

# READING

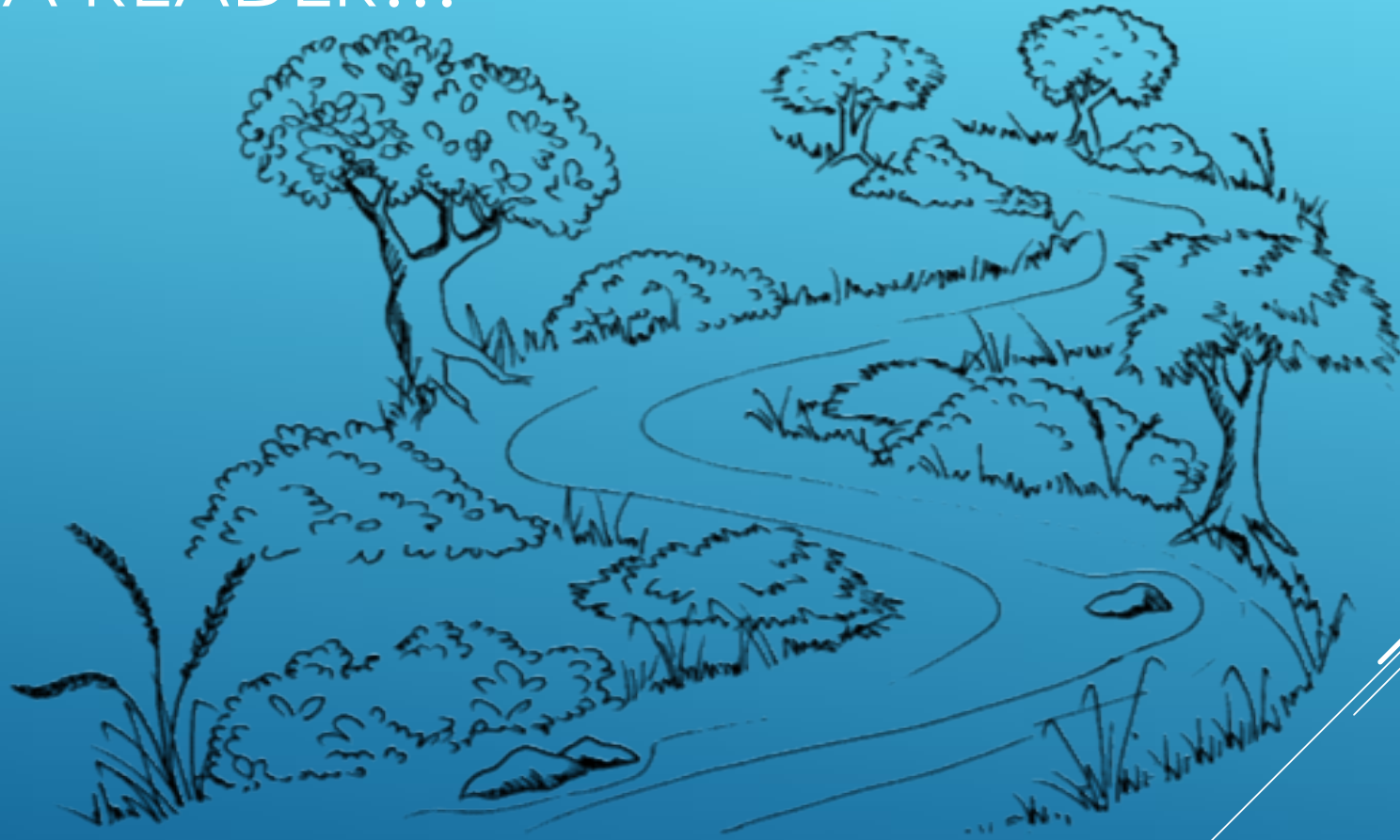
Parent information evening  
Wednesday 5<sup>th</sup> February 2020





“The more that you read, the more things you will know. The more that you learn, the more places you'll go.” -Dr. Seuss

# YOU AS A READER...




Activity - Reading rivers – what was our reading journey today?

