

Welcome to our Reading Meeting

ONCE UPON A TIME... Get LOST in the story!

Let your imagination be your guide! The more you read, the more things you will know. The more that you learn, the more places you'll go. -Dr. Seuss

INSPIRE

the best place for your nose, is in a book

READ


"There is more treasure in books than in all the pirate's loot on Treasure Island." -Walt Disney

dream

Today a reader, tomorrow a leader.

BOOK STORY WORM

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



Letters and Sounds

- Structured programme
- Four phases
- Fifth phase – Year 1 programme of study
- Fast pace, lots of consolidation
- **Blending** for reading
- **Segmenting** for writing
- **Tricky words**

A New Vocabulary!

- **Phonics** – the learning of letters and sounds
- **Phoneme** – the sound a letter makes
- **Grapheme** – the written letter
- **Blending** – running sounds together to make a word
- **Segmenting** – breaking a word up into its component sounds
- **Tricky words** – words that cannot be decoded using phonics
- **cvc** – c = consonant (b/c/d/f), v = vowel (a/e/ee)
- **Digraph** - a sound made with two letters eg. sh ai oi
- **Trigraph** - a sound made with three letters eg. ear air
- **Phonetically plausible** – written phonetically that it can still be read although it is spelt incorrectly eg. torl werk cabij

Teaching of Reading at school

- Learning to **blend** sounds into words
- Learning **tricky words** as a sight vocabulary
- Book share
- Guided Reading
- Whole Class Reading
- Interventions – Reciprocal Reading

Reading Session ProcessReception - Book Share Session

The following process is to be used in Reception when children are fluent readers.
Children will read independently each day. Reading will be promoted and modelled in all areas of Foundation Stage.
Retrieval and Comprehension will be a daily activity through questioning.

Day	Focus	Activity
Monday	Vocabulary	Teacher reads some of the text as children follow. Children read some independently. List and discuss unfamiliar and powerful vocabulary.
Tuesday	Prediction	Children independently read. Make predictions and discuss. Focus on characters, plot, themes and make connections.
Wednesday	Retrieve Explain	PEEP process. Point Evidence Explain Practise
Thursday	Sequence	Re read/Skim and scan 3 Bullet points on previous read chapter or sequence events Answer challenging/greater depth question.
Friday	Inference	Children re read text covered previously. Answer 4-6 questions suited to ability. Discuss as whole class.

The remaining children will complete a guided read session with an adult daily, following the school Rigby Star and Project Code X book banded schemes.

Rigby Star Letters and Sounds phonic books will be followed if required.

Some children will complete the Project Code X intervention as required.

Reading Session ProcessKey Stage 1 - Part/Whole class session

The following process is to be used in KS1 when children are fluent readers.
Children must do independent reading each day.
Retrieval and Comprehension will be a daily activity through questioning.

Day	Focus	Activity
Monday	Vocabulary	Teacher reads some of the text as children follow. Children read some independently. List and discuss unfamiliar and powerful vocabulary.
Tuesday	Prediction	Children independently read. Make predictions and discuss. Focus on characters, plot, themes and make connections.
Wednesday	Retrieve Explain	PEEP process. Point Evidence Explain Practise
Thursday	Sequence	Re read/Skim and scan 3 Bullet points on previous read chapter or sequence events Answer challenging/greater depth question.
Friday	Inference	Children re read text covered previously. Answer 4-6 questions suited to ability. Discuss as whole class.

The remaining children will complete a guided read session with an adult daily, following the school Rigby Star and Project Code X book banded schemes.

Rigby Star Letters and Sounds phonic books will be followed if required.

Some children will complete the Project Code X intervention as required.



Reading Session Process

Year 3 - Part/Whole class session

The following process is to be used in Y3 when children are fluent readers.

Children must do independent reading each day.

Retrieval and Comprehension will be a daily activity through questioning.

