



Reading Skills Evening

Thursday 26th September 2019

The Stoke Poges School

Ms Gamiet

Tonight's learning objectives:

- To explore what it is to be a 'reader'
- To learn about how we teach and measure reading comprehension skills
- To pick up valuable tips and advice on how to support your child with reading at home



A little bit about me...

- Year 6 teacher
- One of the English Co-ordinators (reading)
- Parent at the school
- New governor
- Currently studying for an MA in Children's Literature

What is reading attitude?

- “A state of mind, accompanied by feelings and emotions that makes reading more or less probable”
- (M Cecil Smith, 1990)

State of mind

Feelings

Emotions

Being a reader

- Have you always enjoyed books and reading?
- If not, when did you start enjoying reading?
- Can you remember anything in particular that changed your reading attitude?

Reluctant readers – the children who don't see themselves as readers

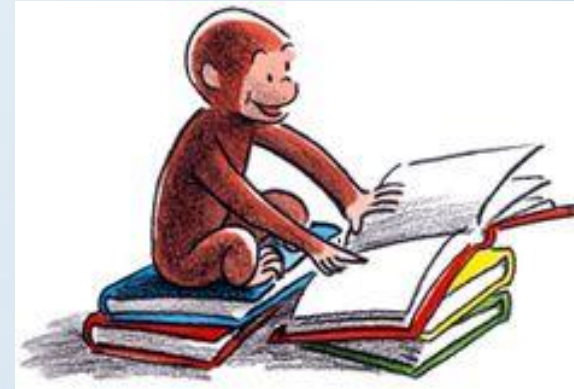
Reluctant readers are not always children who struggle to decode.

- They could be:
 1. Children who have struggled with early reading in the past, and have therefore 'learned' to fear it,
 2. Children who are uninterested because they cannot see the value in reading
 3. Children who read successfully in their private time, but don't enjoy the reading expected of them in school.

Reading is power

- As parents and teachers, we need to explicitly teach the value and importance of reading in a way that's safe and comfortable for the child, so they're not afraid to make mistakes for fear of failure.
- Experts in the field that the best way to do this is through dialogic learning – talking about texts – whether with friends, a parent/carer, teacher, or any other adult.

Reading comprehension, not word Reading!



- Whilst word reading is still monitored and assessed in KS2 comprehension is a real priority.
- Many children can 'read' beautifully, but stumble when asked questions that assess their understanding.
- Consequently, these children are in fact 'decoders' but not real 'readers' as they have little understanding of hidden meanings.
- Developing skills of inference and deduction, as well as empathy, are now taking precedence in order for children to reach their age-related expectations in all year groups.

How are we going to help your child reach these expectations?

