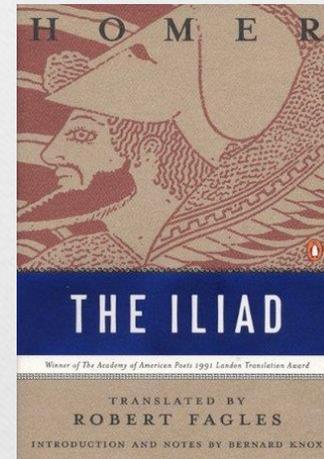
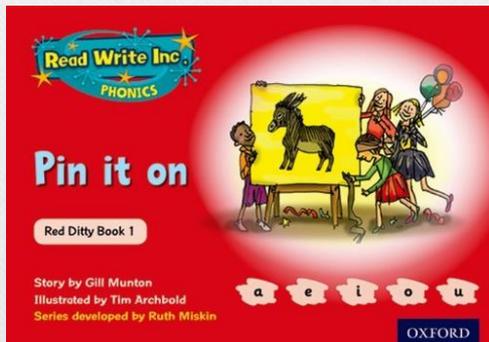
Praise. Lots and lots of praise.



You can also read to your child and talk about what you have read.

Importance of phonics

Phonics underpins reading and is the main tool for the majority of children to decode a text.

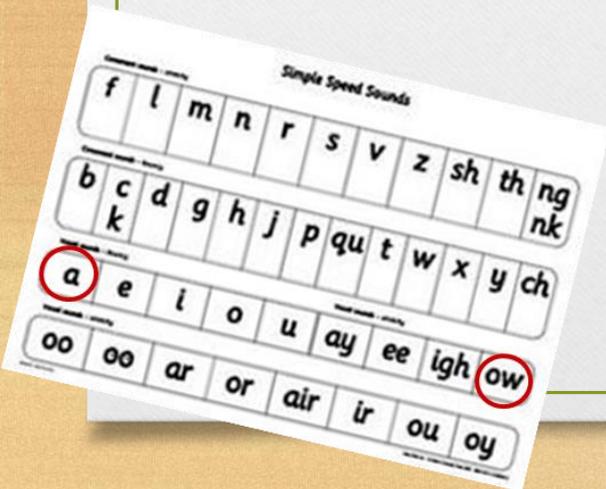




It is really important to pronounce the sounds with clearly and correctly!

“B” not “buh”

“F” not “fuh”





Ways to support Early Readers

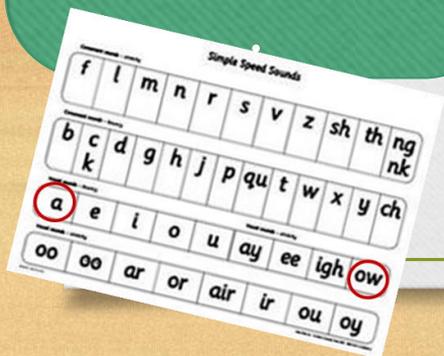
Children that are still learning the Set One and Set Two sounds.

Helping to identify sounds.
Model pronunciation

Modelling blending:
Fred talk
c-a-t-
cat
My Turn, Your Turn.

Modelling reading the sentence. My Turn, Your Turn.

Praise!





Ways to support Early Readers

Context!

Before children read, look at the front cover and discuss what it might be about.

If a child is not feeling engaged e.g. very tired, you can read through the book first.

Define any vocabulary.



Early readers

Reading requires many skills that children need to apply at the same time.

Recognising
sounds.

Being able to
'sound out'
sounds.

C-a-t

Putting
sounds
together:
'blending'.
Cat

Understanding
vocabulary.

Comprehending what
has happened in the
book.

Sight
words.

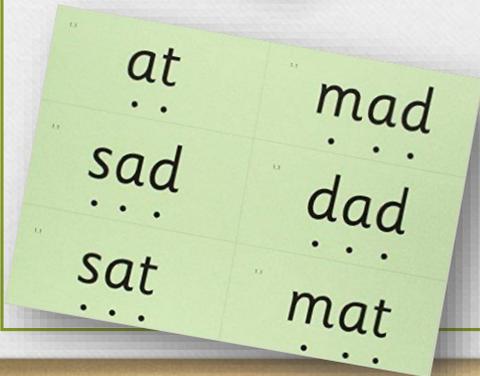
What do we do in Phonics?

