

# Supporting Reading

Northwick Manor Primary School

# Objectives

- To begin to understand how children learn to read
- To see some of what school does
- To understand how parents and carers might support their children.

- Reading is not just about decoding words
- Reading is THINKING!!

# Learning to read is complex and a sometimes controversial subject.

- Some children find it easy.
- Some children find it difficult.

*Learning to read is one facet of acquiring and using the English language*

Neither is it a competition!!!

**IT IS NOT A TEST!!!**

In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them.

**Speaking and listening are the foundations for reading and writing.**

# Why read?

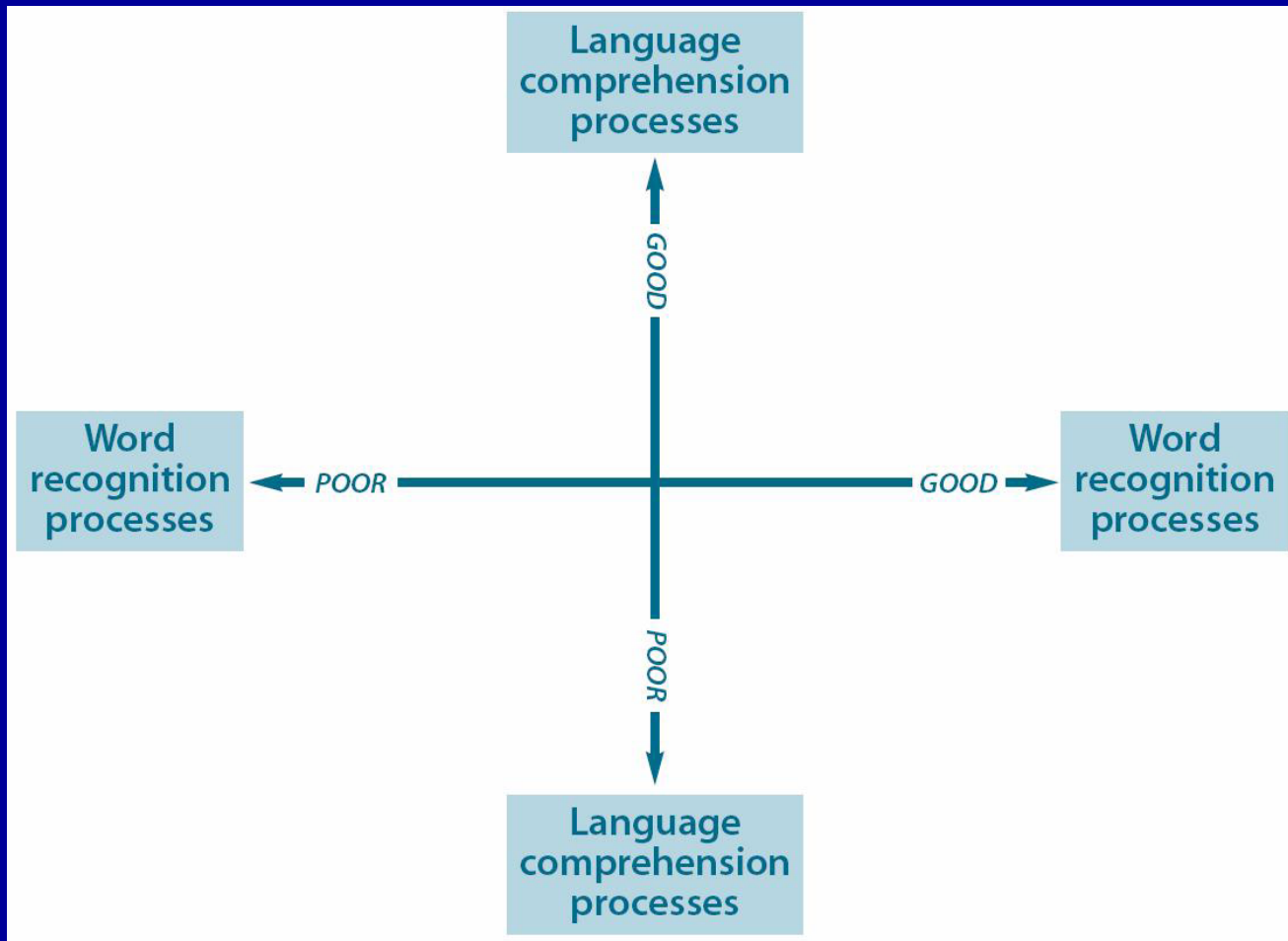
- The most avid reader reads in two days what the most reluctant reads in a year.
- The amount that someone reads makes a difference not just to development of reading ability, but to the growth of vocabulary and general knowledge.
- What you know is directly related to the amount that you read.
- Children with poor reading skills and habits are in danger of low educational attainment.