- **R**

- **E**

- **A**

- **D**

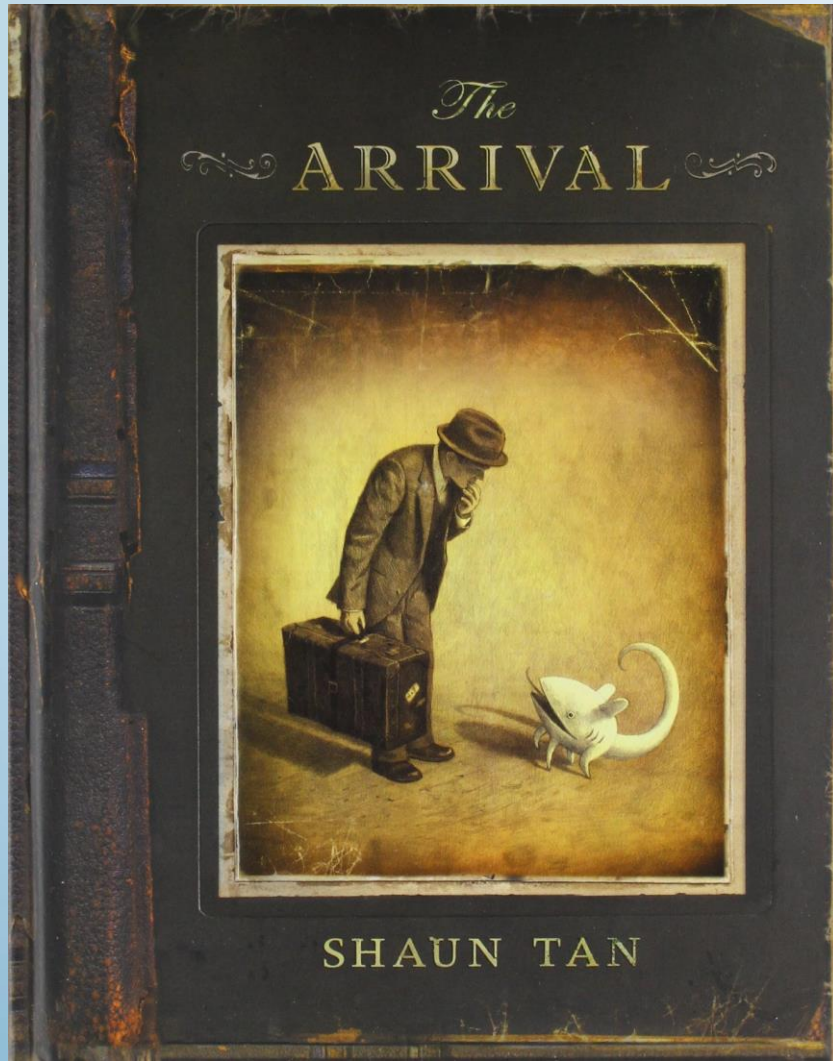
- Retrieve

- Explore

- Analyse

- Deduce and infer

Inference and deduction activity



‘The Arrival’ by Shaun Tan



We'll join
you as soon
as we can.
Don't forget
me...

How will I
ever cope
without you?



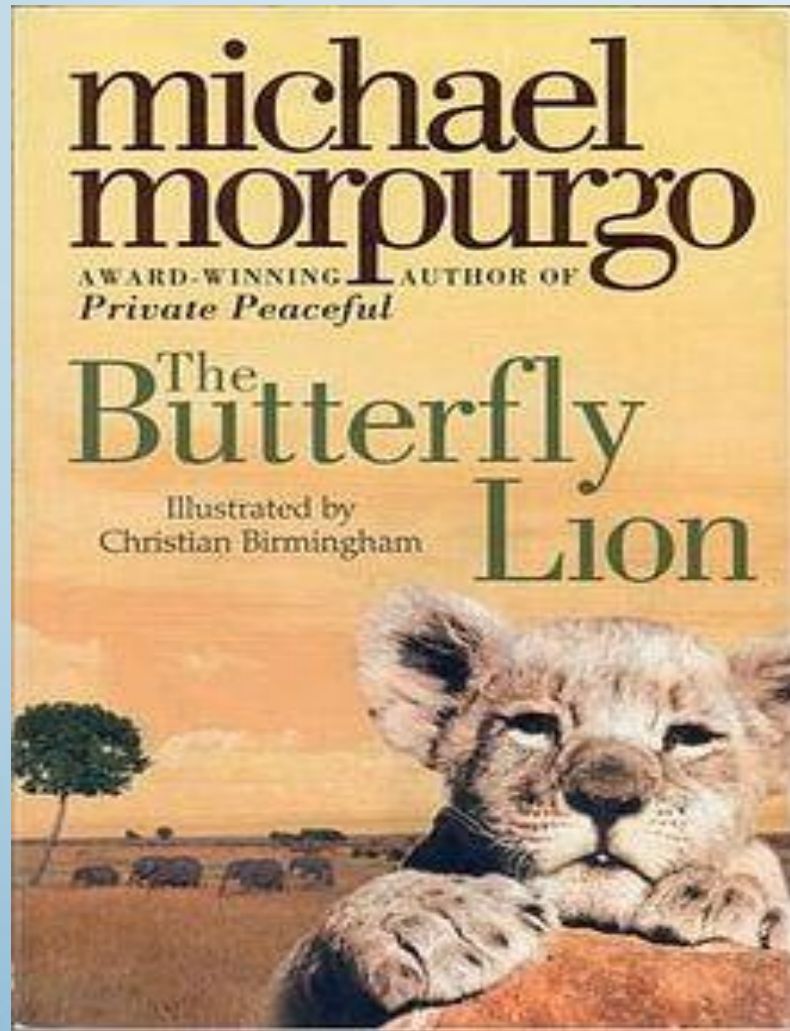
What is the relationship between the
man and the woman? How do you
know? (E)

