



Reading Parent Workshop

How do we teach reading?

- Accelerated Reader
- Reading VIPERS
- Text based English
- Across the curriculum

Accelerated Reader

In Key Stage 1 and Key Stage 2 children access the Accelerated Reader program (AR) which encourages substantial differentiated reading practice in order to create strong readers. Based on each student's independent reading level, AR helps our teachers set personalised goals for each student and guide students to books difficult enough to keep them challenged, but not so difficult to cause frustration. First, a student's optimal reading level is determined through the STAR Reading assessment. This assessment provides information on a student's overall reading ability and suggests a range of book levels for each student called the "zone of proximal development", or ZPD. By doing this, teachers are reassured that children are reading books at the correct level with a suitable amount of challenge which ultimately helps raise standards in reading. Pupils take the STAR Reading test at the end of every half term as a way of assessing reading and ensuring they are moving up ZPD ranges appropriately based on their reading age.

Reading VIPERS

Reading VIPERS are used to explicitly teach the key reading skills to pupils in KS1 and KS2 to allow them to become successful readers. The key reading skills that are covered during these lessons are areas of reading that are assessed in the KS1 and KS2 assessments. They are: vocabulary, infer, predict, explain, retrieve and summarise. We use a wide range of high-quality texts, images and short films that have a suitable level of challenge for pupils.

Vocabulary
Interpret
Predict
Explain
Retrieve
Summarise



Progression of Skills

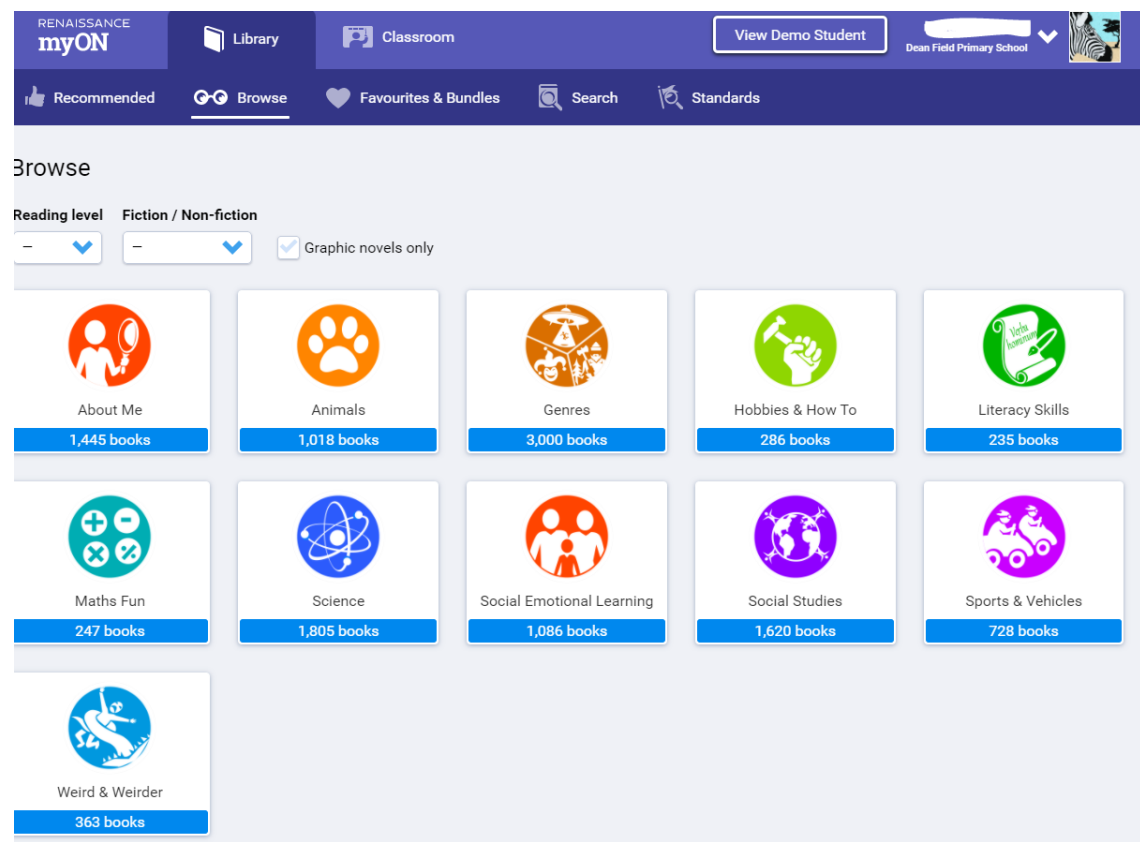
Teachers also use a progression of skills document to ensure reading skills are built upon in each year group. The progression of skills focuses on the key reading skills which are:

