

READING INFORMATION SESSION

Thursday 1st December 2022



What do your children think is the most important part of reading?

Four key aspects of reading



- **Word recognition**

Phonemic awareness/ "highway code"/phonics/ look and say/language

- **Reading fluency**

Phrases/appropriate pace/punctuation

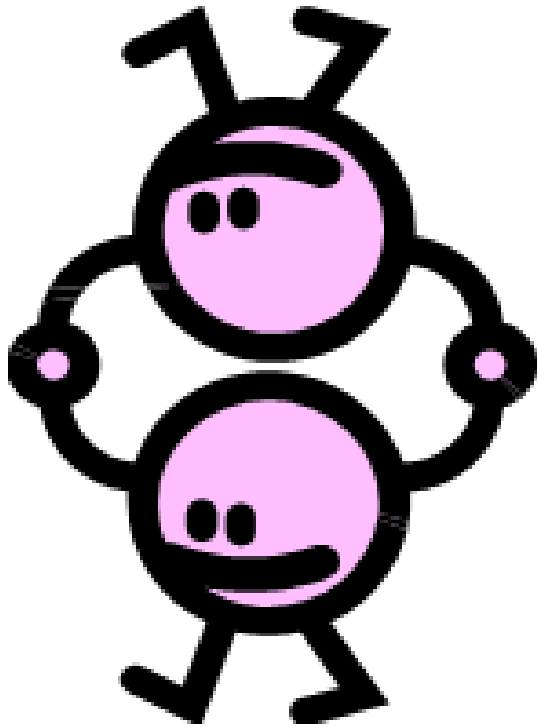
- **Using strategies when reading to understand texts**

Detect errors/repeat/self correct

- **Language, reading comprehension and enjoyment**

Understanding/enjoyment is goal of reading

WHEN TEACHING READING WE WANT TO VALUE ALL ASPECTS...



Understand texts

Fluent reading
in phrases

READING IS COMPLEX...

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)

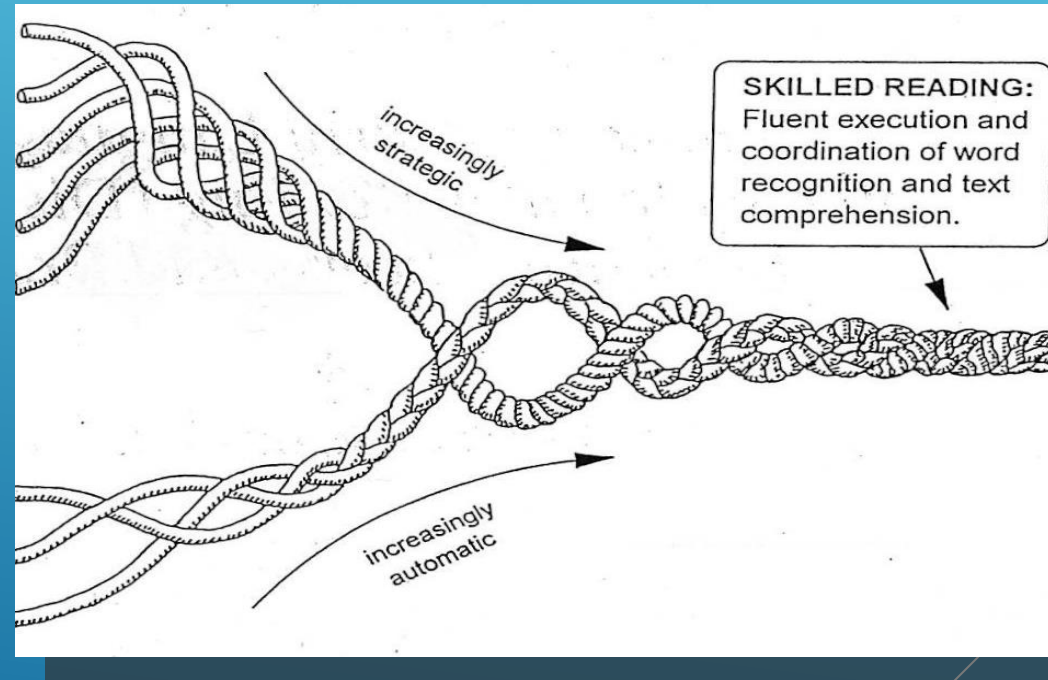
DECODING *(alphabetic principle, spelling-sound correspondences)*

SIGHT RECOGNITION

(of familiar words)

READING BEHAVIOURS

(application of phonics in texts, detecting errors, repeating to check/problem solve, self correcting, reading in phrases)



Scarborough, 2001

Word recognition

In many pupils' minds, decoding seems to have a much bigger profile than comprehension.