# The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- **develop the habit of reading widely and often, for both pleasure and information**
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
  
- **maintain positive attitudes to reading and understanding of what they read**



# Learning to read Reading to learn



Children learn faster when parents regularly (ideally daily) support their children's reading by:

- Listening to them read aloud
- Discussing the content of their books
- Reading aloud to them (this applies to children of all ages, not just those who cannot yet read themselves)

# *To be counted as effective readers children must master most of what follows!*

## **KS1**

- *Draw on knowledge of **vocabulary** to understand texts.*
- ***Identify and explain key aspects** of fiction and non-fiction texts, such as characters, events, titles and information*
- *Make **inferences** from the text.*
- ***Predict** what might happen on the basis of what has been read so far.*

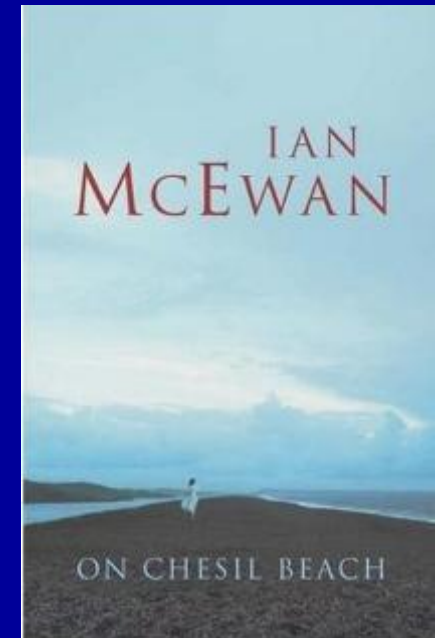
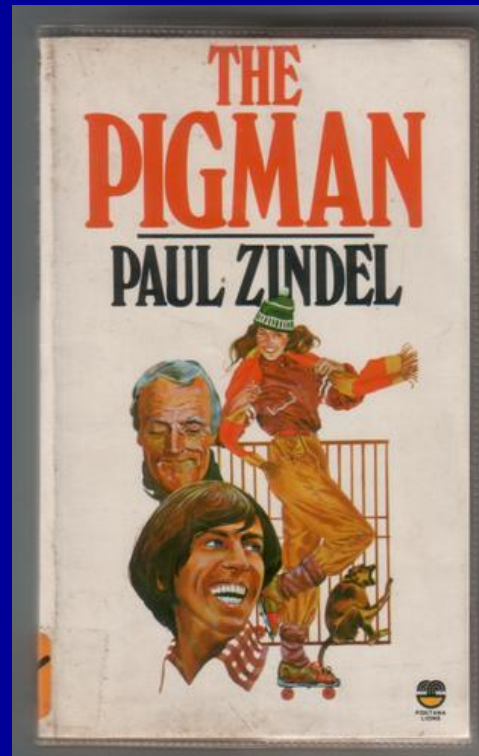
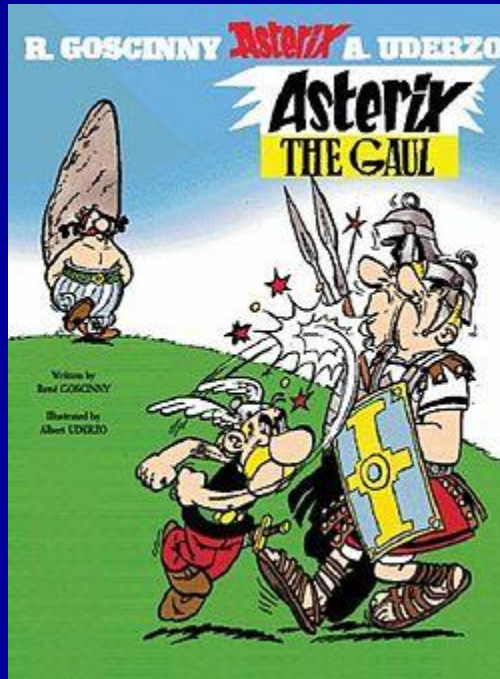
## **KS2**

