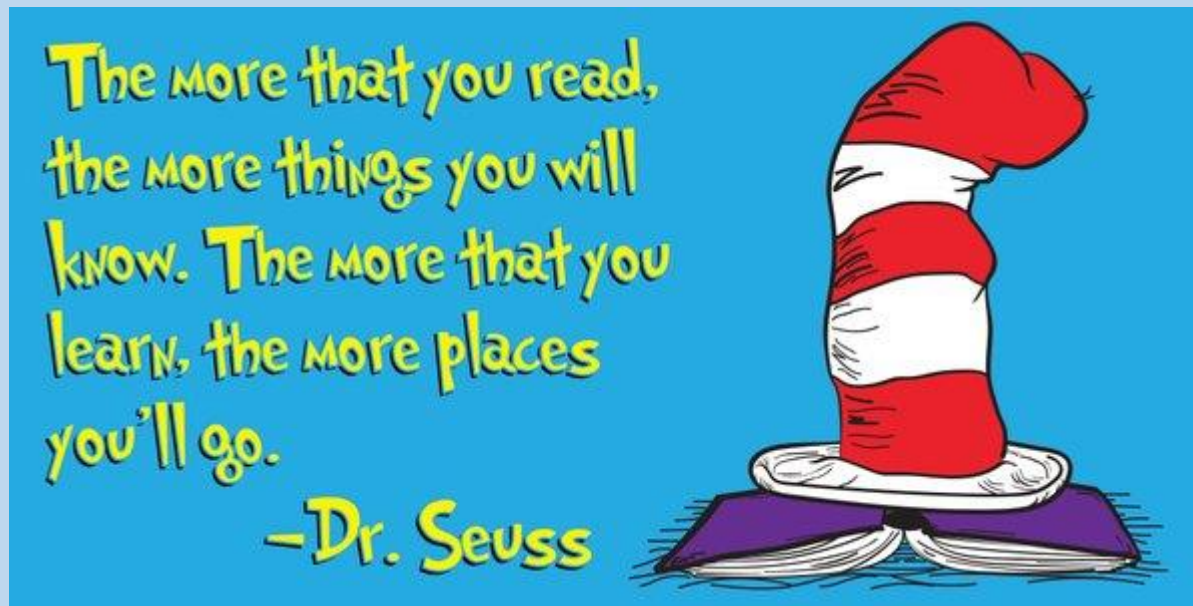




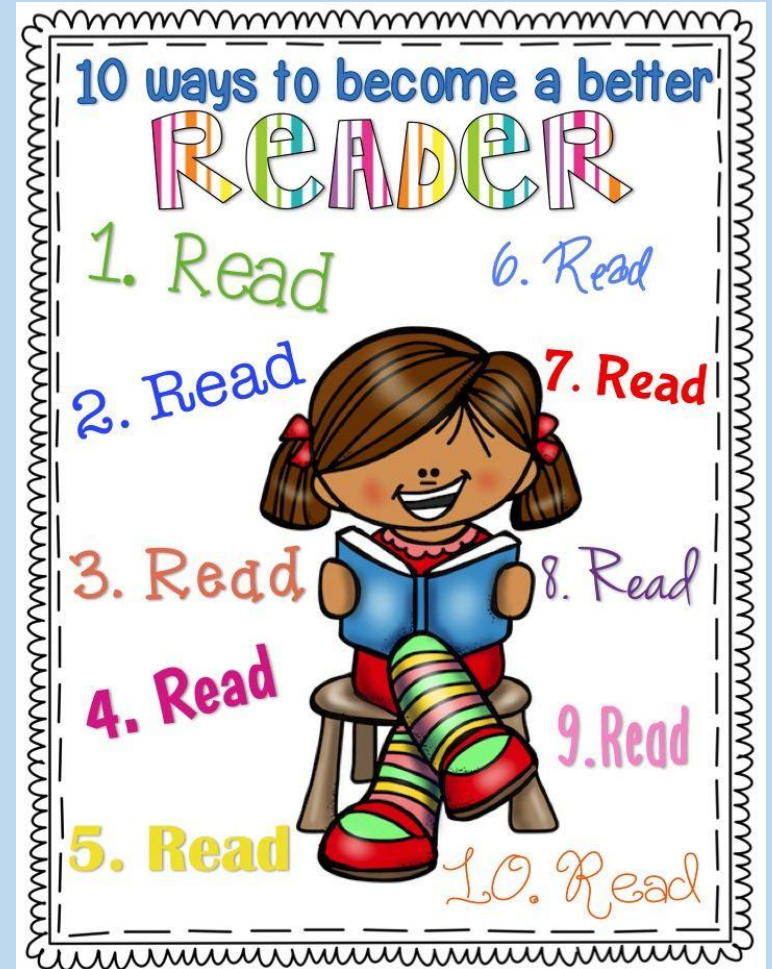
Welcome to the Year 4 Reading Presentation for Parents March 2021



