

“An international study across 14 countries shows that children given encouragement by parents or carers at the age of five go on to achieve significantly better exam results at the end of secondary school. Researchers found strong academic benefits attached to a range of family activities, including singing, eating family meals around the table, talking to children about their day, discussing films and television programmes and telling stories.

**But the study – by the Organisation for Economic Co-operation and Development – found that reading books together had the greatest effect on performance in school. Children who read with their parents every day gained significantly higher scores in exams at 15, according to figures.**

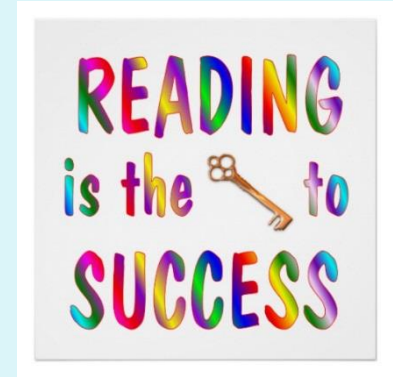
**The average improvement was found to be the equivalent of six months’ extra schooling compared with children who did not have the same level of encouragement from parents.”**



# **Welcome to our Reading Information Meeting**

**27.09.17**

# Today, we will be talking about:



- why we need to learn to read
- how we learn to read
- how we teach reading at Priory
- how you can support your child at home

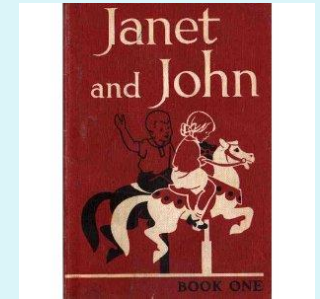
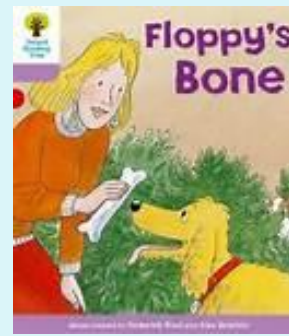
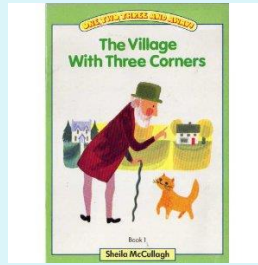
# Why do we need to read?



**Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.**

**There can be few better ways to improve pupils' chances in school, or beyond in the wider world than to enable them to become truly independent readers.**

- Reading is a life skill and a means of self-development. It opens doors and gives us access to knowledge and experiences.
- Reading keeps us occupied and makes us happier.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.
- Success in reading is fundamental to success in school but it is not a performance and it is not a test.



# Who can remember learning to read?

Do you have a good childhood memory about books and reading?

Do you have an unpleasant memory?

**It is the conditions and feelings associated with your good memory that should be recreated for reading with your child.**

But reading is easy...  
...isn't it?



Can you read this?

頭 肩膀 膝蓋 腳趾 頭

頭 肩膀 膝蓋 腳趾 頭

眼睛 耳朵 鼻子 和 嘴巴

頭 肩膀 膝蓋 腳趾 頭

# How does that make you feel?

- This is the challenge most of your children are facing right now!
- The written word is a code and we need to work together to teach your children how to crack the code.





Does this help you?



頭 肩膀 膝蓋 腳趾頭

頭 肩膀 膝蓋 腳趾頭

眼睛 耳朵 鼻子 和 嘴巴

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# The Reading Journey

## From aspiring to fluent reader...

- Sound/symbol relationships, cvc words, high frequency words, rhymes, syllables
- Understanding of the alphabet, phonological awareness, phonics, more high frequency words, developing comprehension strategies and word-attack skills, recognition of fiction and non-fiction and that reading has a variety of purposes
- Reading becomes more automatic, comprehension rather than decoding, more independence, experiencing a greater variety of text , recognising different styles and genres
- Moved from 'learning to read' to 'reading to learn', reading is automatic with expression and pauses, reading to understand, good command of various comprehension strategies, wide range of texts, independence, constantly refining and developing reading skills as reading materials become more challenging

# **Four things we need to do to crack the code:**

- 1. We need to enjoy reading and understand what we read**
- 2. We need to know how to put sounds together to build and read words – phonics**
- 3. We need to be able to recognise words presented in and out of context**
- 4. We need to practise our skills daily and in different ways**

# Reading for pleasure and understanding



## **You might be able to read this...**

“According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.”

**...but does it make any sense? Are you enjoying it?**

You need to **want** to read to be able to read.

How do we promote reading as a positive and worthwhile experience?



To be a reader you need to  
**understand** what you read.

Being able to read does not necessarily mean you understand what you read.

Your child might sound like a good reader but may not necessarily understand what the text means.

**The best way to develop understanding is to talk about texts.**

# Talking about books

It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about ..... in your book?

What can you tell me about...?



# Phonics



A quick Sounds-Write lesson...

a b c d e f g h i j  
k l m n o p q r s t  
u v w x y z

# Common Exception Words

## High Frequency Words

go I the to no

## Phase 2

Decodable words		Tricky words
a	had	the
an	back	to
as	and	I
at	get	no
if	big	go
in	him	into
is	his	
it	not	
of	got	
off	up	
on	mum	
can	but	
dad	put	

# Why learn to read words on sight?

Research shows that learning just 13 of the most frequently used words will enable children to read 25% of any text.

Learning 100 high frequency words gives a beginner reader access to 50% of virtually any text, whether a children's book or a newspaper report.

When you couple sight recognition of common and tricky words with knowledge of phonics, that's when a child's reading can really take off...

Practice makes perfect



# Teaching Reading at Priory

- Phonics
- Book Bands
- Shared reading and big books
- Guided reading
- 1:1 reading
- Personal reading
- Daily readers
- Focussed reading activities
- Games
- Rhyming
- Accelerate/Acceleratewrite
- Reading across the curriculum
- Sight words
- BRP, BRWP and other interventions
- Precision teaching
- Language for learning

Book Band
Pink (1)
Red (2)
Yellow (3)
Blue (4)
Green (5)
Orange (6)
Turquoise (7)
Purple (8)
Gold (9)
White (10)
Lime (11)

# Supporting reading at home

- Read daily; comment in the Reading Record Book
- Set a good example
- Read aloud
- Tell stories
- Play games
- Talk and listen
- Relax – don't panic!
- Be enthusiastic
- Talk to your child's teacher



# Reading at home

- Make reading visible; have books available in your home
- Share books every day
- Boys need to see that reading is something men do.
- Talk about books.
- Sit and listen - don't do chores around the reader!
- Respect choices.

# What to do if your child is stuck...

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

# **A few words of advice...**

- Don't compare your child's reading progress to their friends'**
- Make reading enjoyable**
- Be positive**
- Practise daily**
- Talk to your child and encourage them to talk to you**

**Any questions, please come  
and ask...**

**that's what we are here for.**

**Thank you for all your support  
and here's to our  
partnership!**

“To read is to fly...” Prof. A.C. Grayling

"The more that you read, the more things you will know. The more you learn, the more places you'll go."

— Dr. Seuss, "I Can Read With My Eyes Shut!"

"There is more treasure in books than in all the pirate's loot on Treasure Island."

— Walt Disney