VALUE ALL READING



# AIMS OF THIS EVENING

- ▶ To share the importance of children reading for pleasure.
  - ▶ To help us understand how children learn to read and the skills they need.
  - ▶ To give you strategies when helping your child at home.
  - ▶ To underline the importance of children reading aloud to adults.
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- A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

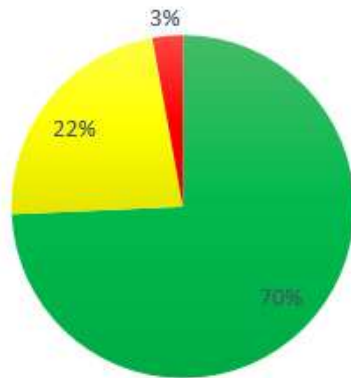
Reading for pleasure is the single most important indicator of a child's future success.

OECD 2002

# WHAT DO OUR CHILDREN SAY?

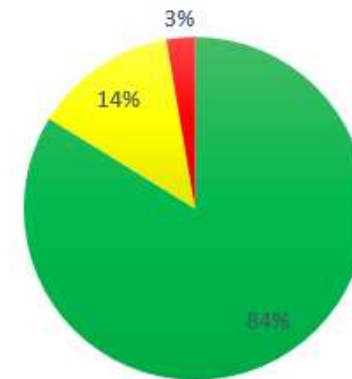
KS1 Children's reading survey			
No. of children surveyed	<input type="text" value="37"/>	Class/cohort name	<input type="text" value="Reception and Key Stage One"/>
<b>1. Do you like reading?</b>			
<i>I love reading</i>	<input type="text" value="26"/> 70%	<i>It's okay</i>	<input type="text" value="8"/> 22%
		<i>I don't like reading</i>	<input type="text" value="1"/> 3%
<b>2. Are you a good reader?</b>			
<i>I'm good at reading</i>	<input type="text" value="31"/> 84%	<i>I'm okay at reading</i>	<input type="text" value="5"/> 14%
		<i>I'm not good at reading yet</i>	<input type="text" value="1"/> 3%
<b>3. Do you read at home?</b>			
<i>Yes</i>	<input type="text" value="36"/> 97%	<i>No</i>	<input type="text" value="0"/> 0%
<b>4. If yes, who do you read with at home?</b>			
<i>My Mum or Dad</i>	<input type="text" value="31"/> 84%	<i>I read by myself</i>	<input type="text" value="10"/> 27%
		<i>My sister or brother</i>	<input type="text" value="17"/> 46%
		<i>Somone else</i>	<input type="text" value="10"/> 27%
<b>5. How often does someone read with you at home?</b>			
<i>Every day</i>	<input type="text" value="13"/> 35%	<i>A few days each week</i>	<input type="text" value="17"/> 46%
		<i>Once a week</i>	<input type="text" value="7"/> 19%
		<i>Never</i>	<input type="text" value=""/> 0%
<b>7. What do you most like to read?</b>			
<i>Storybooks</i>	<input type="text" value="31"/> 84%	<i>Non-fiction</i>	<input type="text" value="23"/> 62%
		<i>Picturebooks</i>	<input type="text" value="3"/> 8%
<i>Comics</i>	<input type="text" value="3"/> 8%	<i>Story apps</i>	<input type="text" value=""/> 0%
		<i>Websites</i>	<input type="text" value=""/> 0%