- Give / explain the **meaning of words** in context.
- **Retrieve and record information** / identify key details from fiction and non-fiction.
- **Summarise** main ideas from more than one paragraph
- **Make inferences** from the text / explain and justify inferences with **evidence** from the text.
- **Predict** what might happen from details stated and implied.
- Identify / explain how information / narrative content is **related** and contributes to meaning as a whole
- Identify / explain how meaning is enhanced through **choice of words and phrases**.
- Make **comparisons** within the text

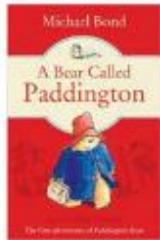
However...

An effective reader  
is arguably  
someone who  
fosters a life long  
love of reading!!!

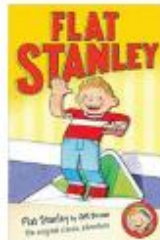
Possibly the biggest challenge is finding texts that children enjoy



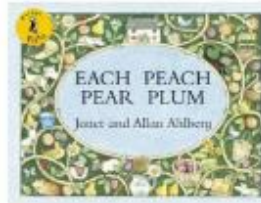
## 100 Books To Read In Key Stage 1



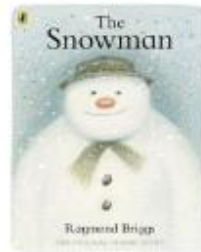
A Bear Called Paddington  
Michael Bond



Flat Stanley  
Jeff Brown



Each Peach Pear Plum  
Janet and Allan Ahlberg



The Snowman  
Raymond Briggs



Room On The Broom  
Julia Donaldson and Axel Scheffler



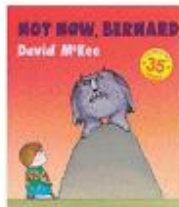
Lost and Found  
Oliver Jeffers



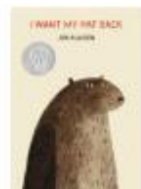
Sox and Pals  
B B Taylor



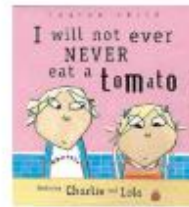
The Tiger Who Came To Tea  
Judith Kerr



Not Now Bernard  
David McKee



I Want My Hat Back  
Jon Klassen



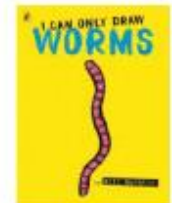
I Will Never Eat A Tomato  
Lauren Child



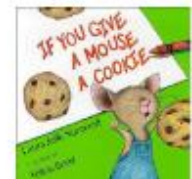
Where The Wild Things Are  
Maurice Sendak

