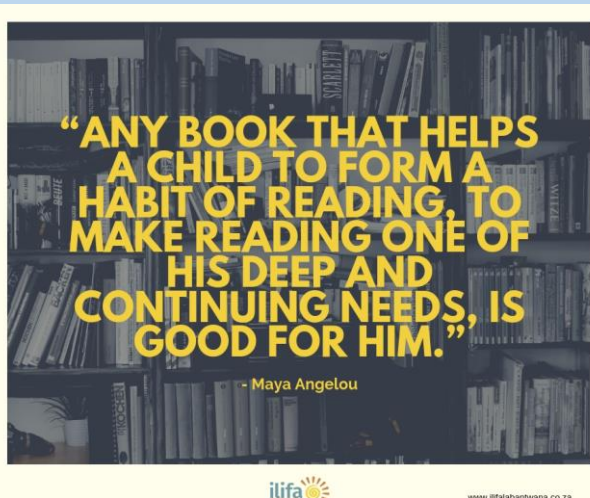




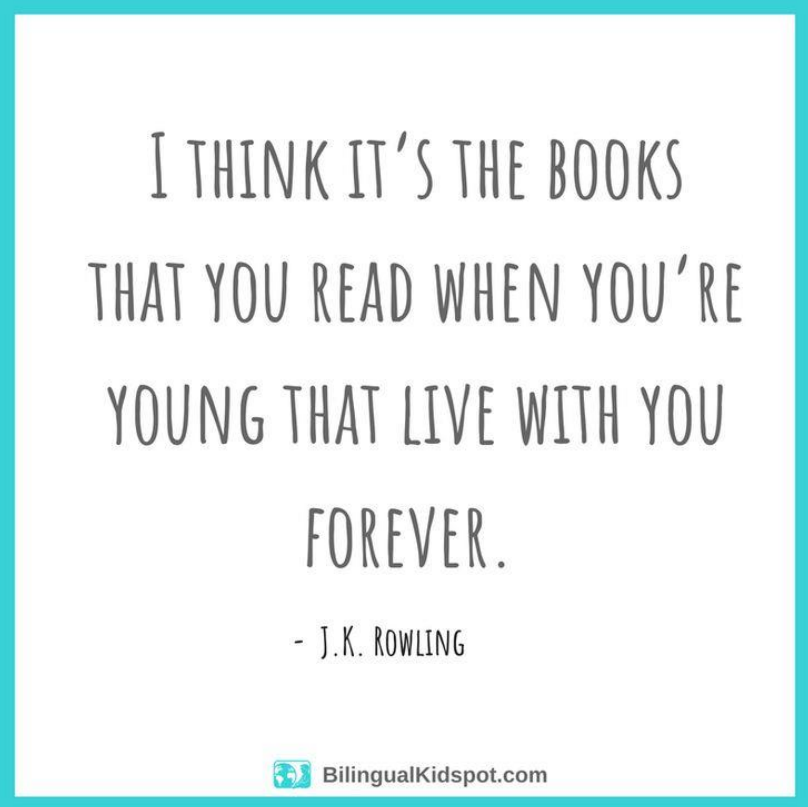
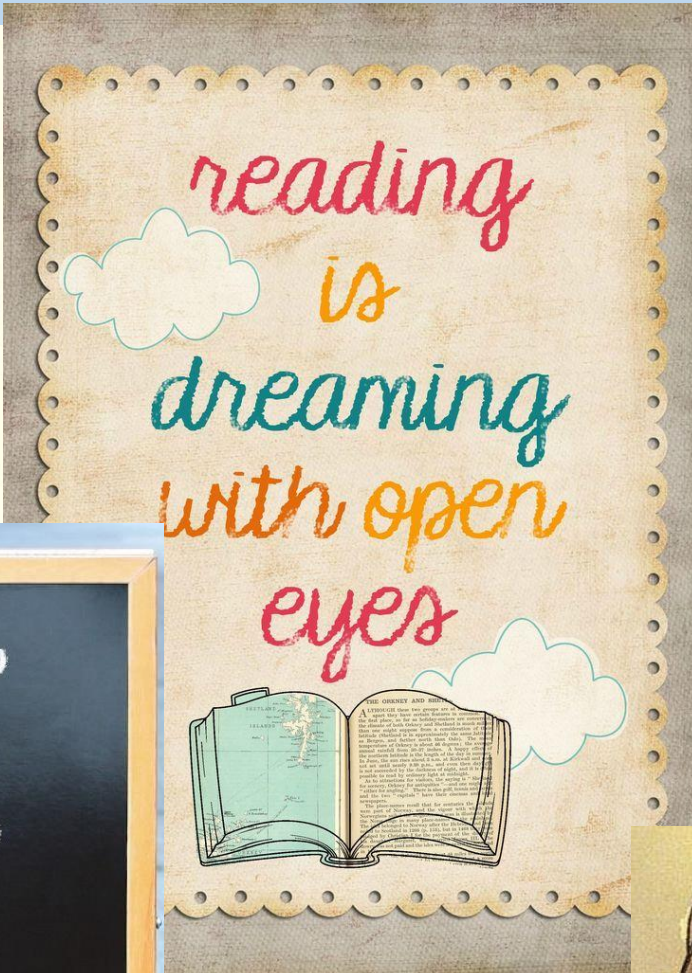
LIVING LIFE IN ALL ITS FULLNESS