### 1. Do you like reading?



■ I love reading   ■ It's okay   ■ I don't like reading

### 2. Are you a good reader?



■ I'm good at reading   ■ I'm okay at reading   ■ I'm not good at reading yet



### Reception, KS1 and lower KS2 Children's reading survey

No. of children surveyed

58

Class/cohort name

Key Stage One and Year Thre

#### 1. Do you like reading?

*I love reading*

41

71%

*It's okay*

16

28%

*I don't like reading*

1

2%

#### 2. Are you a good reader?

*I'm good at reading*

45

78%

*I'm okay at reading*

12

21%

*I'm not good at reading yet*

2

3%

#### 3. Do you read at home?

*Yes*

58

100%

*No*

0

0%

#### 4. If yes, who do you read with at home?

*My Mum or Dad*

48

83%

*I read by myself*

25

43%

*My sister or brother*

24

41%

*Somone else*

19

33%

#### 5. How often does someone read with you at home?

*Every day*

17

29%

*A few days each week*

32

55%

*Once a week*

10

17%

*Never*

0%

#### 7. What do you most like to read?

*Storybooks*

50

86%

*Non-fiction*

26

45%

*Picturebooks*

8

14%

*Comics*

4

7%

*Story apps*

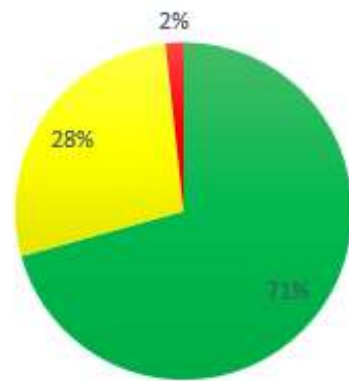
3

5%

*Websites*

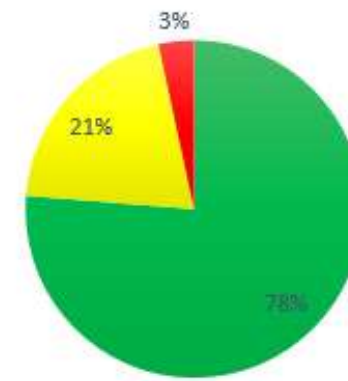
0%

### 1. Do you like reading?



■ I love reading ■ It's okay ■ I don't like reading

### 2. Are you a good reader?



■ I'm good at reading ■ I'm okay at reading ■ I'm not good at reading yet

**KS2 Children's reading survey**

No. of children surveyed  Class/cohort name

**1. Do you like reading?**

<i>I love reading</i>	<i>It's okay</i>	<i>I'm not bothered</i>	<i>I don't like reading</i>
<input type="text" value="9"/> 41%	<input type="text" value="12"/> 55%	<input type="text" value=""/> 0%	<input type="text" value="1"/> 5%

**2. Are you a good reader?**

<i>I'm a very good reader</i>	<i>I'm a good reader</i>	<i>I'm okay</i>	<i>I'm not a very good reader</i>
<input type="text" value="8"/> 36%	<input type="text" value="7"/> 32%	<input type="text" value="6"/> 27%	<input type="text" value="1"/> 5%

**3. Where do you prefer reading?**

<i>At home</i>	<i>At school</i>	<i>Somewhere else</i>
<input type="text" value="15"/> 68%	<input type="text" value="6"/> 27%	<input type="text" value="5"/> 23% on holiday, at Grandmas, garden, quieter at school, quieter at home

**4. Do you read with anyone at home?**

<i>Yes</i>	<i>No</i>
<input type="text" value="18"/> 82%	<input type="text" value="4"/> 18%

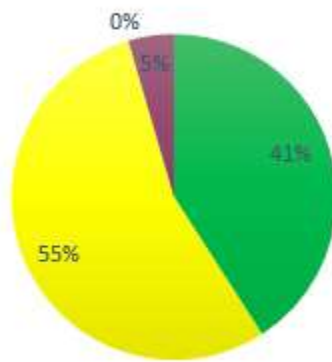
**5. Which 2 of these do you enjoy reading most?**

<i>Jokes</i>	<i>Magazines</i>	<i>Comics</i>	<i>Story books</i>
<input type="text" value="4"/> 18%	<input type="text" value="3"/> 14%	<input type="text" value="3"/> 14%	<input type="text" value="16"/> 73%
<i>Poetry</i>	<i>Non-fiction</i>	<i>Picture books</i>	
<input type="text" value="5"/> 23%	<input type="text" value="5"/> 23%	<input type="text" value="2"/> 9%	