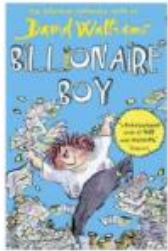


Owl Babies  
Martin Waddell

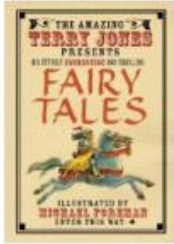


I Can Only Draw Worms  
Will Mohr

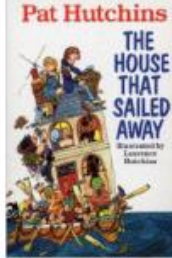




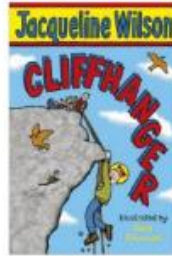
Billionaire Boy  
David Walliams



Fairy Tales  
Terry Jones



The House That Sailed Away  
Pat Hutchins



Cliffhanger  
Jacqueline Wilson



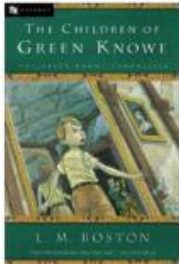
Oliver and the Seawigs  
Philip Reeve



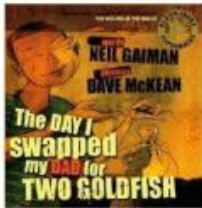
Krindlekrax  
Philip Ridley



Lizzie Dripping  
Helen Cresswell



The Children of Green Knowe  
L.M. Boston



The Day I Swapped My Dad for Two Goldfish  
Neil Gaiman



The Secret of Platform 13  
Eva Ibbotson



The Adventures of the Wishing-Chair  
Enid Blyton



A Nest Full of Stars  
James Berry



Perjee and Me  
Ross Montgomery



The 13-Storey Treehouse  
Andy Griffiths



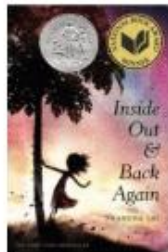
## 100 Books To Read In Year 5 and 6



Demon Dentist  
David Williams



Goodnight Mister Tom  
Michelle Magorian



Inside Out and Back Again  
Theresia Lal



The Suitcase Kid  
Jacqueline Wilson



The Boy in the Striped Pajamas  
John Boyne



Firegirl  
Tony Abbott



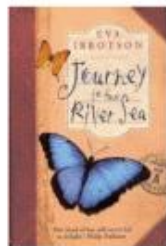
The Many Worlds of Albie Bright  
Christopher Edge



Percy Jackson and the Lightning Thief  
Rick Riordan



Coraline  
Neil Gaiman



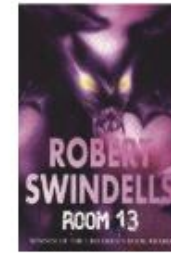
Journey to the River Sea  
Eva Ibbotson



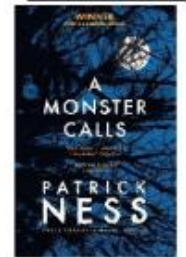
Five On A Treasure Island  
Enid Blyton



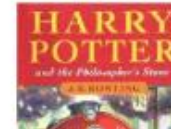
Time Travelling With a Hamster  
Ross Welford



Room 13  
Robert Swindells



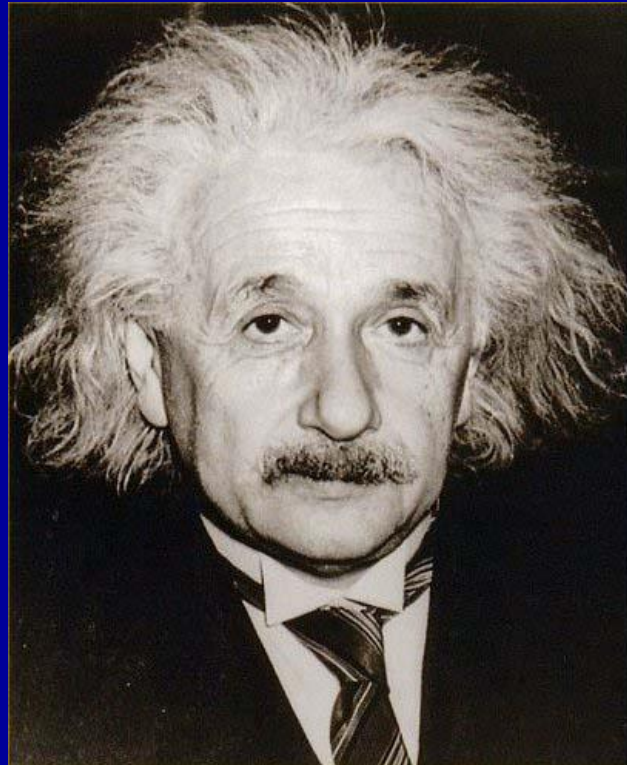
A Monster Calls  
Patrick Ness





# Learning to Read

There are two models for teaching reading: sound-based (phonics) and visual (whole language).



It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words- decodable and tricky- is the ultimate goal.