- Maya Angelou

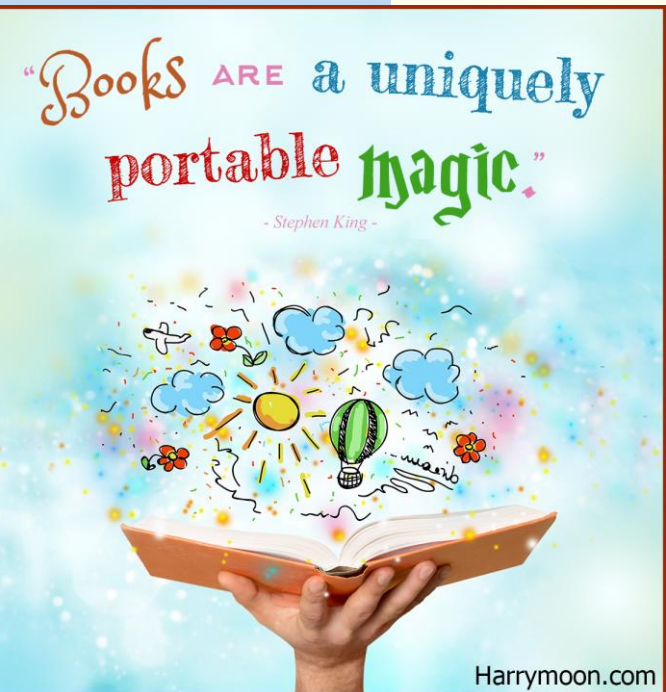


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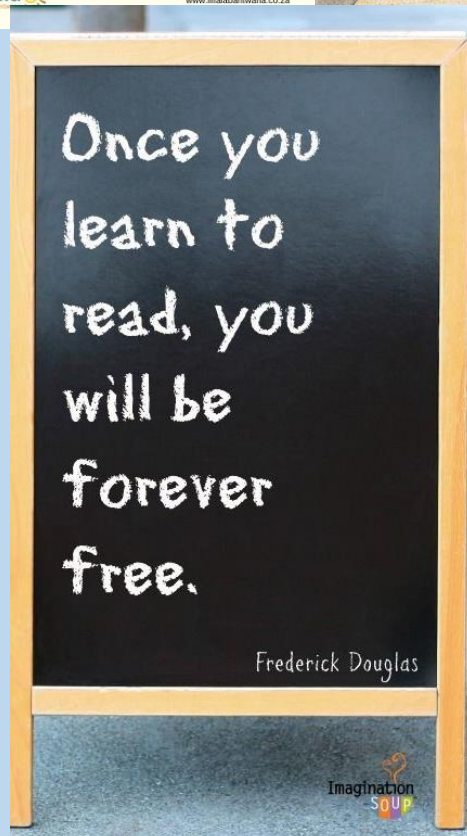
- J.K. ROWLING

BilingualKidspot.com

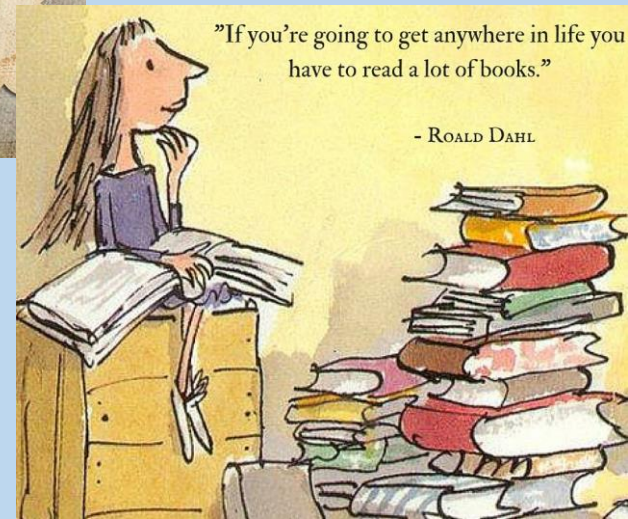


- Stephen King -

Harrymoon.com



Frederick Douglas



"If you're going to get anywhere in life you have to read a lot of books."

- ROALD DAHL





Welcome

Supporting your children with reading in KS2



We want the children at St Margaret's to.....

