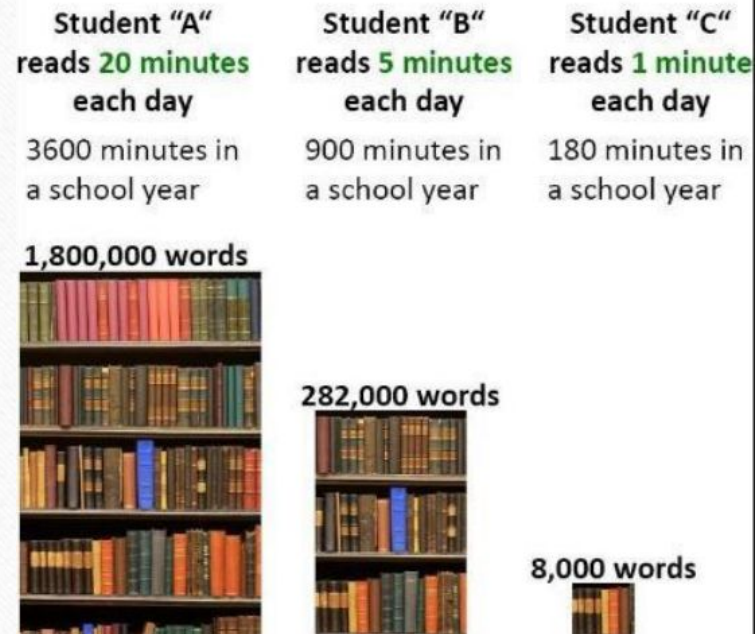


Reading at Co-op Academy New Islington



Foreword by Rt Hon Nick Gibb MP, Minister of State for Schools



The reading and writing of Standard English, alongside proficient language development, is the **key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects,** and the wonders of a knowledge-rich curriculum pass them by. **Reading is also a key indicator for success in further education, higher education and employment.**

Aims

- To explain how we learn to read
- To explain how we teach reading in EYFS and Key Stage 1 (Little Wandle)
- To explain how we teach reading in Key Stage 2
- To explain how you can support your child at home



To main requirements for reading

Phonics and Word Recognition

The ability to blend letter sounds (phonemes) together to read words. The ability to recognise words presented in and out of context.

Once we can decode, we can move onto reading fluently.

Comprehension

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.

We use Little Wandle to teach our children to read in Reception, Year 1 and Year 2.



<https://issuu.com/schudio1/docs/piper-hill-high-school-ls-powerpoint-for-paren/26>



Reading in Key Stage 2

What does reading in school look like?

- Shared reading with teachers and teaching assistants
- Time for independent reading
- Reading across the curriculum
- New Islington Reads
- Guided reading lessons every morning - we follow on from the little Wandle structure of reading (reading words/sentences accurately, reading for fluency, reading for understanding)



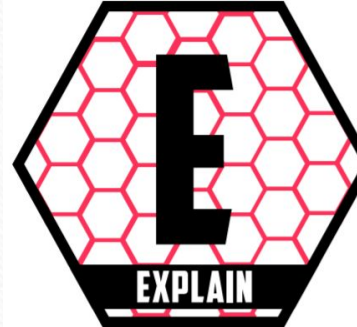
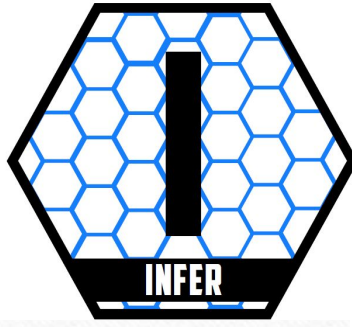
Guided Reading in Key Stage 2

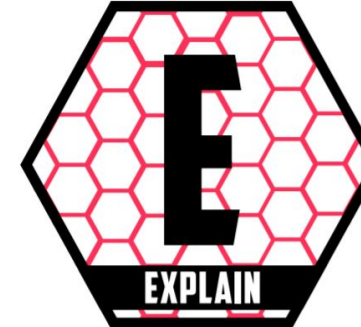
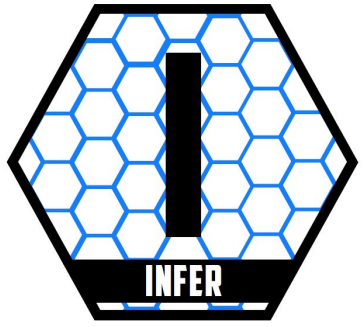
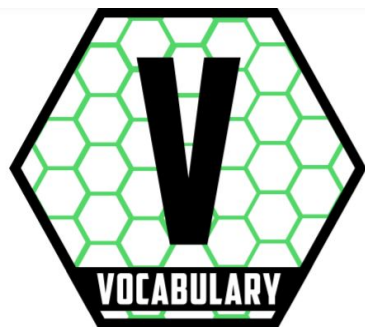
- We teach Guided Reading lessons every morning for 30 minutes.
- Each week, we focus on a short text or an extract from a longer text and explicitly teach children how to use reading skills to interpret and analyse what they are reading.