Day	Focus	Activity
Monday	Vocabulary	Teacher reads some of the text as children follow. Children read some independently. List and discuss unfamiliar and powerful vocabulary.
Tuesday	Prediction	Children independently read. Make predictions and discuss. Focus on characters, plot, themes and make connections.
Wednesday	Retrieve Explain	PEEP process. Point Evidence Explain Practise
Thursday	Sequence/Summarise	Re read/Skim and scan 3 Bullet points on previous read chapter or sequence events Answer challenging/greater depth question.
Friday	Inference	Children re read text covered previously. Answer 4-6 questions suited to ability. Discuss as whole class.

The remaining children will complete a guided read session with an adult daily, following the school Rigby Star and Project Code X book banded schemes.

Some children will complete the Project Code X intervention as required.



Reading Session Process

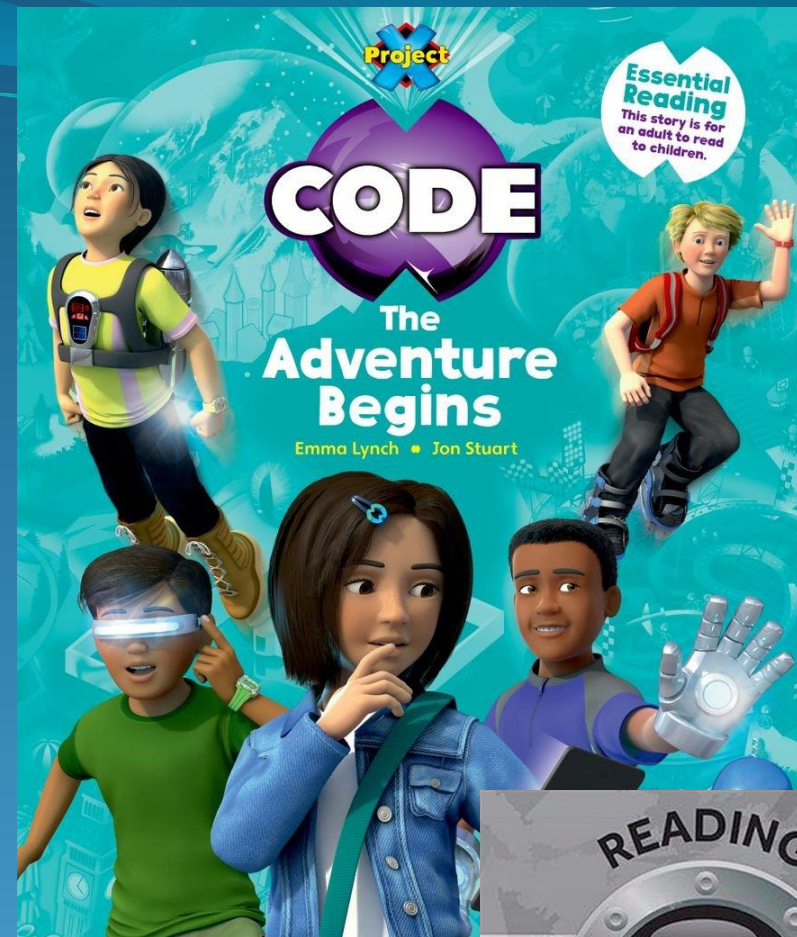
Key Stage 2 - Whole class session

Children must do independent reading each day.

Retrieval and Comprehension will be a daily activity through questioning.

Day	Focus	Activity
Monday	Vocabulary	Teacher reads some of the text as children follow. Children read some independently. List and discuss unfamiliar and powerful vocabulary.
Tuesday	Prediction	Children independently read. Make predictions and discuss. Focus on characters, plot, themes and make connections.
Wednesday	Retrieve Explain	PEEP process. Point Evidence Explain Practise
Thursday	Summarise or Sequence	Re read/Skim and scan 3 Bullet points on previous read chapter or sequence events Answer challenging/greater depth question.
Friday	Inference	Children re read text covered previously. Answer 4-6 questions suited to ability. Discuss as whole class.

Some children will complete the Project Code X scheme or another intervention as required.