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What advice does your teacher give you about reading?



If you get stuck
..sound it out

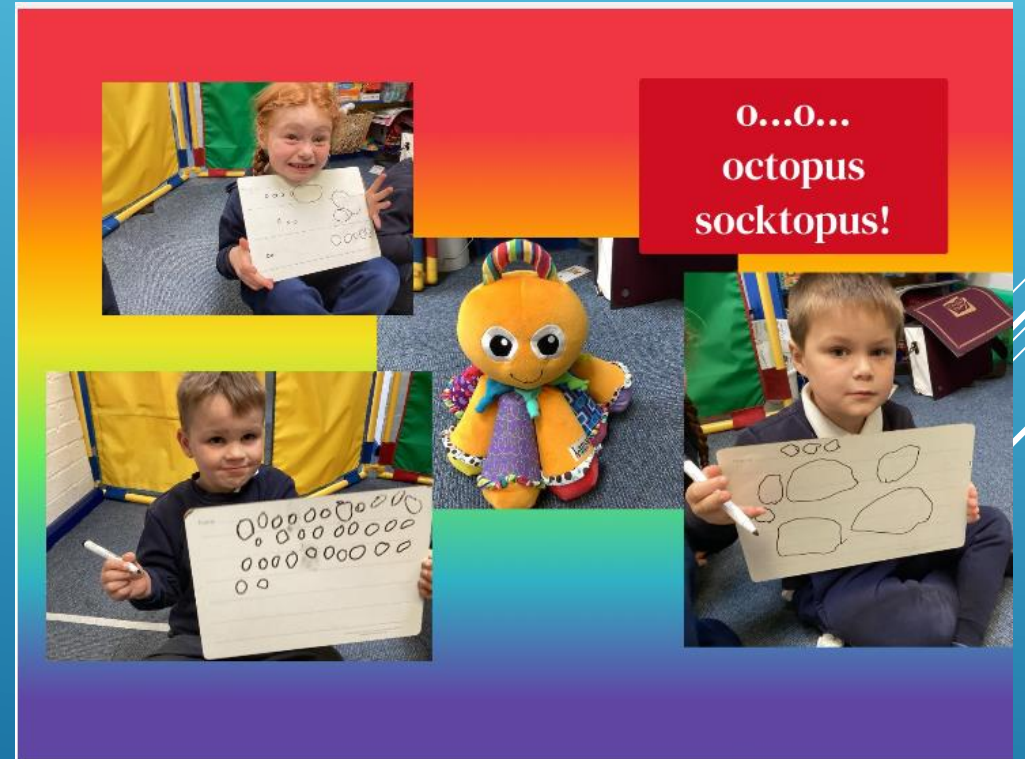
- ▶ Many pupils think that decoding rather than comprehension is the main point of reading.

READING IS FUN!

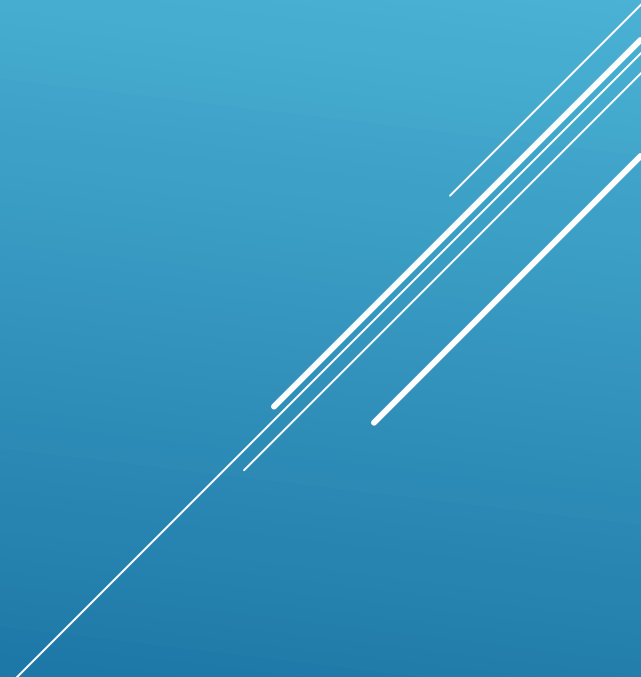


- Bedtime stories,
- All reading is valued,

PHONICS AND WORD RECOGNITION IS IMPORTANT!