Supporting your child with their reading.

The aims of today's session:

- To explain how we teach reading in Key Stage 2.
- To explain how you can help your child reading at home.



The Power of Reading



- Creating a love of reading in children is potentially one of the most powerful ways of improve academic standards.
- Evidence suggests that there is a positive relationship between **reading frequency, reading enjoyment and attainment.**
- There can be few better ways to improve children's chances in school or beyond in the wider world than to enable them to become truly independent, frequent readers.

THE IMPORTANCE OF **READING**



-  IMPROVE YOUR COMMUNICATION SKILLS
-  EDUCATES YOU
-  KEEP YOUR BRAIN HEALTHY
-  REDUCES STRESS AND ANXIETY
-  MOTIVATE AND INSPIRES YOU
-  STIMULATES YOUR CREATIVITY
-  STRENGTHENS YOUR WRITING ABILITIES



Early readers become frequent readers

- 35 mins a day

Reading widely and often increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech.

Reading also feeds children's imagination!



- 30 seconds per day

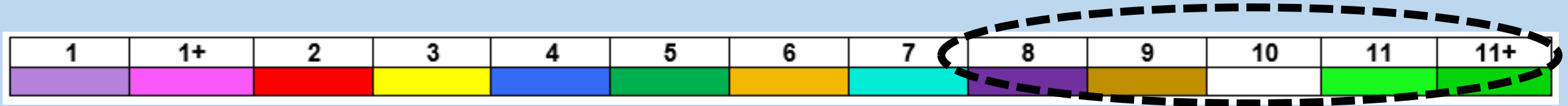


Reading is our priority

- Reading is a whole school focus at Holy Rood.
- With children reading below age-related expectation in Year 4, it is our priority to help them progress.

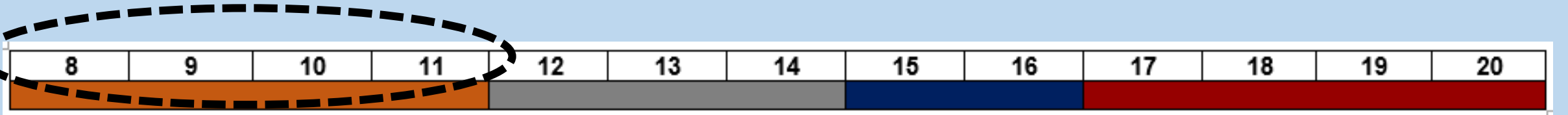


Reading at Holy Rood



EYFS

Year 2
(GDS)



Working Towards
KS2

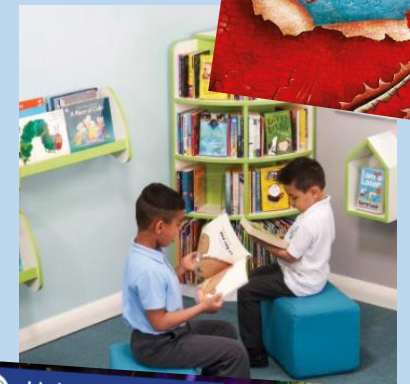
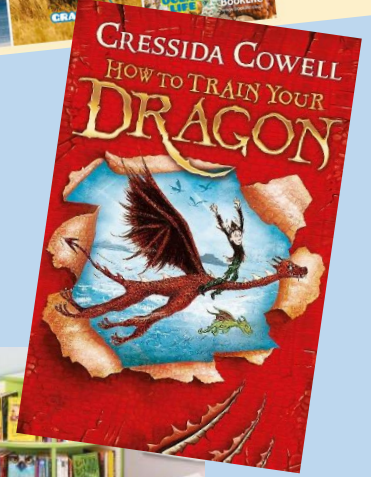


Year 3

Year 6

Reading at School

- Daily Guided Reading lessons - focusing on exposing children to a variety of high-quality texts and genres alongside developing their vocabulary and reading skills
- Guided groups, interventions and 1:1 reading with class teacher/TA
- Reading Tuition before/after school
- Class Readers – carefully selected and read daily
- Reading across the curriculum
- Engaging book corners
- School library – levelled books and reading for pleasure
- Regular reading assessments to monitor progress
- World Book Day!

