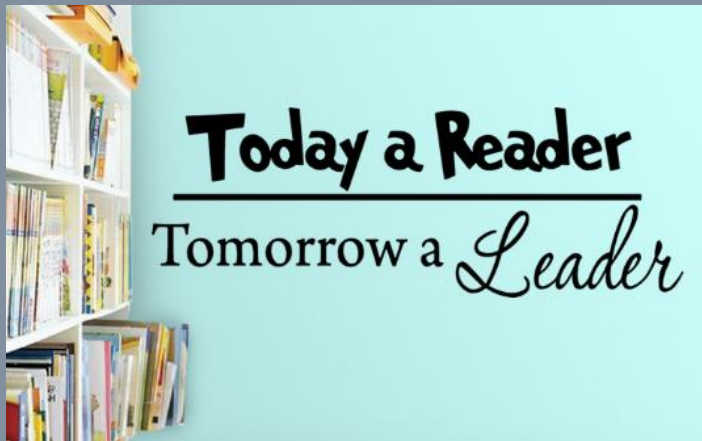


# Welcome to the Reading Presentation for Parents

02.02.2023

Mr Arshid



"We cannot easily read for ourselves what we haven't heard said... Reading aloud to children is essential in helping them become readers...it has such value, and learning to read in such a long-term process, and the bit we call 'learning; is such a small part of it, that reading aloud is necessary all through the school years'

*Aiden Chambers, The reading Environment*



We work hard to be excellent communicators, to be creative, curious independent and self aware. We try to be resilient, we are team players and enjoy a challenge. We value the world, the people and things around us. We work hard to develop our literacy and numeracy skills!

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The aims of  
today's  
presentation

- Explain how we teach reading at Parkview Primary school.
- Explain the different aspects of reading.
- Explain how you can support your child at home.



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## The 'POWER' of reading.

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





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## Reading for pleasure.

- Not only do we want the children to learn how to read, we want the children to ENJOY reading.
- Class Readers have been introduced across all years, so that the teacher can read to their class. These are often voted by the children so it is a book the children want to listen to.
- New books have been purchased, and have been and will be arriving throughout the academic year.
- Book week in school, world book day and book fairs.



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## Reading in school

- Guided reading – weekly, targeted and age related.
- In Reception and KS1 children have 2 books a week. One is linked to the phonics ability and one is linked to their reading ability.
- Independent reading with teachers and TAs
- Personal reading – children reading a book of their choice to promote reading for pleasure.
- Reading across the curriculum
- Class novels and stories (listening to an adult read)



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## Reading Activity

On your table there are some reading papers (Year 2 and Year 6 SATs). I would like you have a chat on your tables about the skills the children would need in order to be successful with these.



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# Reading Skills

- Reading requires to main skills
  - Word Recognition
    - The ability to blend letters sounds (phonemes) together to read words.
    - The ability to recognize words presented in and out of context.
  - Understanding
    - The ability to understand the meaning of the words and sentences in a text.
    - The ability to understand the ideas, information and themes in a text.



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# Reading Skills

## Simple view of Reading

Poor word recognition, good language comprehension

**Comprehension**

Good word recognition, good language comprehension

**Word Reading**

poor

good

**Word Reading**

Poor word recognition, poor language comprehension

**Comprehension**

Good word recognition, poor language comprehension

good

poor





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## Reading Skills and the National Curriculum

- New National Curriculum has been introduced to develop ‘mastery’ skills.
- The old National Curriculum and its levels has been blamed for pushing children through levels without embedding vital skills, knowledge and understanding.
- *“Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live.”*
  - *DfE Programmes of English Key Stage 1 and 2.*



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## Reading Skills - Vocabulary

- To be able to give and explain meaning of words in context.
- Questions you can ask at home:
  - What does this word tell us about the character/setting/atmosphere?
  - What does that imply/suggest/tell us about ...?
  - What does this word/phrase mean?
  - The author used the word \_\_\_\_\_ to describe the main character. Can you think of a different word?
  - Can you find a word in this paragraph which means the same as \_\_\_\_\_?



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## Reading Skills - Retrieval

- To be able to retrieve and record information
- To be able to identify key details from fiction and non-fiction.
  
- Questions you can ask at home:
  - Where is the story set?
  - Where did \_\_\_\_\_ go?
  - What did \_\_\_\_\_ do when \_\_\_\_\_?
  - Which paragraph tells you \_\_\_\_\_?
  - Who are the key characters in the book?
  - What is your favourite fact about \_\_\_\_\_?