- Decoding
- Range of reading
- Familiarity with texts
- Poetry and performance
- Word meaning
- Understanding
- Inference
- Prediction
- Authorial intent
- Non-fiction
- Discussing reading

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>apply phonic knowledge to decode words</p> <p>speedily read all 40+ letters/groups for 40+ phonemes</p> <p>read accurately by blending taught GPC</p> <p>read common exception words</p> <p>read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>read multisyllable words containing taught GPCs</p> <p>read contractions and understand use of apostrophe</p>	<p>secure phonic decoding until reading is fluent</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read multisyllable words containing these graphemes</p> <p>read common suffixes *read exception words, noting unusual correspondences</p> <p>read most words quickly & accurately without overt sounding and blending</p>	<p>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>
Range of Reading	<p>list of p non</p>	<p>discussing word meanings, linking new meanings to those already known</p>	<p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases</p>	<p>using dictionaries to check the meaning of words that they have read</p>	<p>using dictionaries to check the meaning of words that they have read</p>	
	<p>Word meanings</p>	<p>discussing word meanings, linking new meanings to those already known</p>	<p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases</p>	<p>using dictionaries to check the meaning of words that they have read</p>	<p>using dictionaries to check the meaning of words that they have read</p>	
	<p>Understanding</p>	<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>discussing the sequence of events in books and how items of information are related</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
	<p>Inference</p>	<p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p>	<p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>
	<p>Prediction</p>	<p>predicting what might happen on the basis of what has been read so far</p>	<p>predicting what might happen on the basis of what has been read so far</p>	<p>predicting what might happen from details stated and implied</p>	<p>predicting what might happen from details stated and implied</p>	<p>predicting what might happen from details stated and implied</p>
	<p>Authorial Intent</p>			<p>discussing words and phrases that capture the reader's interest and</p>	<p>discussing words and phrases that capture the reader's interest and</p>	<p>identifying how language, structure and presentation contribute</p>


myON

- We have an online text library with thousands of fiction and non-fiction books.
- Pupils have their own login to access myON from home and from school.
- There is a very wide range of books on myON that appeal to a variety of interests.
- Pupils can read books of their choice but they can also read books that are in their ZPD range.
- If they read books that in their range, they can take an AR quiz on them,



Repeated Text Library

We have also taken a whole school approach and commitment to developing pupils story language, vocabulary and their love for reading. Each class has a set of books which they repeatedly read throughout the year in order to develop their vocabulary, to help them develop their story language and techniques. Each text has been hand-picked to ensure a coverage of a variety of genres, including poetry and non-fiction. The other texts have been specifically chosen because they have rich vocabulary, are written by a famous author, teach diversity or are recommended books from the Pie Corbett reading spine. We intend on ingraining the vocabulary and story techniques into our children so, by the end of the year, they have developed a bank of ideas to support them in reading and writing.



Repeated Text Library Reception

These are the stories we will read again and again in Reception. We will retell them, learn them and love them! They have been handpicked by our reading coordinators to ensure a coverage of a variety of genres including non-fiction and poetry. The other texts have been specifically chosen because they have rich vocabulary, are written by a famous author, teach diversity or are recommended books from the Pie Corbett Reading Spine.





Repeated Text Library Year 4

These are the stories we will read again and again in Year 4. We will retell them, learn them and love them! They have been handpicked by our reading coordinators to ensure a coverage of a variety of genres including non-fiction and poetry. The other texts have been specifically chosen because they have rich vocabulary, are written by a famous author, teach diversity or are recommended books from the Pie Corbett Reading Spine.