**6. Which 2 of these do you enjoy reading most?**

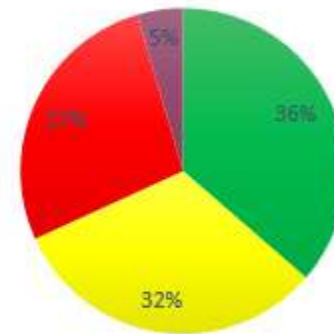
<i>Book apps</i>	<i>e-books</i>	<i>Blogs</i>	<i>Websites</i>
<input type="text" value="9"/> 41%	<input type="text" value="8"/> 36%	<input type="text" value=""/> 0%	<input type="text" value="4"/> 18%
<i>Social media</i>	<i>Online games</i>		
<input type="text" value="3"/> 14%	<input type="text" value="12"/> 55%		

### 1. Do you like reading?



I love reading   It's okay   I'm not bothered   I don't like reading

### 2. Are you a good reader?



I'm a very good reader   I'm a good reader   I'm okay   I'm not a very good reader

# WHY ENCOURAGE CHILDREN TO READ FOR PLEASURE?

Significant benefits –

International evidence demonstrates:

- increased attainment in literacy and numeracy (e.g. Anderson et al., 1988; OECD, 2010; Sullivan & Brown, 2013)
- improved general knowledge (e.g. Clark and Rumbold, 2006)
- richer vocabulary (e.g. Sullivan & Brown, 2013)
- supports identity explorations (e.g. Rothbauer, 2004)
- encourages imagination, empathy and mindfulness of others (e.g. Kidd & Costano, 2013)

The will influences the skill and vice versa

‘Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all.’

