


# Reading at Barnack Key Stage 2

Tuesday 17<sup>th</sup> September 2019



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)

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

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

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

- ▶ Lots is done in school during whole class reading teaching, individual reading, paired reading, shared texts in Literacy lessons, reading in Science and topic lessons.
- ▶ However, evidence shows that reading at home can have a far greater impact on children's reading.
- ▶ "Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background. 16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life."-Reading Agency.
- ▶ As parents we all lead extremely busy lives and increasingly the time we spend reading with our children is reducing which is reflected in research from Oxford University Press: "*Books Beyond Bedtime* found that 44% of seven-year-olds are rarely or never read to at home. This is despite the fact that nearly half of 'reluctant readers' of this age said they would enjoy reading more if their parents read with them". As a school we have spent time talking to our children about their reading and who they look to as role models for reading.
- ▶ Our Year 5 children recently took part in The Literacy Trust's annual survey and this showed that our children look up to their parents as reading role models. 52.6% said they look up to their mum and 31.6% said they look up to their Dad (15.8% said a grandparent was their role model). 42% said seeing their chosen role model reading makes them want to read more and 36% said this made them think reading is cool.

# The skills of reading

## Phonics and Word Recognition

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

## Comprehension (understanding)

- The ability to understand the meaning of words and sentences in a text.
  - The ability to understand the ideas, information and themes in a text.
  - If a child understands what they hear, they will understand the same information when they read.
- 
- Retrieval- finding the answers
  - Inference- being a detective and reading between the lines
  - Prediction- what's going to happen based on what they have read

## LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

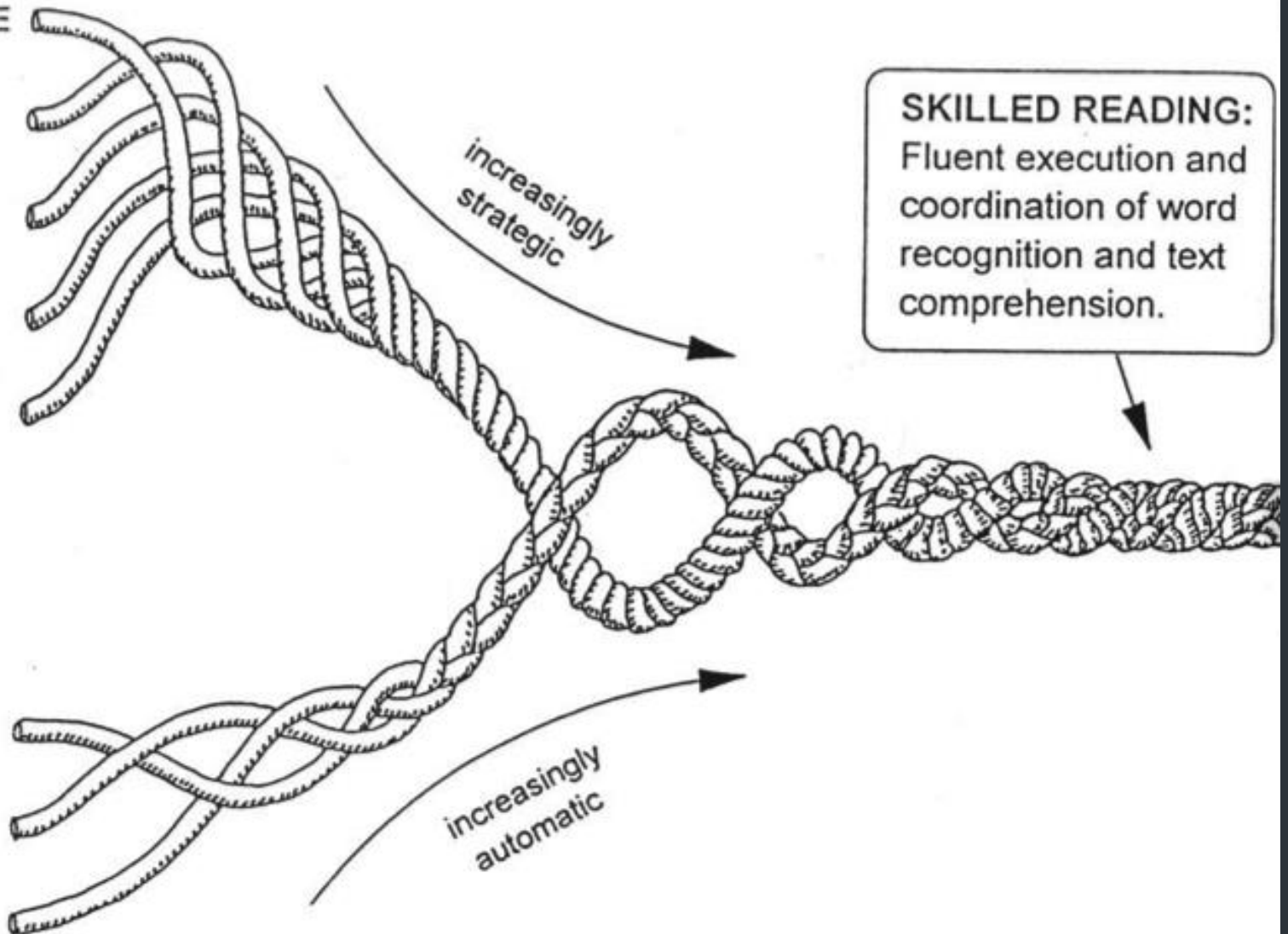
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

## WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

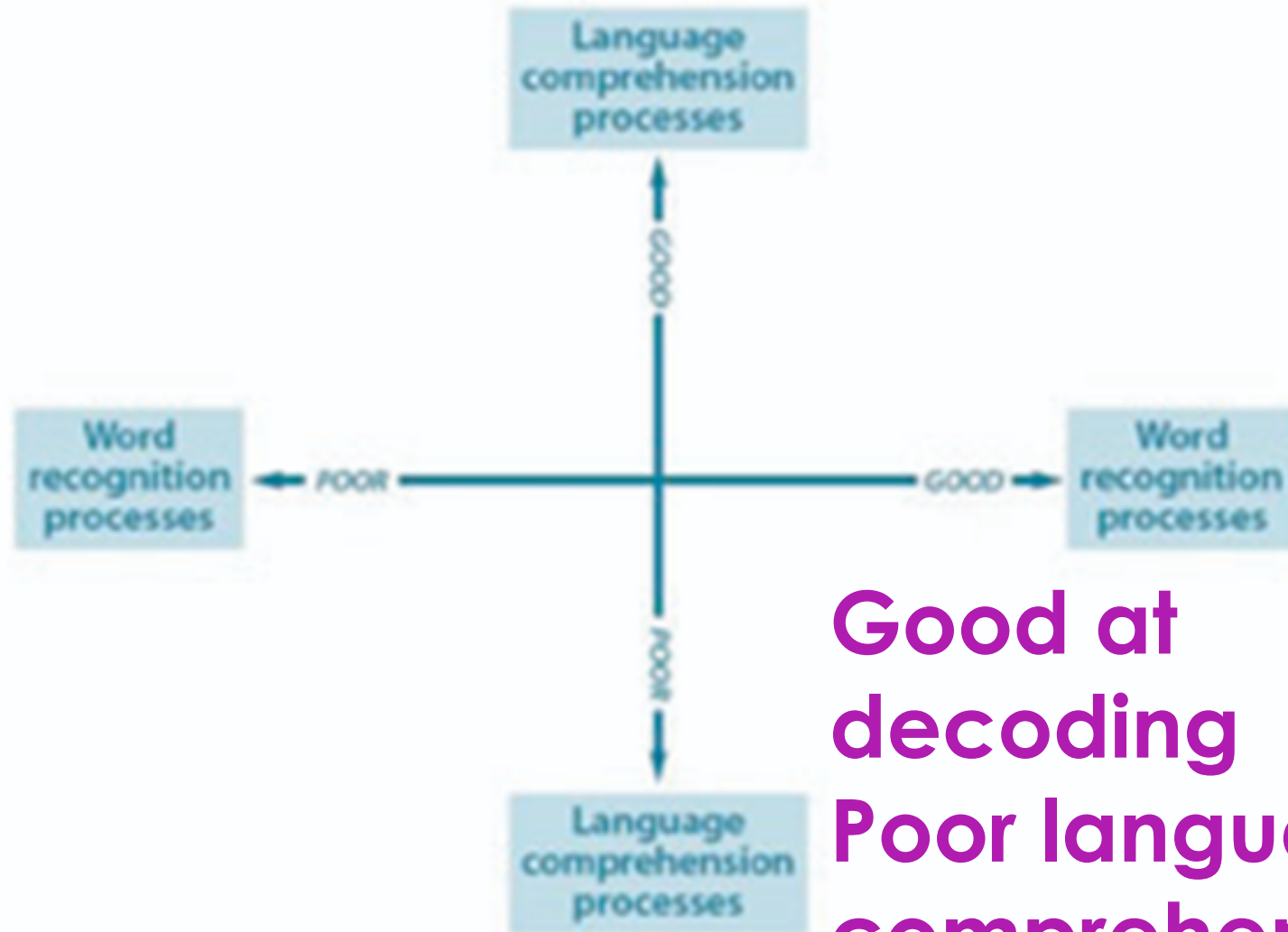
SIGHT RECOGNITION  
(of familiar words)