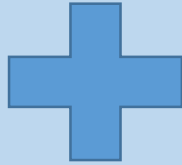


Reading Requires Two Skills

Phonic & Word Recognition

The ability to blend letter sounds (phonemes) together to read words.

The ability to recognise words presented in and out of context.



Understanding

The ability to comprehend the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

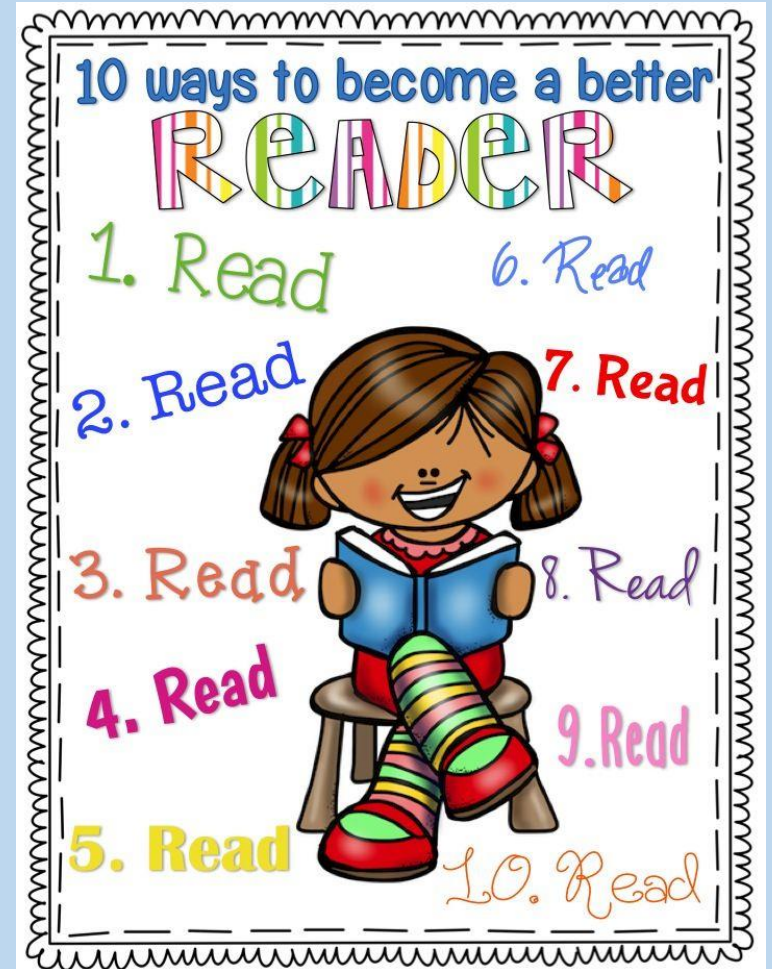
Being able to read the words does not mean you understand what you read.

Your child might sound like a good reader but may not necessarily understand what the text means.



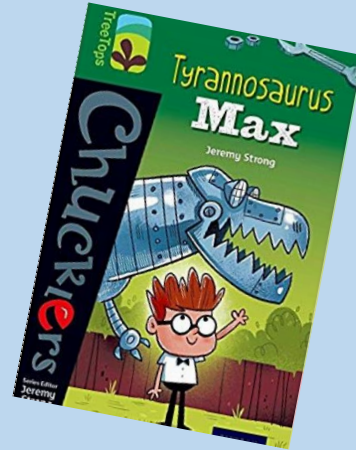
How can you help at home?

- **Reading at home with your child - ideally 20 minutes per day.**
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in with time to sit and listen.
- Talk about books.



What can and should your children read?