Guided Reading in Key Stage 2

- The reading skills we teach are:





Vocabulary	Infer	Predict	Explain	Retrieval	Summarise
<p>Identifying and understanding unfamiliar or text-specific vocabulary before reading a text.</p> <p>Children need to understand the meaning of unfamiliar words before they can comprehend the text as a whole.</p>	<p>Using observations and experience to connect clues and ideas so that a conclusion can be made about the text.</p> <p>Children are taught to pick apart texts and uncover meanings, themes and character motivations.</p>	<p>Predictions should be based on children's prior knowledge, experiences, observations and research.</p> <p>The more a child reads, the more experience they can draw upon to predict what might happen next.</p>	<p>Thinking about how content is related to and contributes to the meaning as a whole.</p> <p>Considering the use of language and how this enhances meaning.</p> <p>Thinking about and explaining the themes and patterns that develop across a text.</p>	<p>Practising the skills of skimming and scanning the text to find the key information that is needed.</p> <p>Recognising the features and layout of a non-fiction text so that information can be retrieved efficiently.</p> <p>Thinking about the logical place that the information might be found in a text.</p>	<p>Teaching children how to discern the essential ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.</p>

Guided Reading in Key Stage 2

- The week begins with a focus on the context - it is important that children have some understanding of the purpose or meaning of the text we are about to read.
- We may link it to things they have experienced in their own lives, or to a text that may be familiar to them.
- We then focus on vocabulary to ensure that unfamiliar words are understood
 - This is to ensure that the meaning of the text can be interpreted, without interruption and distraction



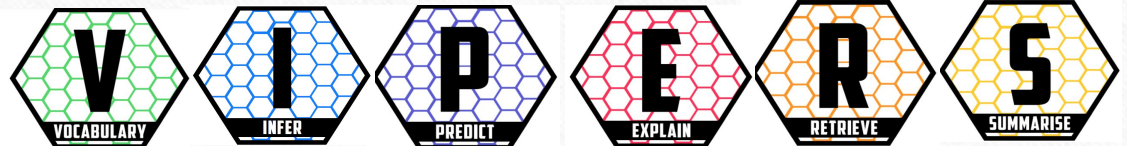
Guided Reading in Key Stage 2

- Following an introduction to the text and the new vocabulary, the class teacher reads to the class.
- We model correct use of expression and use of punctuation in our reading.
- All children have a copy of the text so that they can follow along and use it to help them when answering questions.



Guided Reading in Key Stage 2

- Context and vocabulary normally cover 1-2 days of the week.
- The remaining lessons are used to focus on analysing the text using one skill per lesson.
- We focus primarily on inference and retrieval as these are the skills that are most commonly used in reading.
- The teacher models how to use the text to answer questions or complete activities using these skills.



Accelerated Reader



- Online resource to track pupils reading **decoding, fluency** and **comprehension**.

29 / 34 Stop Test

As she warmed up, Iris observed the large crowd in the concert hall. She knew her violin was one reason they were in attendance. Leah's viola was the other. Leah was warming up too. Iris thought the two of them were probably quite similar, both disciplined. Still, Iris thought, nothing would stop her from doing all she could to win completely before the day's end.

The last sentence of the passage is an example of _____ .

- 1 repetition
- 2 flashback
- 3 foreshadowing
- 4 theme

- It provides a score that matches books to reading ability. Books are therefore not too difficult and will support **fluency**.



Accelerated Reader



- Class teachers will send home the book range that your child can choose from.

A screenshot of a login form for Accelerated Reader. It includes a name field, a book choice field, and a URL for the website. The form is titled "Co-op Academy New Islington".

Name _____

I can choose books: _____

We encourage you to read daily and change your books as often as you can. You can complete your quiz at home by using the website below.

The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.

<https://global-zone61.renaissance-go.com/welcomeportal/3580088>

- Children are now asked to complete individual book quizzes at home, using the following link:
<https://global-zone61.renaissance-go.com/welcomeportal/3580088>

Children should know their login details, but please ask your class teacher if you are unsure.



Reading for pleasure

- This is not something we can explicitly teach, but we can model
- Not only do we want the children to learn how to read, we want the children to ENJOY reading.
- Reading corners are vibrant and stimulating. The children want to go and read a book there.
- Year groups have access to books related to current topics, wellbeing and a range of other fiction and non-fiction.
- We will be celebrating World Book Day and keeping in touch with the local library so we can take part in other reading events.
- High quality books have been chosen for New Islington Reads and we celebrate year events with books, e.g. black history month.

How can you help at home?

- Encourage your child to complete their book quiz at home
- Talk about books
- Sit and listen to your child
- Encourage your child to read at bedtime (and at any other time!)
- Visit the library



Reading to and with your child

- 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 cliffhanger!

- Being able to read does not mean you understand what you read
- Your child might sound like a good reader but may not necessarily understand what the text means.



Reading unfamiliar 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
- Echo reading



Quality Questioning



Closed Questions

- Do you like this book?
- Do you like this character?
- Is this a good story?
- Do you like this kind of story?

Close questions limit the use of reading skills, such as inference.

Open Questions

- What do you like about this book?
- What do you like about the characters?
- Why do you think this is a good story?

Effective open questions deepen responses and understanding.



Reading Questions

CHARACTERS	STORY STRUCTURE
<ul style="list-style-type: none">• Who are the characters?• How does the character feel?• How does the character usually act?• Do you think the character would make a good friend? Why?• What did the character do during the events?• What did the characters learn?• How did the characters react in the setting?• How are the characters alike or different?	<ul style="list-style-type: none">• What was the plot of the story• Beginning, Middle, End• What was the setting?• Why do you feel the author chose the setting?• What is the importance of the setting that was chosen?• What was the problem in the story and was it resolved?• How did the characters feel during the conflict/problem?• How would you have solved the problem?
AUTHOR'S PURPOSE	THINK
<ul style="list-style-type: none">• Why do you think the author wrote this story?• Did the author have a lesson to be learned?• What do you think the author wants you to know after reading this story?• How did the author make you feel while reading this story?• Do you have an interesting thought or idea for the author of this story?	<ul style="list-style-type: none">• I wonder why...?• This made me feel...• What is the purpose of...?• Why did the character...?• What caused...?• How did the character...?• Where was...?• When did...?• Why was that important...?• How does that describe...?• What evidence shows...?• What will happen if...?• What would you do if...?



Thank you for joining us this morning