**SKILLED READING:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension.



Figure 1: The Simple View of Reading (Source: DfES, 2006, p. 53)



Good at  
decoding  
Poor language  
comprehension



As adult readers we use a range of flexible reading comprehension strategies so quickly and automatically we hardly notice they are taking place. The price we pay for our expertise is that the strategies we use have become hidden from us. Our children need to be supported in using these strategies. Just reading the words is not enough to gain comprehension- children who read passively struggle to recall the text or interpret it.

Corandic is an emurient grof with many fribs; it granks with corite, an olg which cargs like lange. Corite grinkles several other tarances, which garkers excarp by glarking the corite and starping it in tranker-clarped strobs.

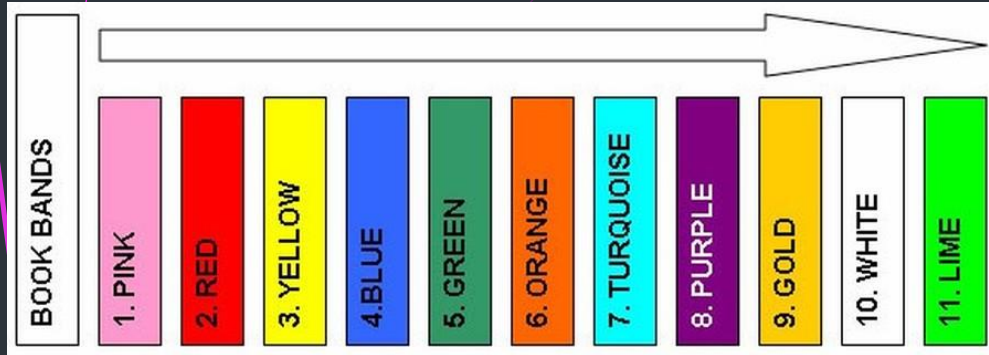
What is a corandic?

What does corandic grank with?

How do garkers excarp the tarances from the corandic?

# Book Bands- it's not a race:

## Reading first read, read for fluency and reading for understanding.



Book Band	Learning opportunities	No. of pages	Word count
Copper/Band 12	Provides more complex plots and longer chapters that develop reading stamina.	32pp	Approximate word count 1500
Topaz/Band 13	Offers longer and more demanding reads for children to investigate and evaluate.	32pp	Approximate word count 2000
Ruby/Band 14	Gives increasing opportunities for children to develop their skills of inference and deduction.	48pp	Approximate word count 2500
Emerald/Band 15	Provides a widening range of genres including science fiction and biography, prompting more ways to respond to texts.	48pp	Approximate word count 3000
Sapphire/Band 16	Longer reads to develop children's sustained engagement with texts that are more complex syntactically.	56pp	Approximate word count 4000
Diamond/Band 17	More complex, underlying themes to give opportunities for children to understand causes and points of view.	56pp	Approximate word count 5000
Pearl/Band 18	Offers fluent readers a complex, substantial text with challenging themes to facilitate sustained comprehension, bridging the gap between a reading programme and longer chapter books.	80pp	Approximate word count 8000