Sessions shift between the Teacher and children.
Lots of the children teaching each other.



Recap sounds that have
already been learnt.

Green word and red word
reading practise.

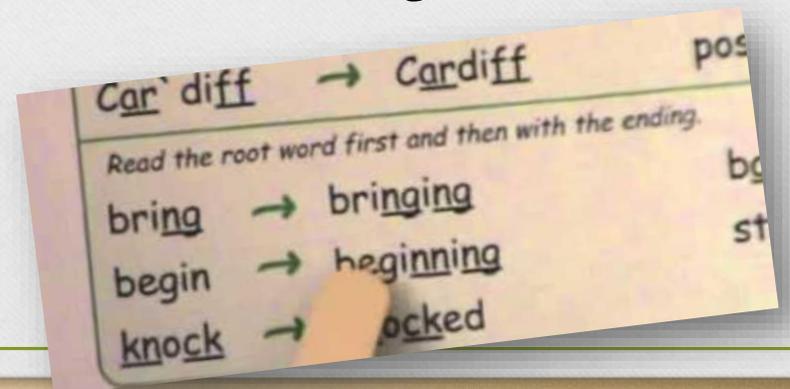


Using books

Phonics: peer teaching



MT, YT
Speed sounds
Green words
Red words
Read the story



Application of phonics

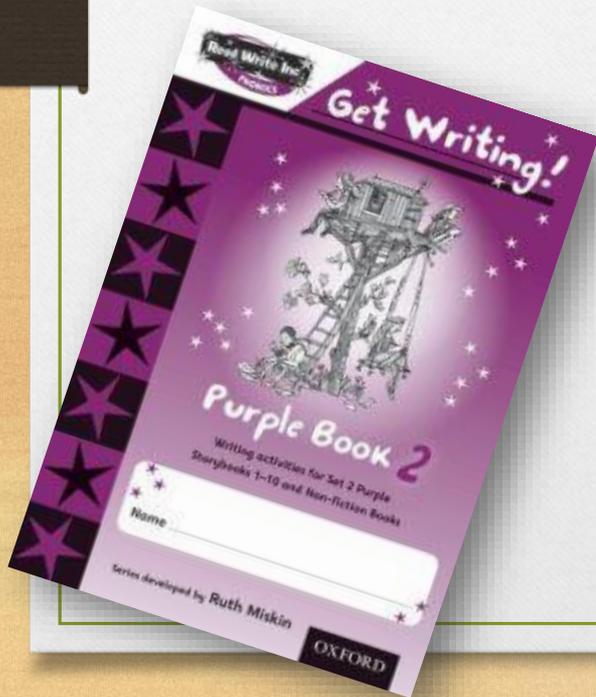
Applying Phonics to their writing.

Children can read the sound - can they write it?

Different writing activities in the week.

Tasks are about the book they have been reading.

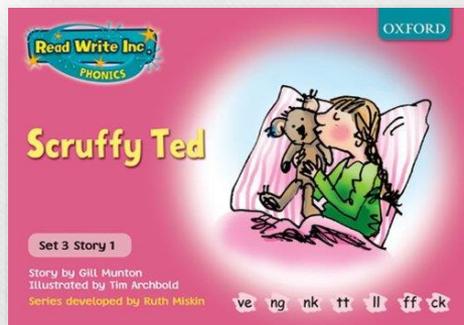
Focus a lot on the new sound learnt.



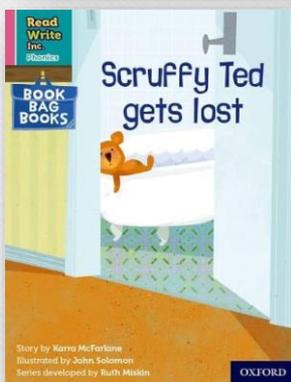


Books children bring home

For children
on RWI



The RWI book they
have been reading
all week in school.



An unseen book, with
closely matched sounds
and content.

Books
returned
and new
ones sent
home on
Fridays.



Emergent Readers

Children that are able to read simple words independently. They are building up fluency.

Talk about book before reading it: set context.



Look through for potentially difficult words.

Model reading them. Write them on a whiteboard.



Define the vocabulary.



Emergent Readers

In the later stages of RWI, for example Blue and Grey.

Vocabulary:
define and
understand.

Retrieve:
pinpointing
information.

Inference:
reading
between the
lines.