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## Reading Skills - summarising

- To be able to summarise ideas from one or more paragraphs
- Questions you can ask at home:
  - What is the main theme/argument in this paragraph?
  - Can you describe what happened in this page/paragraph/chapter?
  - Can you remind me about \_\_\_\_\_?
  - What moment do you remember most from \_\_\_\_\_?



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## Reading Skills - inference

- To be able to make inferences from the text and to justify these with evidence from the text.
- Questions you can ask at home:
  - Why did the character behave like that?
  - What do they seem to think about each other?
  - What does \_\_\_\_\_ think? How do you know?
  - What makes you think \_\_\_\_\_? Can you find evidence to support that?
  - What do you think will happen to the main character now? Can you give a reason for your answer?



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## Reading Skills - predictions

- To be able to predict what might have happened from details stated and implied.
- Questions you can ask at home:
  - What do you think is going to happen next?
  - What do you think is likely to happen when \_?
  - Do you think the author has another plan for \_?
  - Based on what you know about the character/event, how do you think the story will develop?
  - Do you think the character will change their behavior in the future? What evidence can you find to support your answer?



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## Reading Skills - commentator

- To be able to identify/explain how information is related and how it contributes to the meaning as a whole.
- To be able to make comparisons within a text.
- Questions you can ask at home:
  - How does the layout help you understand the text?
  - Compare one character to another. How are they different or similar?
  - How has the character changed during the text?
  - What was the most effective/thought-provoking moment of the story?
  - How at the section titles \_\_\_\_\_.. Why has this been included in this text?



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## Reading Skills - thinking like an author

- To be able to identify/explain how meaning is enhanced through the choice of words and phrases.
- Questions you can ask at home:
  - How has the choice of words created a feeling of \_\_\_\_\_?
  - Look for an example of a simile in the text. How does this add meaning?
  - How does the author show that the character/setting/atmosphere is \_\_\_\_\_?





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## Supporting at home

- Make reading visible; have books available in your home and let your child see you reading. Children need to see that reading is something adults do too.
- Talk about books.
- Sit and listen.
- Respect choices.
- Encourage your child to read at bedtime and at any other time!
- Visit the library.



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## Supporting at home

- Explore different types of books; classic fiction, chapter books, short stories, joke books, poetry and non-fiction.
- Shared reading – read your favourite book, or your child’s current favourite book to them.
- Read slowly, with expression, mood and tone. Use different voices for characters. Ensure they read to punctuation marks.
- Talk about what is happening and what might happen next.
- Leave the story on a cliff-hanger!



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## Supporting at home – reading unknown words

What strategies can I use to help my child?

- Blending phonemes
- Looking for clues in pictures
- Splitting the words into smaller parts or syllables
- Spotting if it looks like a word you already know
- Reading to the end of the sentence then going back to see if you can work the word out.



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Supporting at  
home –  
reading  
unknown  
words

What strategies can I use to help my child?

- Blending phonemes

chimpanzee

nectar



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Supporting at  
home –  
reading  
unknown  
words

What strategies can I use to help my child?

- Looking for clues in the pictures

The man asked for his putter.



I was so sick of gardening that I decided to lay gravel.





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Supporting at  
home –  
reading  
unknown  
words

What strategies can I use to help my child?

- Splitting the word up into smaller parts

**The theatre put on a pantomime.**

**pan + to + mime = pantomime**

**Mohammed has a new Labrador puppy.**

**Lab + ra+ dor= Labrador**



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Supporting at  
home –  
reading  
unknown  
words

What strategies can I use to help my child?

- Does it look/sound like another word?

I think I just saw a louse!

mouse

house

louse

Her father was a tyrant and a bully.

giant

reliant

tyrant



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Supporting at  
home –  
reading  
unknown  
words

What strategies can I use to help my child?

- Make sure your child understands any new or unfamiliar words.

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

**Read a range of texts which will introduce them to new vocabulary.**

**Use adventurous words in speech.**





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## Supporting at home

- Talk about what can be inferred from the pictured before you read the text, e.g. “Why might the girl on the cover be sad?”
- Discuss alternative words the author could have used, e.g. “Happy is a bit of a boring adjective, isn’t it? What word could we use instead?”
- Make predictions and be able to justify them.
- Discuss the setting of the story. Have you read another book with the same setting? How does the setting in the first chapter differ to the setting at the end of the story?
- Have you learnt anything while reading this book that you didn’t know before?



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One final  
thought

*Reading widely and often  
increases pupils'  
vocabulary because they  
encounter words they  
would rarely hear or use  
in everyday speech.  
Reading also feeds pupils'  
imagination and opens  
up a treasure-house of  
wonder and joy for  
curious young minds.*

*DfE programmes of  
English Key Stage 1 and 2*