# What schools do



- In Foundation stage and Key Stage One all children have a daily phonics lesson to help 'break the code'.
- All lessons have an element of English which reinforces reading.
- English lessons
- Individual reading
- Shared reading
- Modelled reading
- Guided reading

# SMART KIDS 44 SOUNDS DESKTOP



## CONSONANT SOUNDS

## DIGRAPHS


ball  rabbit   
b bb

dog  ladder   
d dd





fish  muffin  phone   
f ff ph






goat  egg   
g gg


hamburger   
h

cheese  watch   
ch tch


wheel   
wh






jug  giraffe  cage  hedge   
j g ge dge




key  cat  clock  Christmas  queen   
k c ck ch q

lion  bell   
l ll



monkey  hammer  thumb   
m mm mb

shell  station  machine   
sh ti ch

nest  tunnel  knight  pear  apple   
n nn kn p pp

rabbit  squirrel  write   
r rr wr

sock  dress  horse  city  rice   
s ss se c ce






tiger  button   
t tt




treasure  camouflage  thumb   
sh (voiced) ge th

violin  five   
v ve

watch  queen   
w u

yacht   
y

zebra  puzzle  maze  cheese  xylophone   
z zz ze se x

box  X is made by combining two sounds.  socks   
x k-s cks









ring  sink  feather   
ng n th (voiced)





## SHORT VOWELS

## LONG VOWELS









## 'R' CONTROLLED VOWELS




ant   
a



table  snail  tray  they  break  veil  cake  eight   
a ai ay ey ea ei a\_e eigh





chair  square  pear  there  their   
air are ear ere eir

peg  bread  many   
e ea a

equal  bee  seal  ceiling  key  field  baby  centipede   
e ee ea ei ey ie y e\_e

shark  palm  raft   
ar al a


ink  gymnast   
i y


iron  neither  pie  fly  dice  light   
i ei ie y i\_e igh




ear  pier  here  deer   
ear ier ere eer





orange  cough  wash   
o ou a


volcano  goat  snow  cone  dough   
o oa ow o\_e ough

house  cow   
ou ow




fern  heard  were  bird  word  surf   
er ear ere ir or ur










umbrella  money  above  touch   
u o a ou

uniform  Tuesday  stew  cube   
u ue ew u\_e

boy  coin   
oy oi

fork  door  core  oar  four  thought   
or oor ore oar our ough  
al ar au aw augh

book  pull  could   
oo u ou

moon  do  truth  fruit  screw  soup  glue  flute  through   
oo o u ui ew ou ue u\_e ough