Summarise:
what
happened?

**In Phonics
lessons children
will:**

Predict: what
might happen
next?



TM

Accelerated
ReaderTM

Accelerated Reader

For pupils with growing independence.

Pupils are given a ZPD reading range to choose books from.

Pupils can 'quiz' on books they have read.

Does not assess how well you can read words but how well you have understood what you have read.

All children will be using AR before the end of Year 2.

ZPD Levels

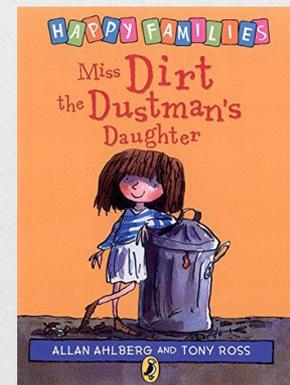
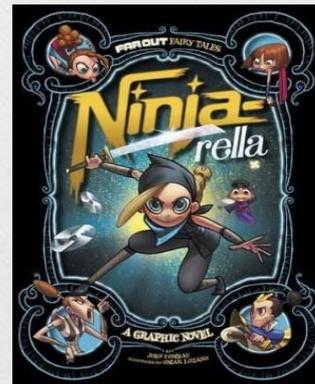
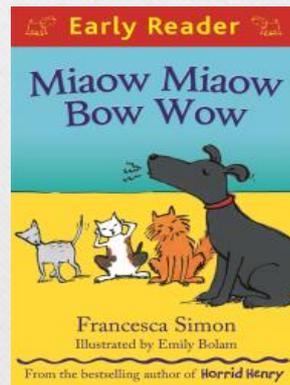
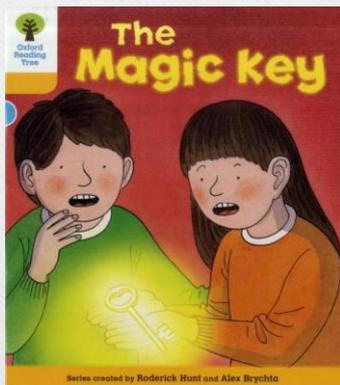
Children are given a personalised ZPD after completing an assessment.

- These are given as a range, *for example 2.3 to 2.7*

These can be from a wide range of genres.

Please ignore the colour of the book band!

Are reassessed roughly every half term.



Book 'quizzing' - comprehension

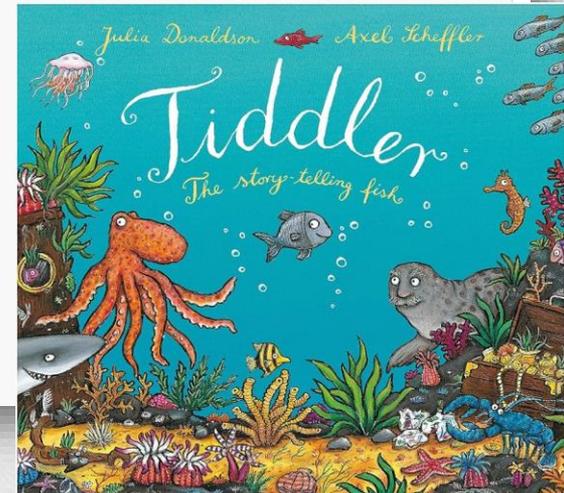
Children will only
take the quizzes at
school.

Tiddler: The Story-telling Fish

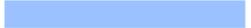
Question 1 of 5

Tiddler was a fish who had ---.

- A great big eyes
- B very bad breath
- C a fear of dolphins
- D plain grey scales



Book Points

0% Non-fiction  Fiction 100%	Words Read 1,743	Activities Completed 3	Points Earned 1.3	Average Quiz Score 66%	Average Reading Level 2.9
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Best book levels for you:

