

KSI Reading Information Evening

Tuesday 16th January 2018



AIMS FOR THE EVENING

- **To share with you some of the exciting things that have been, and will be, taking place throughout the year**
- **To provide you with examples of how to support your child with reading at home.**
- **To explain and relaunch the KSI Reading Challenge**

ABBNEY ROAD AIMS

***Raise the profile of reading across school**

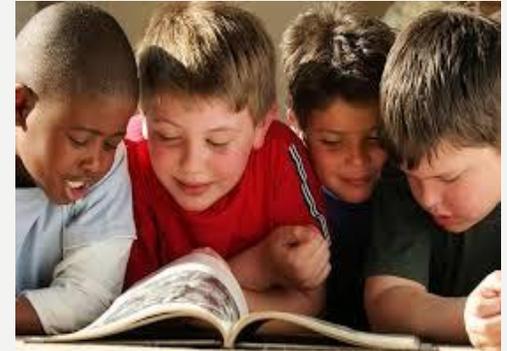


***Promote a love of reading, and embed an ethos which encourages reading for pleasure**

Why reading?



Curiosity



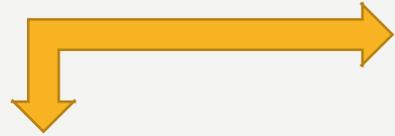
Discussion



Exploration



Application



ABBHEY ROAD AIMS

Immerse them into vocabulary-rich texts that inspires their choice of vocabulary.

Experience different genres, styles and authors'

To see reading as an escape- an opportunity to truly relax.

Here at Abbey Road, what do we want our children to gain from reading?

What opportunities do we want them to experience?

To teach them about, and enjoy delving into, different adventures, cultures and worlds.

Learning to read becomes reading to learn.

To shape and develop their imagination.

TO PROMOTE A LOVE OF READING, AND EMBED AN ETHOS WHICH ENCOURAGES READING FOR PLEASURE

***Creating reading spaces and displays within the classroom**



-Recommendations from other children (book reviews).

-Chatterbox- to encourage children to magpie vocabulary from books and use it in their own writing.

***Allocated whole-class daily reading time**



-All classes have a daily reading session where they enjoy a book together.

-Reading to child for 14.2 minutes a day will expose them to 1,146,000 words in one year.

-An opportunity to enjoy books

***Visits to West Bridgford Library**

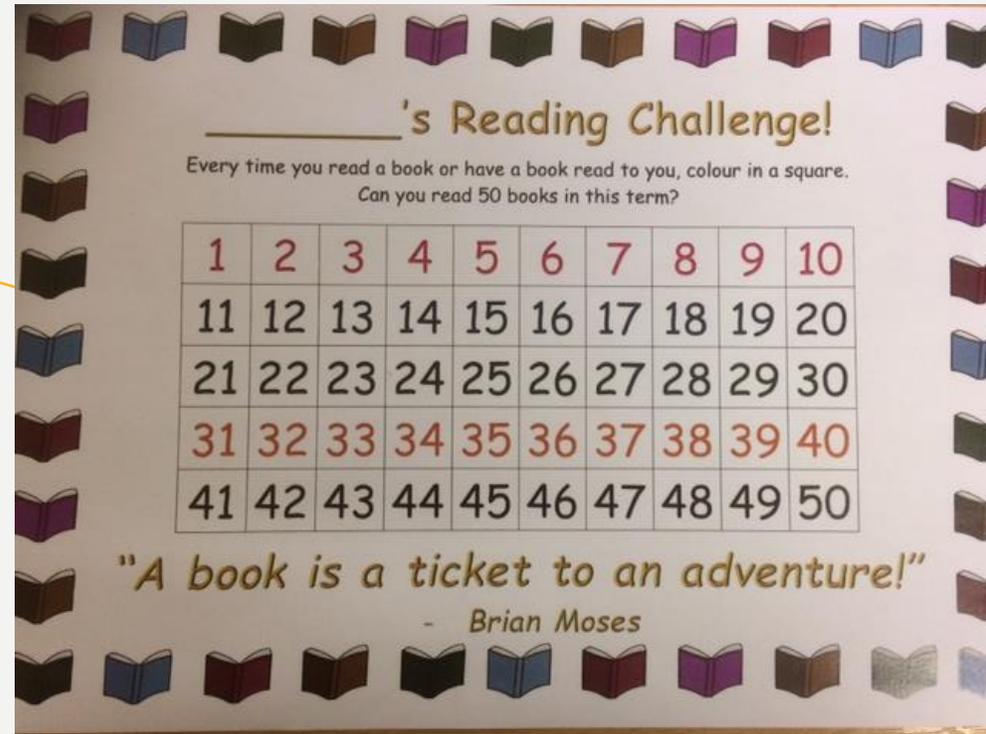


-Opportunities to explore a wide range of books and learn how to use the library system.

- Order in books from the Reading Challenge lists.

TO PROMOTE A LOVE OF READING, AND EMBED AN ETHOS WHICH ENCOURAGES READING FOR PLEASURE

Shade in a box each time a book is completed.



When they've reached 10 the child is asked to bring their favourite in to share with the class.

- Big Book Review to celebrate reaching milestones
- Certificate/Book mark issued

RAISING THE PROFILE OF READING ACROSS SCHOOL

**Learning to read: Home support + school support =
SUCCESS**

- **Ideally 10 minutes daily reading - 5 times per week (independently or being read to by an adult)**
- **Choose a good time to make this most successful**
- **Enjoy the book together – reading pages or sections each**
- **Discuss what has been read –VIPERS**

“My child can read the books in their colour band, please can they move onto the next level?”