walk  warm  saucer  draw  caught   
walk warm saucer draw caught

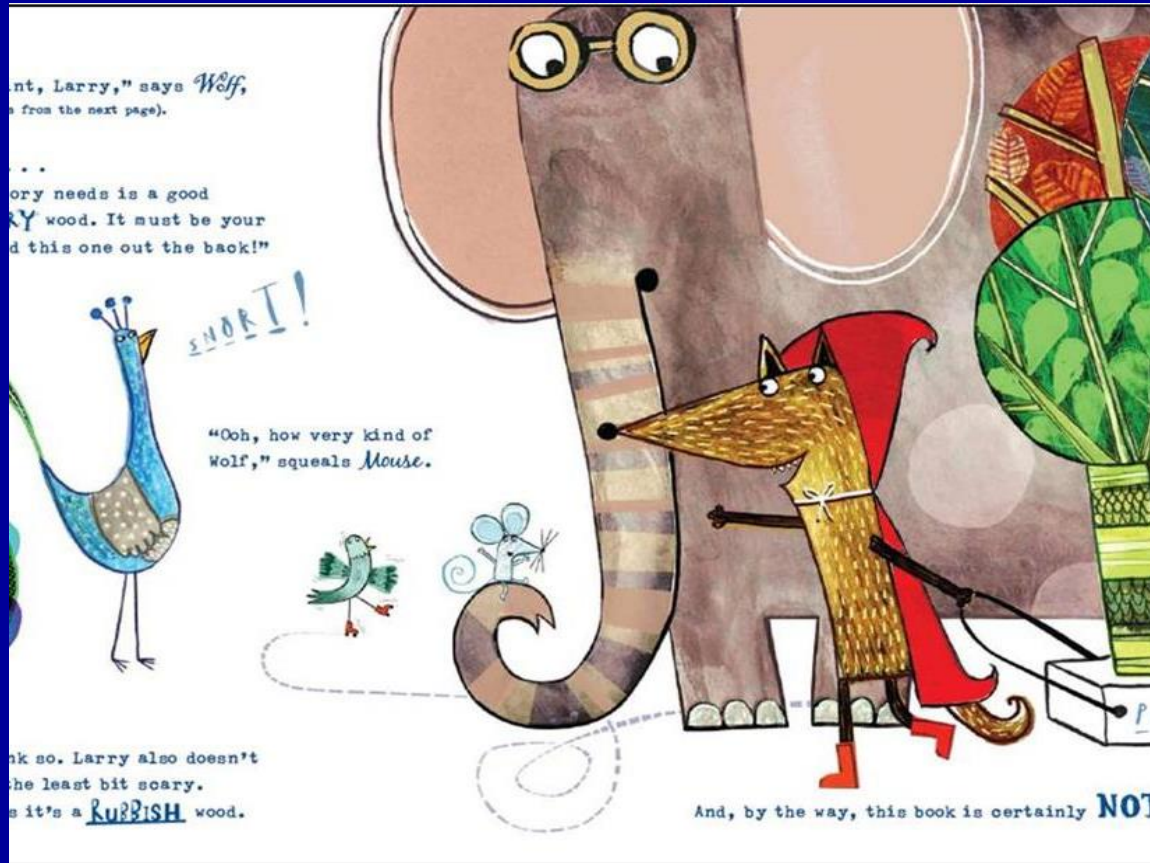
# Phonics: EYFS and KS1

- Revisit: Phonemes learnt so far
- Teach: New phoneme or GPC
- Practise: Blending and segmenting new phonemes
- Apply: Contextual learning
- Individualised reading
- Whole class rich texts

## 'ORT' Workshop: 1 week (EYFS/ Year One)



- Decoding as well as...questions
- How can you tell that Kipper is unhappy?
- What were Biff and Chip doing?
- Where did Kipper get his toys?
- What did he put in first?
- Why was mum cross?



## Year 2 (3 weeks)

What do you think happens before this point in the story?

What do you think is going to happen? What makes you think this?

