

You can find magic
wherever you look. Sit
back and relax, all you
need is a book.

- Dr. Seuss

Aims of today's session

1. Why is it important to support at home?
2. Ways in which you can support at home
3. Ideas that you can take with you

Child A Reads:	Child B Reads:	Child C Reads:
20 minutes per day	5 minutes per day	1 minute per day
3,600 minutes per school year	900 minutes per school year	180 minutes per school year
1,800,000 words per year	282,000 words per year	8,000 words per year

The average word count for a typical novel is anywhere from 70,000 to 120,000 words

Between 15 and 25 books a year!	3 or 4 books a year	Less than one book per year
		

Want to be a better reader? Simply read!

There are different skills needed to be a successful reader:

- Being able to 'crack the code'
- Becoming a fluent reader – what does this mean?
- Understanding the text – comprehension skills

Cracking the code

- Phonics – using this knowledge to blend and segment words
 - Sight words
 - Tricky words
-
- Little Wandle – new phonics scheme using in September 2023-24 in line with Carlisle Infant School

Phonics

A **phoneme** is the smallest unit of sound in a word.

c-u-p

c-oa-t

f-air-y

Phonics

A grapheme is a letter or a group of letters that represent a phoneme.

oe

ow

oa

o-e

o

ough

How many?!

- 26 letters in the English alphabet
- 44 different phonemes (19 vowels, 25 consonants)
- More than 150 commonly used graphemes
- September session?



Tricky / red words

- Common exception words, e.g. the
- Word lists – years 3&4 and 5&6

What is a 'fluent' reader?

- Prosody
- Flow / rhythm
- Self correcting
- Pausing
- Using punctuation correctly
- Intonation



Ways to help support fluency:

- Support and encourage children to read independently for information and, perhaps even more importantly, for pleasure
- Hearing an adult read aloud frequently (in any language)
- Echo reading
- Audio books
- Seeing the sentence as a whole (not line by line)
- Reading aloud themselves
- Talking about the pictures in a book – this helps develop confidence and language skills

Understanding the text – comprehension skills

Different questions types:

1. **retrieval questions**, e.g. What town does she live in?
2. **inference questions**, e.g. How is ____ feeling? How do you know?
3. **vocabulary questions**, e.g. What does this word mean? Why did the author choose that particular word?
4. **evaluative/commentator questions**, e.g. What do you think about ____?
5. **prediction questions**, e.g. What do you think will happen next? What other characters do you think will be introduced?

Reading dogs – good examples of questions to ask your child

Vocabulary Victor might ask...

What does this word tell us about the character/setting/atmosphere?

Look at that sentence/passage and circle a word/phrase that means the same as _____.

Which words/phrase in this text give us the impression that the main character is _____?

Which words/phrase in this text give us the impression that the setting is _____?

Which words/phrase in this text give us the impression that the atmosphere is _____?

The author uses words like _____ to describe _____. What impression does this give us of the character/setting/atmosphere?

The author describes the main character as _____. Think of another word that could have been used instead.

Why did the author use the word _____ to describe _____?

How does the author make the reader feel _____ in this part of the text?

How has the author's choice of words created the feeling _____?

What do phrases such as _____ tell you about _____?

What might that mean?

What do you think the writer is saying when they _____?

What does that imply/suggest/indicate about _____?



Rex Retriever might ask...

Where is the story set?

How does the main character look/behave/speak?

When is the story set?

Where would you find a section about _____?

Can _____ have more than one meaning?

What does the word _____ mean?

What did _____ do when _____?

Where did _____ go?

Find a word or phrase which tells us how the character is feeling.

Where in the book would you find _____?

Who are the key characters in the book?

What happened at _____?

Describe...

Which paragraph tells us _____?

Which section tells us _____?

Where does the story take place?

When did the story take place?

What did (s)he/it look like?

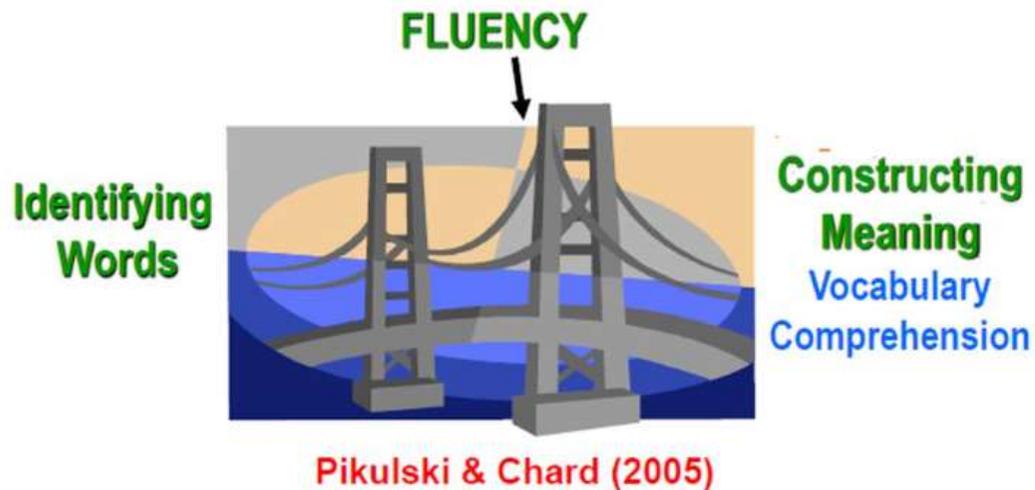
Who was (s)he/it?

Where did (s)he/it live?



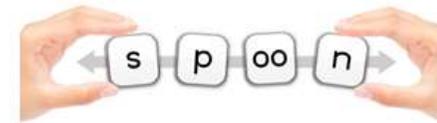
How it all fits together

Fluency forms the bridge between word identification & constructing meaning



The three main parts of learning to read:

Decoding—you can ‘crack the code’ and read the words. You can do this by using your phonics and knowing your sight words.



Fluency—reading with prosody and at a good pace. This means you can read with expression and intonation.



Comprehension—this means that you understand the text you have read and know what the words mean (vocabulary)



Reluctant readers



- Reading for **enjoyment!** Not meant to be a battle
- Little and often (5 minutes better than nothing!)
- Find texts, authors that they engage with (visit the library, social media, book lists etc)
- Try different types of texts, e.g. poems, non-fiction texts, comics, newspapers, cook books
- Writing reviews
- **Have fun!** Reading aloud together, funny voices, torches on at book time

Resources

- Pack included
- Library
- E-books
- Audio books
- Comprehension practise^{*}
- Websites – [loveread4kids](http://loveread4kids.com), [books for topics](http://booksfortopics.com)

- <https://www.loveread4kids.co.uk/>
- <https://www.booksfortopics.com/>