When children begin to read it is important that they move beyond decoding (sounding out) text to reading with fluency, enjoyment and understanding, showing an ability to self correct their reading. Children gain this understanding in many ways and it is important to remember that for reading to be fluent and expressive the child should be able to read 96% of the words without having to decode. Reading books that they are confident with can help the child to develop these important skills because they can read the text well. If a child moves to the next colour band too soon, this can also have a negative impact on their confidence.

Within each colour band there is still progression in the difficulty of the text and the range of books available. If the child reads from just narrative books, they often miss the challenge of technical vocabulary in non-fiction or simile in poetry.

“My child can read the books in their colour band, please can they move onto the next level?”

Teachers make careful assessments of reading on a daily basis.

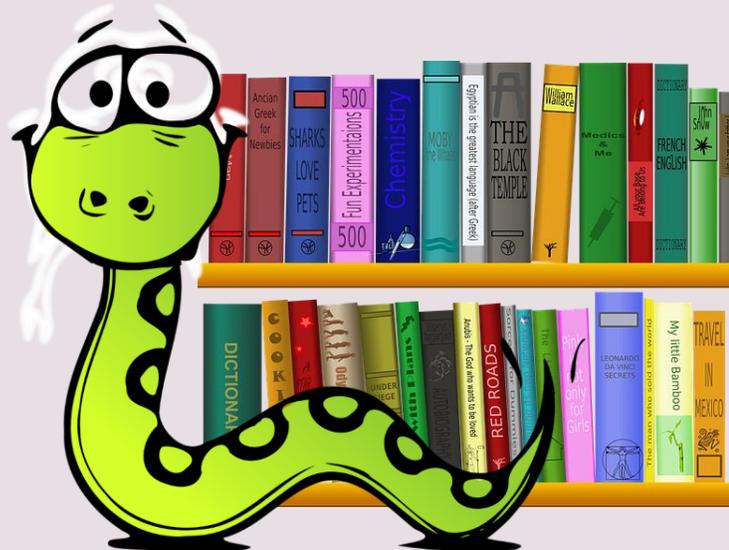
During Guided Reading sessions, children look at texts in more depth and this allows the teacher to get a detailed overview of how the child is progressing, not only in using their phonic strategies, but also in their understanding of new vocabulary, characterisation, comprehension, text organisation - for example understanding play scripts etc.

It is important that the child develops skills of comprehension and is able to understand what they have read. They can demonstrate this by their ability to answer questions initially just by answering questions orally and then by writing them down.

Understanding – beyond decoding - VIPERS

KSI Reading Vipers

Improving key
reading skills



Reading Vipers

Vocabulary

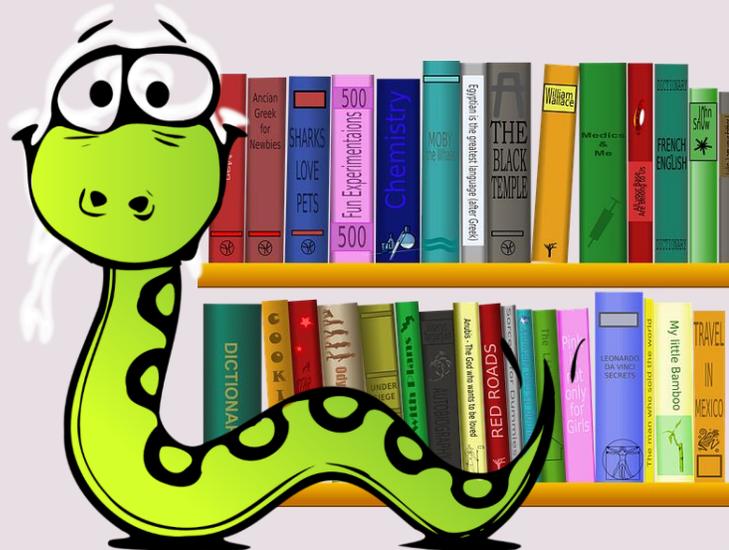
Infer

Predict

Explain

Retrieve

Sequence



KS1 Reading

Vipers Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



KSI Reading

Vipers Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



KS1 Reading

Vipers Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



KS1 Reading

Vipers Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



MY CHILD IS OFTEN TOO TIRED AND IS RELUCTANT TO READ, HOW CAN I ENCOURAGE THEM? HOW CAN I SHOW THEM HOW ENJOYABLE IT CAN BE?"

Read out loud to them – start off by reading a trickier text to them, building up their enthusiasm, enjoyment and confidence. Try taking it in turns to read a sentence each, the main aim is that they are enjoying the book and sharing it with you.

Audio books – many children's books have audio versions available. Some can even be found broken down into 'readings' on YouTube.

Book talk - encourage older siblings/cousins/neighbours to share a book and have a discussion about what they've read.

Be a detective - spotting as you read. Make it fun! Every time you spot a word ending inevery time you see a key word

- **Model** – read in front of your children, let them see you as a reader too. Tell them about books you have read and that you read as a child. When reading together, model reading aloud, take turns to read parts and put on voices – have fun!
- **Library** – make sure that both you and they are signed up! Go for regular trips; search for new releases, books they'd like to read, read reviews, search for books on their year groups' reading list and talk to the librarians.
- **Use of media/film/TV** – many children's books have been turned into films and TV series. Why not read the original and then watch it together?

REFLECTION

Reading exposes them to a plethora of language, which will develop their understanding of words in different contexts.

Provides opportunities to learn from experts

Reading invites them to learn about the wider world, people and cultures.



Reading allows them to understand how meaning is constructed.

Influences their writing styles and encourages them to experiment.

Reading encourages children to discuss and share their thoughts about ideas presented.

If we're excited about reading, children will be too!