# Colour Coded Books Explained

1. Gold
2. Red
3. Yellow
4. Light Blue
5. Green
6. Orange
7. Dark Blue
8. White
9. Pink
10. Silver
11. Lime
12. Black

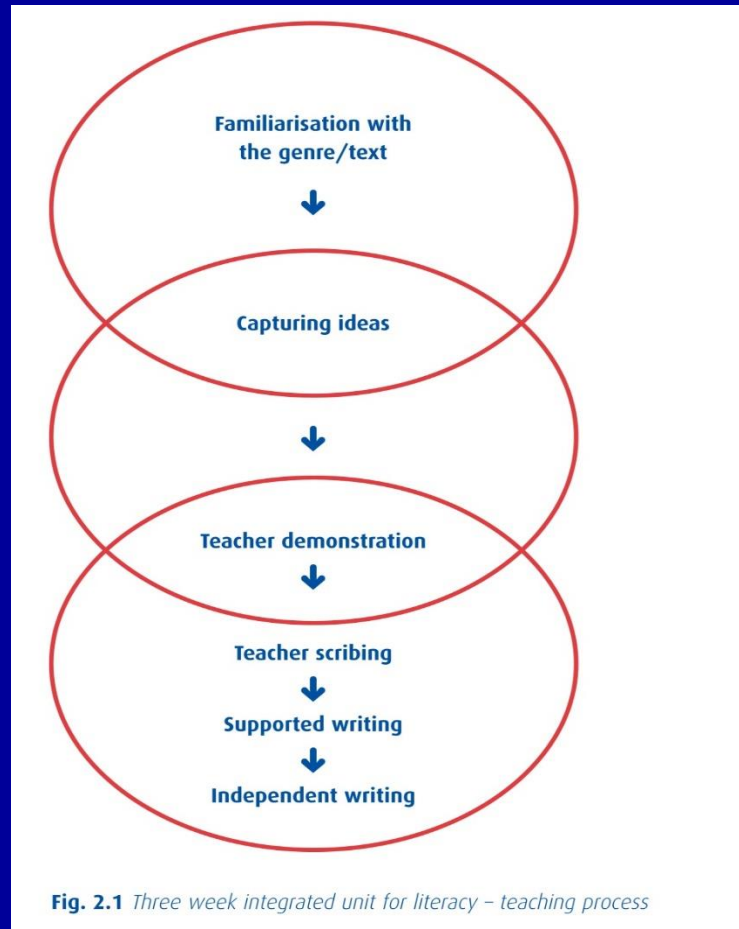


**Reading:  
Explore the  
text**

**Playing with  
Language:  
Exploring ideas**

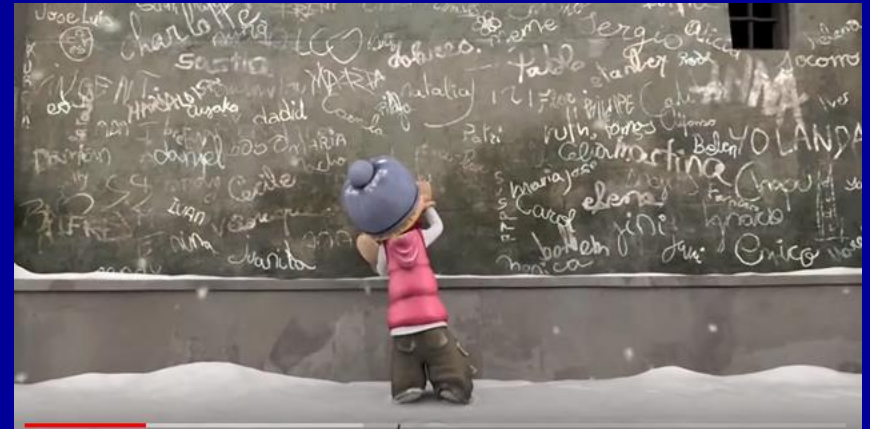
**Independent  
Writing:  
Applying  
skills**