# How to support...

Sounding out words using phonics: segment into phonemes and then blend. Ask them to repeat the word blended too. Try to work towards not having to segment out loud but 'Fred in their head'- segment in their head and then say the blended word.

When they can't sound it out: Read the sentence and try out a different word. Let them read it with the incorrect word- does that make sense? Support them if they're not sure- give them the word or correct them. Re-read the sentence to help with this- supporting their comprehension. Break it into parts with/in- 'within'

How to correct them when they get it wrong: Tell them and move on- don't worry about them correcting every word- it should be a positive experience!


Check their understanding even when reading on their own

Let your children choose what they like to read but encourage them to read a range of genres (poetry, fiction and non-fiction) not just books by the same author

Read books that they can't access independently to expand their vocabulary- books for pleasure, classic literature.

Don't panic if you're not sure of the sounds- use the RWInc website to find support for parents:

<https://www.ruthmiskin.com/en/find-out-more/parents/>



➤ **Talk about how maddeningly brilliant the English language can prove.** There are 26 letters in the alphabet that make over 44 sounds, with around 200 different spelling combinations, that comprise over 500,000 words in our English word hoard that has been ceaselessly changing for well over 12 centuries. Given this complexity, what a typical eight year old has conquered in their short time with language is nothing less than a startling success. We should celebrate this grand achievement.

➤ I Love Lucy- OUGH clip-  
<https://www.youtube.com/watch?v=MAL9VD6Lz9Y>


# Spellings-

- New spellings coming home are focused on spelling patterns and rules with the Spelling list words (words that by the end of Year 3/4 or 5/6 children should be able to read and spell correctly in their writing).
- Look for patterns i.e. words with 'all'- ball, call, fall or 'ould'- could, should, would
- Use mnemonics- 'Oh You Lucky Duck' for ould words, 'Snakes And Insect Dance' for said, 'Big Elephants Can Always Understand Small Elephants' for because.
- Break it into syllables:
- So, for **two-syllable** words...

Danger	Dan / ger
Windmill	Wind / mill
Option	Op / tion
- And for **three-syllable** words...

Relation	Re / la / tion
Beautiful	Beau / ti / ful
- Make the word into a picture to help them remember- If they're writing 'cat' as 'kat' remind them it's a 'curly c' by saying, "The cat likes to curl up and go to sleep"
- Are there words that DON'T fit the rule (i before e except after c.... Weird, feisty, heist)
- Use post-it notes of words they struggle with
- Looking for these words in their reading
- It's not about scoring 10/10 on a test but being able to apply the rules and apply it to their writing.

# Where to find support with spellings

- ▶ Education City has lots of spelling games and investigations. Search for spellings in your child's year group or for a specific rule.
- ▶ Oxford Owl website- <https://www.oxfordowl.co.uk/for-home/advice-for-parents/help-with-spelling/>
- ▶ The Spelling Shed App-  (Apple)
- ▶ Your Spelling (Apple)
- ▶ Magic Spell (Apple)
- ▶ Ladybird I am ready to....Spell! (Apple and Android)- EYFS/ KS1
- ▶ Squeebles Spelling Test (Apple and Android)

That was a whistle-stop tour of reading and a bit of spelling. Please take the handouts and have a look on the website for more support- the videos and Power Point are on the website and there is a phonics page to support with phonics sounds.

Choosing books- <https://www.booktrust.org.uk/books-and-reading/bookfinder/>

If you have any specific questions please do try and grab me at school or check with your class teacher.

Thank you  
for your support