National Literacy Trust, *Children's and young people's reading today*, 2012

# WHAT MAKES A GOOD READER?

The main purpose of reading is to build a visual image of the text

**Decode**

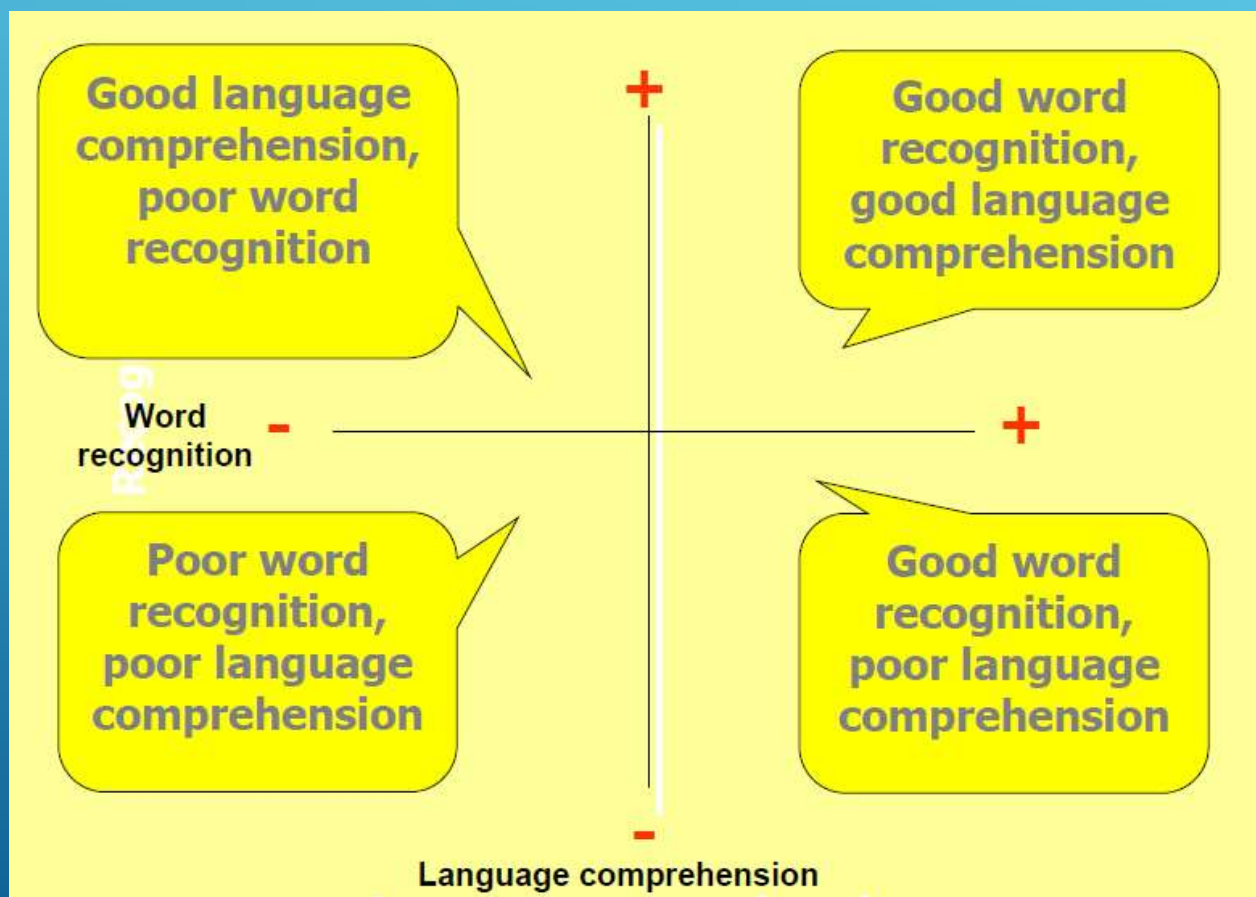
**Understand**

**Respond**



**Attitude**

# CHILDREN'S READING ABILITIES CAN FALL INTO ONE OF FOUR CATEGORIES...





# HOW CAN YOU SUPPORT YOUR CHILD?

## **Encourage your child to read from a wide range of sources.**

There is much to learn and enjoy from reading picture books, short stories, poetry, comics, magazines, instruction manuals and so on.

## **Bring back the bedtime story**

Developing a love of reading is vital. Spending time at the end of a busy day enjoying a book is a wonderful way to share that love of books and texts.

## **Provide a positive role model.**

Chat about what you are reading in books, newspapers and magazines, or EBooks. You could have a 'reading time' at home where you turn off the TV and everyone reads for 20 minutes - including you!

## **Read with your child every day (or at least most days...)**

The more you can read and share books with your children, the more opportunity they have to become better readers.

## **Listen to your child read.**

All children like to receive positive feedback and listening to your child read is a great opportunity to congratulate him or her on what has been achieved.

## WHICH IS BEST?

- ▶ Should I read to my child or listen to them read to me?

BOTH!

Whilst some older children prefer to read to themselves, they can be lacking comprehension or missing opportunities to extend their vocabulary.

# WHAT TO DO IF YOUR CHILD DOES NOT WANT TO READ...

*Do I have to? I'm too tired. But I'm playing with...*

It's at this point that you may like to use one of the following strategies—because *some* reading practice is better than *no* reading practice!

- ▶ Use a timer (kitchen, sport) so your child understands that the reading practice will be for a short amount of time.
- ▶ Read the book aloud to your child but have your child read words that you know he or she can already read.
- ▶ Value what they enjoy reading. Read something your child enjoys - a football magazine or even the TV guide!
- ▶ Read half the book each, take it in turns to read a page.
- ▶ Pick the right time! If your child is usually too tired to read at bedtime, perhaps try reading at breakfast time or straight after school.

# HOW ELSE CAN YOU SUPPORT AT HOME?

**Find it and Prove it questions** - *Where/when does the story take place? What colour was the ball?*


**Vocabulary questions** - *What does this word/phrase tell you about the character's mood? Can you find a word that means \_\_\_\_\_?*

**Inference questions** - *"The boy skipped down the street." How is the boy feeling?*

**Author questions** - *What effect has the author made by describing the trees as 'looming over her like mysterious figures'?*

**Commentator questions** - *What is similar/different between these two characters?*

# WHAT ABOUT MY CHILD NOW?

- ▶ We will now have time to visit your child's classroom to share what reading teaching and expectations may look like for your child and their age group now.
  - ▶ This may include, suggested reading lists, questions to support reading at home, sharing expectations for specific year groups etc.
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- ▶ <https://www.booksfortopics.com/key-stage-book-lists>
- ▶ <https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>
- ▶ <https://www.lovereadng.co.uk/genre/grp/Reading-Groups.html>
- ▶ <https://schoolreadinglist.co.uk/>

IDEAS FOR READING...