FOCUS ON READING COMPREHENSION
AS WELL AS WORD RECOGNITION...





Implications of poor comprehension



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Pupils who fail to understand adequately what they read...

- Are inclined to be less motivated readers and so read less and have weaker vocabulary, background and text knowledge
- Listening comprehension (ie listening to texts) is likely to be weak as it is highly correlated to reading comprehension.
- Attainment in national assessments in English Maths and Science at 11 and 16 will be lower because effective reading to learn is denied Cain 2010
- “A failure to develop a high level of comprehension skill creates a severe obstacle to educational attainment.” Perfetti, Landi and Oakhill
- Weak reading comprehension means a reader notices a lot less about text and how writers construct it. This invariably shows in their writing

READING COMPREHENSION IS MORE THAN JUST BEING ABLE TO ANSWER A SET OF QUESTIONS.

Activity

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 glarcking the corite and starping it in tranker-clarped strobs.

- 1) What is corandic?
- 2) What does corandic grank with?
- 3) How do garkers excarp the tarances from the corandic?

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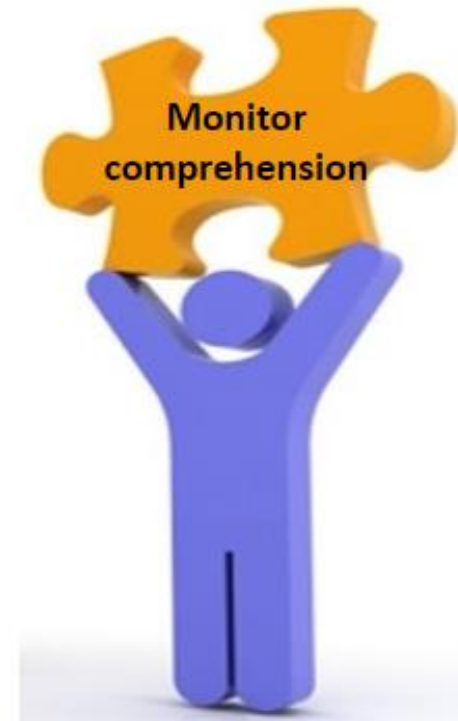
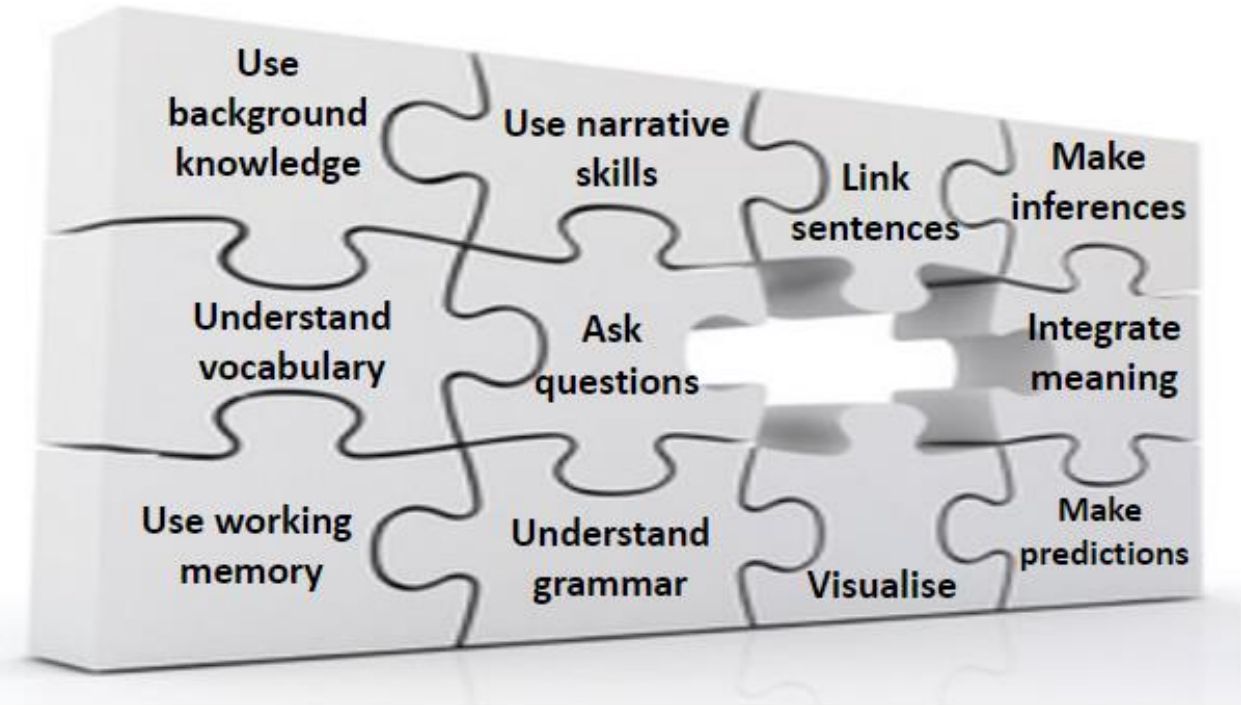
Now, after reading the text can you answer these questions...