- All reading is positive!
- Levelled school book
- Library book



Provide your child with additional books to those from school as much as possible:

- Recommended Reads
- Online resources and e-books
- Magazines, comics and newspapers

These can be found on [the school website!](#)

Online websites, e-books and stores	
 NEWS TO GET YOUNG PEOPLE TALKING	First News is offering children a free digital download of its weekly newspapers for a short while. https://www.firstnews.co.uk/free-digital-edition
 Getting children reading	Great Books Guide 2019: best new children's books. Top 100 books for different age groups. The rest of the website is full of stories and games too! https://www.booktrust.org.uk/books-and-reading/our-recommendations/

on LoveReading4kids full of book reviews, tes to reading question!
www.love4kids.co.uk/

ters reading stories online.
[nhs.uk/health/070605/070605a.htm](http://www.nhs.uk/health/070605/070605a.htm)

v/book and library
ion guides/games and stories written by
can also now draw/write your own stories,
, in the app too
www.love4kids.co.uk/

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www.love4kids.co.uk/actors/

n of books on his website in the Stay at
aying safer together (but apart)
www.love4kids.co.uk/

to a fantastic digital library.

is to a library on line.

by the British Library,
www.britishlibrary.org/

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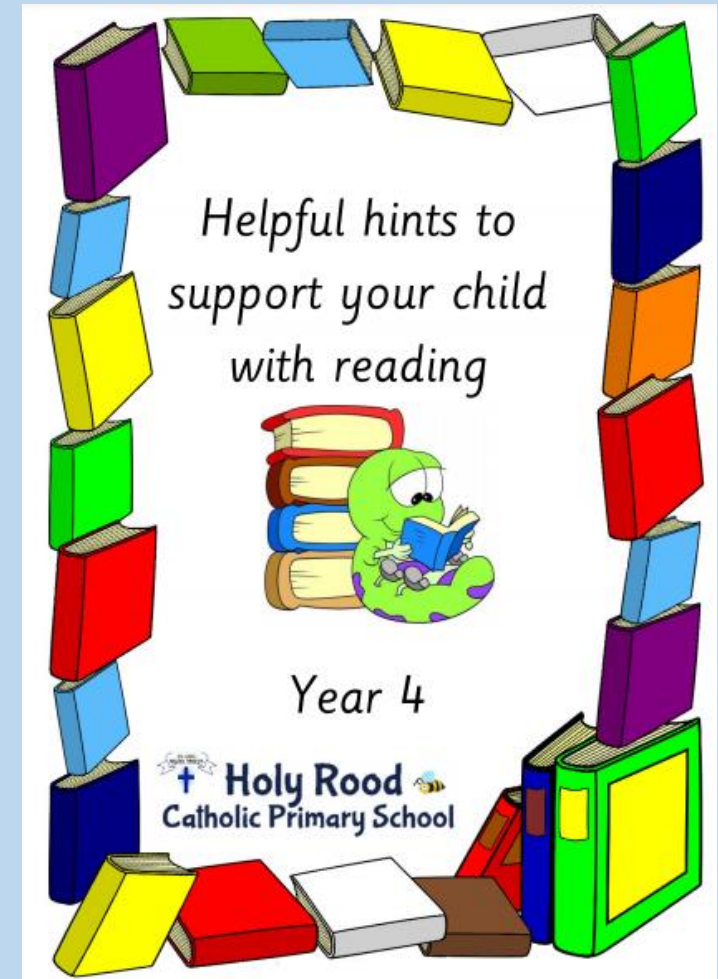
Recommended Reads Year 3 & 4