What is Reciprocal Reading?

Reciprocal teaching refers to an activity in which students become the teacher in small group reading sessions.

Teachers model, then help students learn to guide group discussions using four strategies:

- summarising
- questioning
- Clarifying
- predicting

Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.

<p>The Summariser</p> <p>The Summariser will highlight the key ideas up to this point in the reading. Tell the group what you have read in your own words. Only tell them of the important information. Keep your summary short.</p> 	<p>The Questioner</p> <p>Ask questions to help your group understand what has been read.</p> <p>Question starters:</p> <p>Who? Where? When? Why? What? How? What if?</p> 
<p>The Clarifier</p> <p>Clarifies when something doesn't seem to make sense. Clarifies when a word has been read wrongly. Asks for help if the group can't work it out between them. May use a dictionary to find out meanings.</p> 	<p>The Predictor</p> <p>Use clues from what you have read or illustrations to work out what might happen next. You can change your predictions as you read on through the text.</p> <p>I think Maybe It might be that I wonder if I'll bet This may be about</p> 



Reading at home

- Phonic related books
- Home readers
- Reading Rainbow
- Quiet place for reading
- Playing reading games
- Let them see you reading
- Follow your child's lead
- Enjoyable shared experience!

TEACH YOUR MONSTER TO READ



TEACH YOUR MONSTER TO READ



Perry



Russell



Marcus



Add a Monster

READING

St. Columba's Catholic Primary School

How to become a Book Worm!



Make it fun!



Make it regular!



Model it!

What can I do at home?

Try and choose a quiet time every night with your child somewhere really comfortable. Snuggled up on the couch with the TV off or lying on the bed before bedtime are good places to share a story. Let your child hold the book. If it is a picture book use the pictures first to 'read' the story together. With older children ask them to tell you what has happened previously in the story before you start reading. Take it in turns to read - maybe a line or a page each and when you read try and add expression to your voice - give the characters funny voices for example. Encourage your child to do the same. As with every thing in life, children learn from adults and they often mimic behaviour. This is the same with reading. Children learn good reading habits by adults sharing reading time with them.

The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.

-- Dr. Seuss



Tapping into Talent
Breaking Down Barriers
Daring to Dream



How to help your child become a Book Worm!

1. Choose a quiet time—Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.
2. Make reading enjoyable— Sit with your child. Try not to pressure if he or she is reluctant or tired. It is often helpful to look together at the book first of all, commenting on the pictures and the title - as this will give support for successful reading of the book.
3. Maintain the flow—If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words encourage the use of letter sounds rather than 'alphabet names'. For children in the early stages of learning to read, it is helpful to encourage them to point at the words as this supports them in tracking the words on the page.
4. Be positive—If your child says something nearly right to start with, that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' - and then point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.
5. Success is the key—Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.
6. Regular practice—Try to read with your child on most school days. 'Little and often' is best. Teachers have limited time to hear children read individually.
7. Communicate—Your child will have a reading diary that is kept in his or her book bag. Be sure this for communicating with the class teacher, noting down positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.
8. Talk about the books—There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures; the characters; how they think the story will end; their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills. Some of the reading scheme books have suggestions on the back page for questions that could be asked.
9. Make use of the public/ school library—Few things in life are free - but the local/school library is!
10. Variety is important—Remember children need to experience a variety of reading materials. If possible, please give your child opportunity to experience this through a range of picture books, comics, magazines, poems and information books. To help with this, your child will be bringing home a chosen book from our Reading Rainbow Book Spine. In addition, we can offer parents and carers the loan of picture books and bedtime story books from our school library or class reading areas. Please speak to Miss Lorna McEvoy if you would be interested in this.