- 1) What is corandic?
- 2) What does corandic grank with?
- 3) How do garkers excarp the tarances from the corandic?

READING COMPREHENSION IS MORE THAN
JUST ANSWERING QUESTIONS.



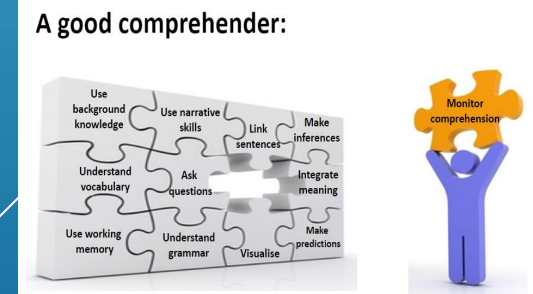
A good comprehender:



A FOCUS ON EXPLICIT READING COMPREHENSION.

A good reader ...

- ▶ Uses background knowledge – text to self, text to world, text to text
- ▶ Uses narrative skills – they can retell the story in their own words, giving a ‘gist’ of what has happened etc.
- ▶ Links sentences – as children read they build on their knowledge of what is happening consciously.
- ▶ Makes inferences – Good comprehension involves going beyond the literal meaning of text. We make links between sentences, use knowledge of books and background knowledge to generate INFERENCES.
- ▶ Understands vocabulary – Recognises vocabulary and words they don't understand and is developing strategies to manage this.
- ▶ Asks questions – Good readers are active readers. As they read they ask their own questions or predict.... and read on to find out
- ▶ Integrates meaning – We activate background knowledge... link adjacent sentences... working memory and inference to get gist.
- ▶ Uses working memory – ‘I'm reading one sentence, holding it in my head to build meaning. Whilst reading another and integrating it, using inference and background knowledge
- ▶ Understands and uses grammar – children recognise the importance of punctuation and use it correctly. They understand how using grammar incorrectly can alter meaning etc.
- ▶ Visualises – we think in pictures whilst we are reading.
- ▶ Makes predictions – as we read we make our own predictions based on what we know so far.



WHAT DO WE DO AT SCHOOL?


- ▶ Phonics is taught daily for KS1 and those children who are still developing their word recognition and fluency.
- ▶ Specific reading lessons are taught weekly with a focus on elements of reading comprehension. What makes a good reader?
- ▶ We listen to children read aloud and encourage good comprehension and fluency.
- ▶ We promote a love of reading through – paired reading time, library club, inviting reading corners, reading incentives, school librarians and much more.

WHAT CAN YOU DO?

- ▶ Continue to listen to your child read aloud at home at all ages and stages and record it in their reading record.
- ▶ Encourage your child to develop and value reading comprehension. Here are some ways you can do this –
 - Tell me what you see in your head right now? What do you visualise?
 - Encourage predictions.
 - Talk about the characters – do they remind you of another character from another book you have read? Does it remind you of an experience you have had?
 - Question vocabulary – what does that word or phrase mean? Can you think of another word that means the same?
 - What do you wonder?
 - Can you tell me what has just happened in your own words? Can you tell me the ‘gist’ of what has happened?

A LOVE OF WORDS AND UNDERSTANDING OF
THE MEANING OF WORDS IS VITAL!

Words, words,
words!

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, located in the lower right quadrant of the image.