2.6 - 3.7

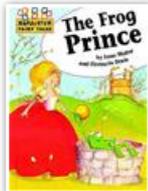
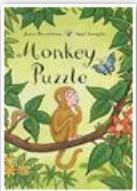
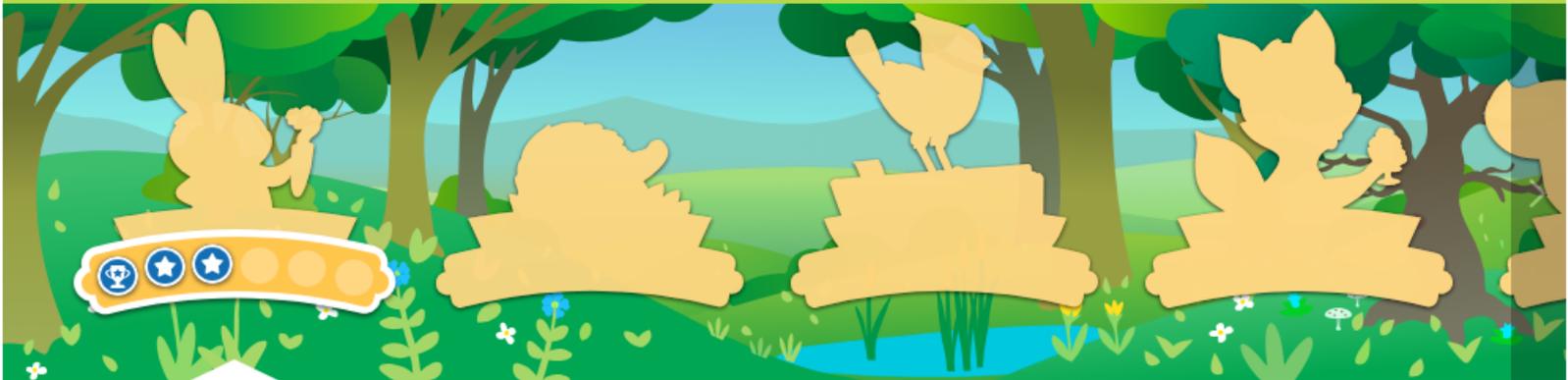
Short Books

0.5 Point Reading



GREENWOOD GLEN

6 Badge Target



Find a book





Confident Readers

Children that can decode most words that they come across independently.

Talk about book before reading it: set context.

Check understanding.

Define the vocabulary.

Model reading them. Write them on a whiteboard.



Confident Readers

After reading: explore comprehension.

Vocabulary:
define and
understand.

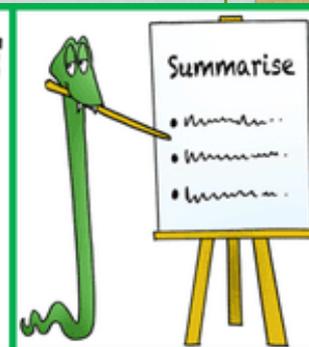
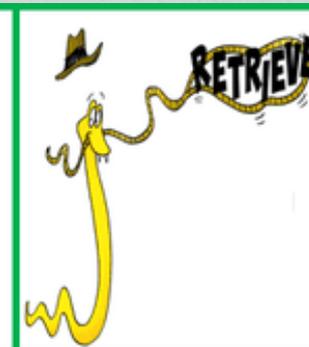
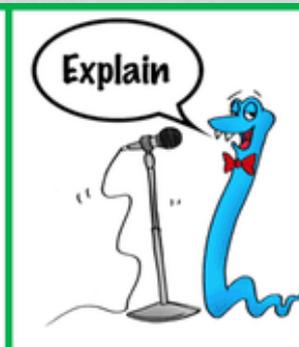
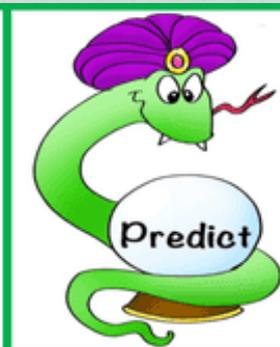
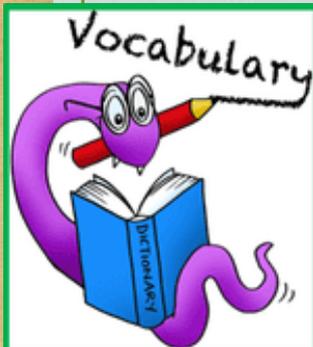
Inference:
reading between
the lines.

Predict: what
might happen
next?

Explain: give
reasons for.

Retrieve:
pinpointing
information.

Summarise:
what
happened?





Book Journals for Key Stage 1



Write the date
and the name
of the book.

Fill these in at
least **three**
times a week.

These are
checked
every **Friday**
by teachers.

**It shows your
children that you
value reading!**

It gives us an indication
of how often your
children are reading at
home.

Thank you for listening!

Any questions?