Reading for Pleasure

- Reading for pleasure is at the heart of everything we do!
- We have a vibrant, inviting library that all pupils can borrow books from.
- We have a weekly newspaper in the library that children are encouraged to read during reading sessions or take home to share with their families so they can read about current affairs.
- We run a very successful 'borrow a bedtime story' scheme which allows children to freely take home texts of their choice. This allows children to read and share texts that they would not normally get the opportunity to read under their Accelerated Reader level or, if they are in EYFS, their phonics level.
- Reading trophy is awarded to the class with the highest average percentage.
- We celebrate World Book Day and Non-Fiction November.

Reading Across the Curriculum

- Reading underpins our **whole** curriculum!
- We take a text based approach in English – all of our English teaching is based on a book.
- Children are provided with reading tasks in science, history and geography.
- Teachers provide children with a books that link to their science, history and geography topics. These books are always displayed on the relevant working walls and are available for pupils to read.

Monitoring Reading

All subjects are regularly monitored in a variety of ways at Dean Field. Reading is monitored by Miss Hussain through a yearly action plan which focuses on embedding, monitoring and introducing aspects to maintain a good curriculum for reading across the school for all children.

Some ways this is done is by:

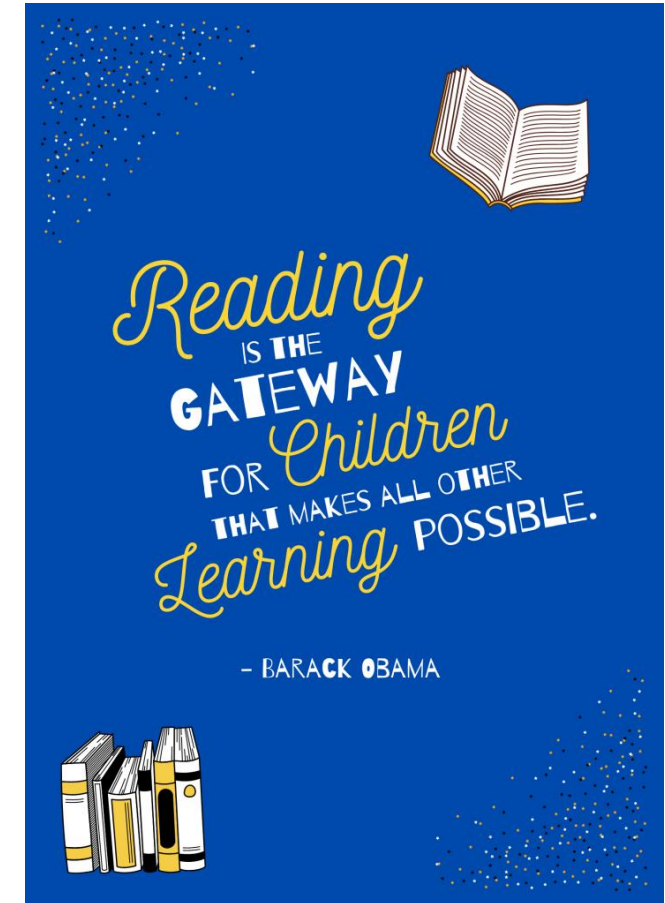
- Conducting pupil voice interviews and questionnaires
- Internal/cross Trust and external deep dives (lesson observations, staff interviews and book looks)
 - Learning walks
 - Data drops and the analysis of this
 - Resource monitoring
 - Staff training (webinars, meetings, courses)
- Celebrating staff and children's reading achievements
- Subject lead keeping up to date with reading, research and training

Top Tips for Reading at Home

- Children in KS1 and KS2 are encouraged to read at home at least 3 times a week.
- They can read their ZPD book or their reading for pleasure book.
- Look at the 'next step' that their teacher has provided for them and check if your child is addressing this next step. If not, gently remind them to do so.
- Concentrate on reading quality (it isn't all about reading lots!) - Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!
- Ask your child lots of questions - All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'
- Ask your child to make predictions about what they have read - If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

Top Tips for Reading at Home

- Ask your child to summarise what they have read - When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of the chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'
- Ask your child to write about what they have read - Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.



Thank you for the taking the time to read this presentation. If you would like to hear more about the teaching of reading at Dean Field please ring the office and request an appointment to speak to Miss Hussain.