Read for
Pleasure

Explain their
preferences

Chose what they
want to read for
themselves

To read with
expression

Read with
understanding





Aims

- Importance of Reading
- Impact of Reading for Pleasure
- What makes a Good reader
- Reading at School
- Guides for reading with your child at home
- Opportunity to review other resources





The Importance of Reading

Reading helps children learn about the world in which they live

Develops empathy and emotional stability

Good writing starts with good reading- life long communicators using writing as a medium

It is a key skill needed to progress in all other subjects

Children learn how language works

Children develop a love of reading





The Importance of Reading

Language

Clearly, one key matter is how reading widely and often (fiction, non-fiction and many different forms) is a form of induction or initiation or immersion into written standard English. We don't speak written standard English. It's a different 'code' or 'register' or even a kind of different dialect. When we speak to each other, we interrupt, hesitate, repeat ourselves, use many words like 'this', 'that', 'it' etc because it's clear from context. When we speak, we quite often don't finish a thought and tail off because others around you know what you're talking about. When we write, there are forms that we hardly ever use in daily talk. One of the most obvious is the idea that we write in 'complete' sentences using a 'finite' verb. Another is the way in writing, we 'front load' a lot of the time. Go back over what you've just read here and see how many times I've used a word or phrase before the 'main clause' - eg 'Increasingly', 'Over at gov.uk', 'On the other hand' etc. We do some of this when we speak but by no means as much as we do in formal or even semi-formal written standard English.

As an experiment, open any children's book, look at the sentences - the narrative rather than the dialogue of course, and try to say them as if they are part of a conversation. For most of it, it just doesn't work. You can't switch 'codes'. So if we ask ourselves, what does this mean for child-readers, it becomes very significant. It means that we ask of children and young people to make the leap from spoken English to written English. Can we take it as self-evident then, that the more that children and young people are exposed to this written spoken English, the easier they will find it when they come across unfamiliar, new and challenging texts in school - whether that's fiction or a science text book or whatever? I think so..' By Micheal Rosen





Reading for Pleasure

There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).

There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).

Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).

International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).

Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).

Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). Reading at sc



What makes a good reader?

The Simple View of Reading





Reading in KS2

Four lessons a week that focus on a particular reading domain: Vocabulary, Retrieval, Summarising, Inference, Prediction, Authorial Intent.
Huge focus on pre teaching vocabulary

Whole Class Reading Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3			 			
Year 4						
Year 5						
Year 6						





Find a word...





Book Lists

Kate Greenaway Medal and Carnegie Medal <http://www.carnegiegreenaway.org.uk/home/index.php>

Reader Teacher <https://uk.bookshop.org/shop/TheReaderTeacher>

Book Trust – amazing site, book lists under categories, e.g. authors from different cultures, graphic novels, books about themes, e.g. love, environment, books featuring characters with disabilities, books for children with autism etc. <http://www.booktrust.org.uk/books-andreading/children/booklists/>

'Books We Like' <http://www.booktrust.org.uk/books-andreading/children/books-we-like/>

'Best Book Guide' <http://www.booktrust.org.uk/books-andreading/children/best-book-guide/>





Independent Readers in KS2

Each class has their own library that is well stocked.

All books are colour coded to a particular genre that helps our children identify genres they prefer

We have reading baskets for children to read at break times should they chose

At the end of the day we DROP (Drop everything and read)

We also encourage termly visits to Halesowen Library- if your child is not a member could you please support them by joining- the love visiting



Reading at home



LIVING LIFE IN ALL ITS FULLNESS

Expectation: 20 minutes daily

Keep reading together — every day if possible. Take turns to read to each other- you can access more complex books this way and help develop language acquisition.

Show you are really interested in finding out what happens in the story. Talk about beginnings and endings; the characters and how they behave; the bits you find sad, funny or exciting; the words and pictures you find interesting.

Continue to encourage expression and tracking with a finger to read.

Encourage interest in a wide range of material by reading aloud from newspapers or magazines and by drawing attention to snippets which the children might like to read.

Help your child to choose a range of books from the local library

Draw attention to author's names and find favourites.

Encourage children to write down and ask about or look up words that are unfamiliar to them.





Be a good role model - treat books as a pleasurable activity – have plenty of books at home, visit the library, read in front of your child.

Praise, encourage, and support rather than 'test' your child.

Focus on the things that are right, not on mistakes.

Keep reading to your child, even after they've learnt to read independently- VERY IMPORTANT!

When a reading child hesitates, allow thinking time, then give a clue or just give a word if needed.

Read books/texts your child loves

Stop when they've had enough – it's not a punishment





LIVING LIFE IN ALL ITS FULLNESS

You can also...

Encourage a love of reading – use libraries, audio books,, use i-Pads and the internet (e.g. Newsround website, National Geographic Kids)

Graphic Novels... there are so many new title out now for children and they love them

Encourage children to read... anything(!) and ideally a range of genres and authors

Read higher level texts aloud to children