Tapping into Talent
Breaking Down Barriers
Daring to Dream



How to help your child become a Book Worm



Before	During
What is the title of the book?	What has happened so far?
Who is the author?	What do you think will happen next?
Who is the Illustrator?	Why do you think this - what clues have been given?
What kind of book is it?	Where is the story set?
Adventure? Fairytale?	How is it described?
Non-Fiction?	What are the characters like?
Have you read any similar books?	Which characters do you like?
Books by the same author?	Why?
Books on the same theme?	
What were they like?	
Why did you pick this book?	
What do you think might happen?	

After

Was the book what you expected?
Why?
What did you like/dislike?
Would you recommend it to a friend?
If you could what would you change about the book?
Would you read more books by this author?

8 EASY TIPS FOR READING ALOUD

With a little practice and these tips, you can turn bedtime into a happy time.

1. PICK A GREAT BOOK.
Look for books that are interesting to the child, not just about those books that are chosen for you.

2. REMEMBER YOU'RE READING TO A CHILD, NOT A CHAIR.
Have a little conversation with the child and ask questions about the story. Make it a fun story time.

3. INVOLVE YOUR CHILD.
Read together. Have the child turn the pages. Ask the child what is happening in the story.

4. ADD A SOUNDTRACK.
Listen to the story and make up sounds that go with the story.

5. MAKE MISTAKES.
The funniest thing is when you make a mistake and the child says, "No, it's not like that." It's a great way to learn and have fun.

AND LASTLY, ENJOY YOURSELF!

www.earlychildhood.org.uk

Tapping into Talent
Breaking Down Barriers
Daring to Dream



Before During

What is the title of the book?
Who is the author?
Who is the illustrator?
What kind of book is it?
Adventure? Fairytale?
Non-Fiction?
Have you read any similar books?
Books by the same author?
Books on the same theme?
What were they like?
Why did you pick this book?
What do you think might happen?
What has happened so far?
What do you think will happen next?
Why do you think this - what clues have been given?
Where is the story set?
How is it described?
What are the characters like?
Which characters do you like?
Why?

After

Was the book what you expected?
Why?
What did you like/dislike?
Would you recommend it to a friend?
If you could what would you change about the book?
Would you read more books by this author?



This is to Certify that



*is our
Never Ending Story Winner
Congratulations*



Signed _____

Date _____

Reading Rainbow Sticker Chart

Name:

1	2	3	4	5				
6	7	8	9	10	11	12		
13	14	15	16	17	18	19	20	21
22	23						24	25

MY READING
RAINBOW

STICKER
CHART

Reading Rainbow Sticker Chart

Name:

1	2	3	4	5				
6	7	8	9	10	11	12		
13	14	15	16	17	18	19	20	21
22	23						24	25

MY READING
RAINBOW

STICKER
CHART

Benefits For Children -

Reading Treasures

- Provides children with interested and able reading partners
- Allows more individualised reading support and attention
- Provides children with regular opportunities for discussion on a one-to-one basis to improve their communication skills
- Presents children with positive role models from working life and gives them an insight into the world of work
- Increases children's self esteem and confidence
- Offers alternative adult support from outside the family, which can help in the progress and development of the child

For Reading Treasures/Volunteers

- Provides the opportunity for voluntary work in the community
- Provides the opportunity to contribute to the achievement of young people
- Develops further understanding of reading skills which can be utilised within the volunteers' own family
- Develops a greater understanding and knowledge of educational issues, and the necessity to reinforce the importance of literacy in a child's development
- Furthers the development of inter-personal and communication skills
- Provides the opportunity to collaborate with colleagues on a worthwhile project

A Reading Treasure can help model good reading and promote an enjoyment of reading from an early age. As with any skill, reading needs to be practiced on a regular basis and with this practice as well as modelling, pupils can improve their own skills

A Reading Treasure needs to be:

Committed to the programme and support our youngest readers.

Be positive role models in order to encourage our youngest readers to want to succeed with their reading.

How can you become a Reading Treasure?

Year 5 and 6 Reading Treasures will need to complete a school application form. These will be then go through an application process completed by the School Council and Learning Mentor.

Adults can apply by contacting Miss Lorraine Evans, our Parent Mentor.

Hide Find Read Repeat