How many people stay in their
house? What evidence is there to
show this? (R)

How would you describe the
expression on the man's face? (E)

What do you think is about to
happen in the story? What are your
reasons for thinking this? (D)

Forming R. E. A. D questions - fiction



‘The Butterfly Lion’ by Michael Morpurgo



I was ten, and away at boarding school in deepest Wiltshire. I was far from home and I didn't want to be. It was a diet of Latin and stew and rugby and detentions and cross-country runs and chilblains and marks and squeaky beds and semolina pudding. And then there was Basher Beaumont who terrorised and tormented me, so that I lived every waking moment of my life in dread of him. I had often thought of running away, but only once ever plucked up the courage to do it.

I was homesick after a letter from my mother. Basher Beaumont had cornered me in the bootroom and smeared black shoe-polish in my hair. I had done badly in a spelling test, and Mr Carter had stood me in the corner with a book on my head all through the lesson – his favourite torture. I was more miserable than I had ever been before. I picked at

the plaster in the wall, and determined there and then that I would run away.

I took off the next Sunday afternoon. With any luck I wouldn't be missed till supper, and by that time I'd be home, home and free. I climbed the fence at the bottom of the school park, behind the trees where I couldn't be seen. Then I ran for it. I ran as if bloodhounds were after me, not stopping till I was through Innocents Breach and out onto the road beyond. I had my escape all planned. I would walk to the station – it was only five miles or so – and catch the train to London. Then I'd take the underground home. I'd just walk in and tell them that I was never, ever going back.

There wasn't much traffic, but all the same I turned up the collar of my raincoat so that no one could catch a glimpse of my uniform. It was beginning to rain now, those heavy hard drops that mean there's

Film as a text

Using comprehension strategies in film



<https://www.literacyshed.com/monkey-symphony.html>

‘Monkey Symphony’ The Literacy Shed

Using the READ question stems

- READ question stems are best used as a starting point for conversations about reading.
- They're not a test! They should provoke interesting conversation, as well as give an indicator as to how much was understood.
- Try to listen to your child read three times a week.
- It helps us if you record this in your child's reading record (KS1) or homework diary (KS2).
- Bookmarks (in KS2) are for the children to record when they read.

Our dynamic, innovative curriculum

- Guided Reading sessions take place every day
- Whole class reading sessions take place once a week
- Teachers choose high-quality, challenging and engaging texts to read with the class based on the wider curriculum (History, Geography, Science)
- Library is constantly being updated with new and exciting texts
- Looking into a new, world-class reading curriculum to support teachers in enriching English lessons further.
- Group of teachers involved in school-based research in conjunction with the Open University's 'Reading for Pleasure' research programme

We need you!

- We are in great need of parent volunteers to help run a library club during lunchtime from 12:15-13:15 Monday-Friday.
- We also need parent helpers to listen to children read (using the READ question stems!)
- You need to be DBS checked and have an induction with Miss Astley
- If you are interested, please contact the school office.

Questions

Please don't hesitate to ask me any questions you have.

Feel free to complete a feedback form on your tables

Thank you!