**Planning a  
'unit of  
work':  
Models for  
Writing**

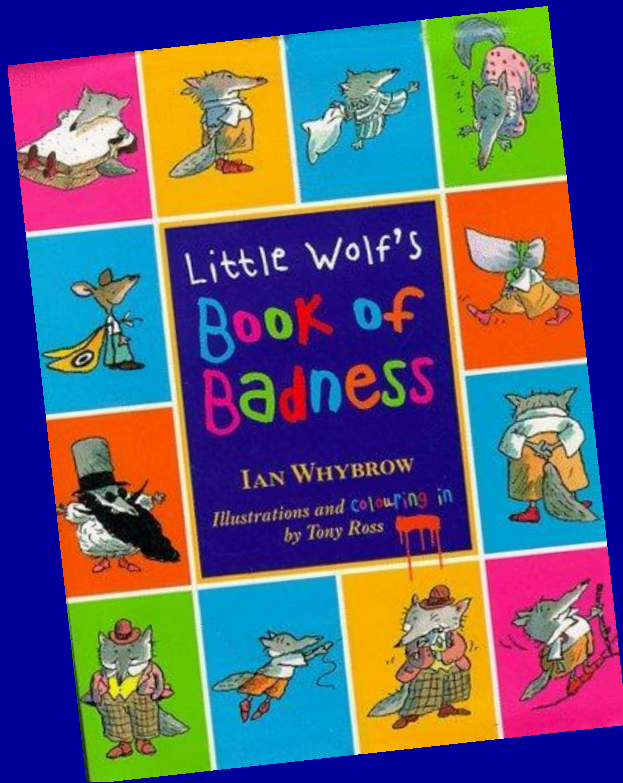


# KS2

- Rich texts – Books, Films and Images
- Reading into writing



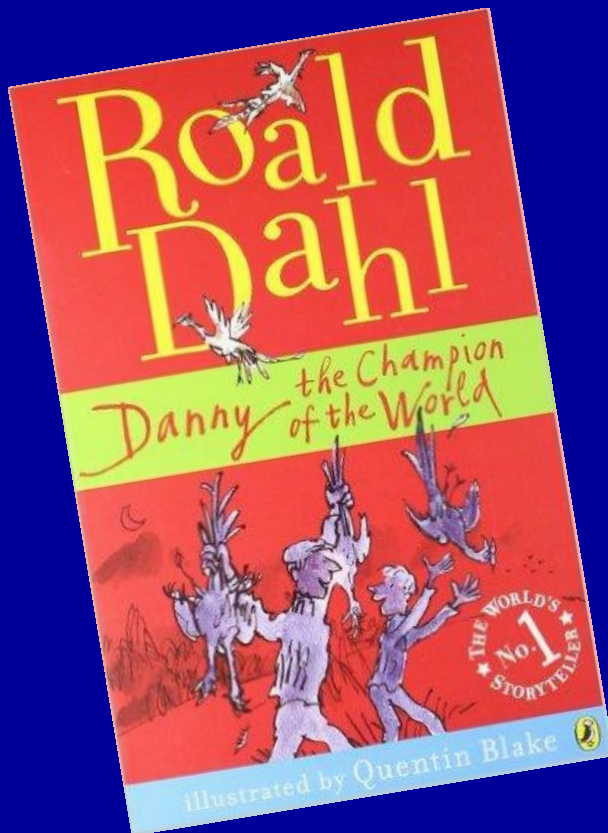
# Year 3: (whole class 6 weeks)



- Why was Little Wolf sent to Cunning College? Explain your response by using evidence from the text.
- What evidence is there of Uncle Big Bad being unsuccessful? Make 3 points.
- How can you tell how Little Wolf is feeling?

# Year 4: ½ term

What does the word  
stealthily mean?



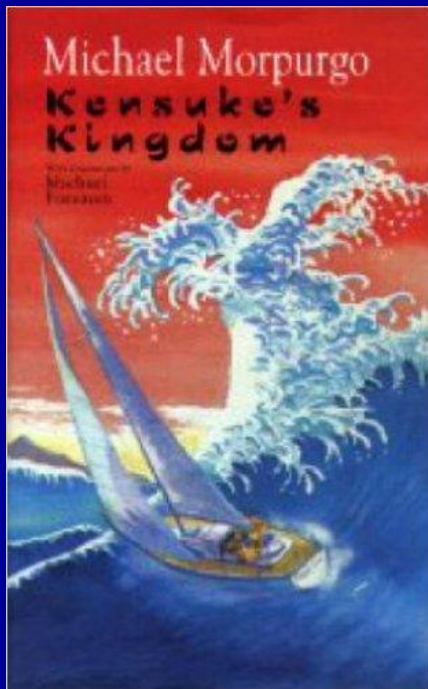
Which 3 words  
describe the raisins?

## Year 5: Term



- Use evidence from the text to describe Mr Spink
- Give 3 reasons why he should stay.
- Give 3 reasons why he should escape.

# Year 6: 5 weeks



- L.O.- Order the main ideas drawn from chapter 2, identifying key details that support the main ideas
- 10 minutes.
- Assign a scribe
- Work together as a group.
- Share your summary
- Be prepared to be challenged.

2a. Find a word meaning...	2a Find and copy a word(s) which suggests...	2a. Which word closely matches the word ...	2a. Find the word which means the same as ...
2a Find and copy one word or group of words that shows...	2b. Write down three things that told you about...	2b What did he/she have to do in order to...	2b. Show whether each statement is true or false
2b. Give two reasons why...	2c. In which order... Order...	2d How can you tell...	2d How do you know that ...
2d. Why did...	2d. What evidence is there of ...	2d. Why was...	2d. Explain what this description suggests about ...
2e Do you think that...Explain your choice fully, using evidence from the text	2f Match each part of the story with the correct quotation...		

# What parents and carers do

- Make reading fun.
- Continue to read stories to your child, share your enjoyment of stories and build up a selection of stories which your child enjoys.
- Give them plenty of encouragement to finish sentences, guess what might happen next and praise their efforts even if they do not read everything correctly.
- TALK, TALK, TALK!
- **Children like to copy their parents and it will help to encourage their interest in reading if they see you reading whatever that may be – books, newspapers or magazines.**



# The Rights of the Reader

by Daniel Pennac  
illustrated by Quentin Blake



1 The right not to read.



2 The right to skip.



3 The right not to finish a book.



4 The right to read it again.



5 The right to read anything.



6 The right to mistake a book for real life.



7 The right to read anywhere.



8 The right to dip in.



9 The right to read out loud.



10 The right to be quiet.

10 rights — 1 warning  
Don't make fun of people  
who don't read —  
or they never will.