Happy Reading

Humour	
 Matilda – Roald Dahl	Matilda is the world's most famous bookworm, no thanks to her ghostly parents. Her father thinks she's a little scab. Her mother spends all afternoon playing bingo. And her headmistress, Miss Trunchbull? She's the worst of all. She's a big bully, who thinks all her pupils are rotten and locks them in the dreaded Chokey. Despite these beastly grownups trying to push her down, Matilda is an extraordinary girl with a magical mind. And she's had enough. So all the terrible adults had better watch out, because she's going to teach them a lesson they'll never forget!
 Bill's New Frock – Anne Fine	Bill Simpson wakes up to find he's a girl, and worse, his mother makes him wear a frilly pink dress to school. How on earth is he going to survive a whole day like this? Everything just seems to be different for girls. . .
 Knights and Bikes - Gabrielle Kent	Welcome to the sleepy island of Penfurzy, where nothing exciting ever really happens. OR DOES IT? Adventure awaits Demelza and her new best friend in the whole world, Nesso, as they explore the island and uncover the mysteries of the Penfurzy Knights. With a honking pet goose sidekick, quirky islanders and a legendary treasure to find, it's up to Nesso and Demelza to ride their bikes, solve the puzzles before them, and face down danger with frobees, water balloons, feathers ... and a talent plunger. THEIR FRIENDSHIP WILL WARM YOUR HEART. THEIR BRAVERY WILL MAKE THEM LEGENDS.
 David Walliams Collection	The Boy in the Dress is a story all about a boy who doesn't fit in. When he tries on a dress, his life changes. But should he keep this a secret? My Stink is a story about a stinky tramp who has a surprising skill. Billionaire Boy is about how money can't buy you everything. Special Friends is about how a boy who is different is special. And the beloved rat safe from Bert's Burgers, Demon Dentist is jaw-droppingly funny, and Awful Auntie finds Stella Saxby battling her aunt for her rightful inheritance of Sooby Hall.

Reading at home with your child – top tips!

- Use questions provided in the booklet to support with developing your child's reading and understanding linked to key areas.
- Some questions will lend themselves better to certain texts so try using a range with the different books that your child reads.
- This booklet can also be found on [the school website](#).

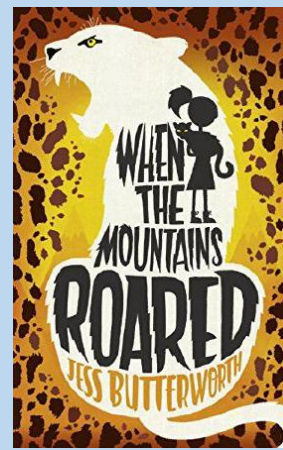
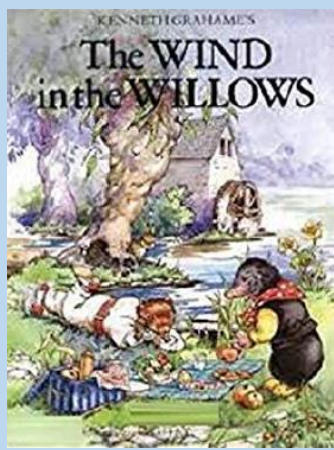
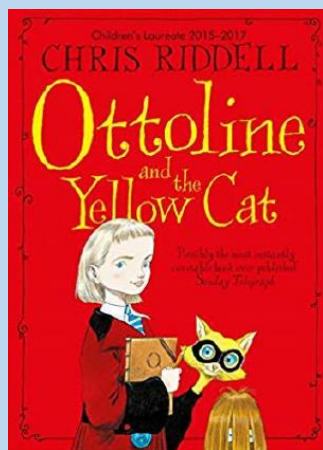


Before Reading



- If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.

- Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
- Give them time to flick through the book and read the blurb.



During Reading

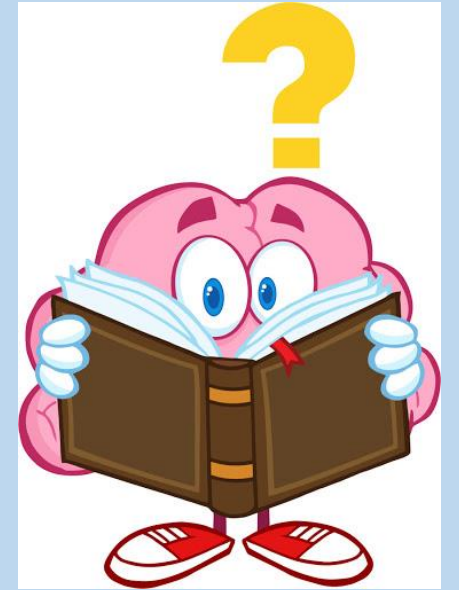
- Help your child to decode (read) the words and ask them about the meaning of more challenging words.
- Encourage children to use expression when reading, especially for the voices of the different characters.
- Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?
- You might want to take it in turns to read so your child can hear how you read. Both reading and hearing text read aloud are important.



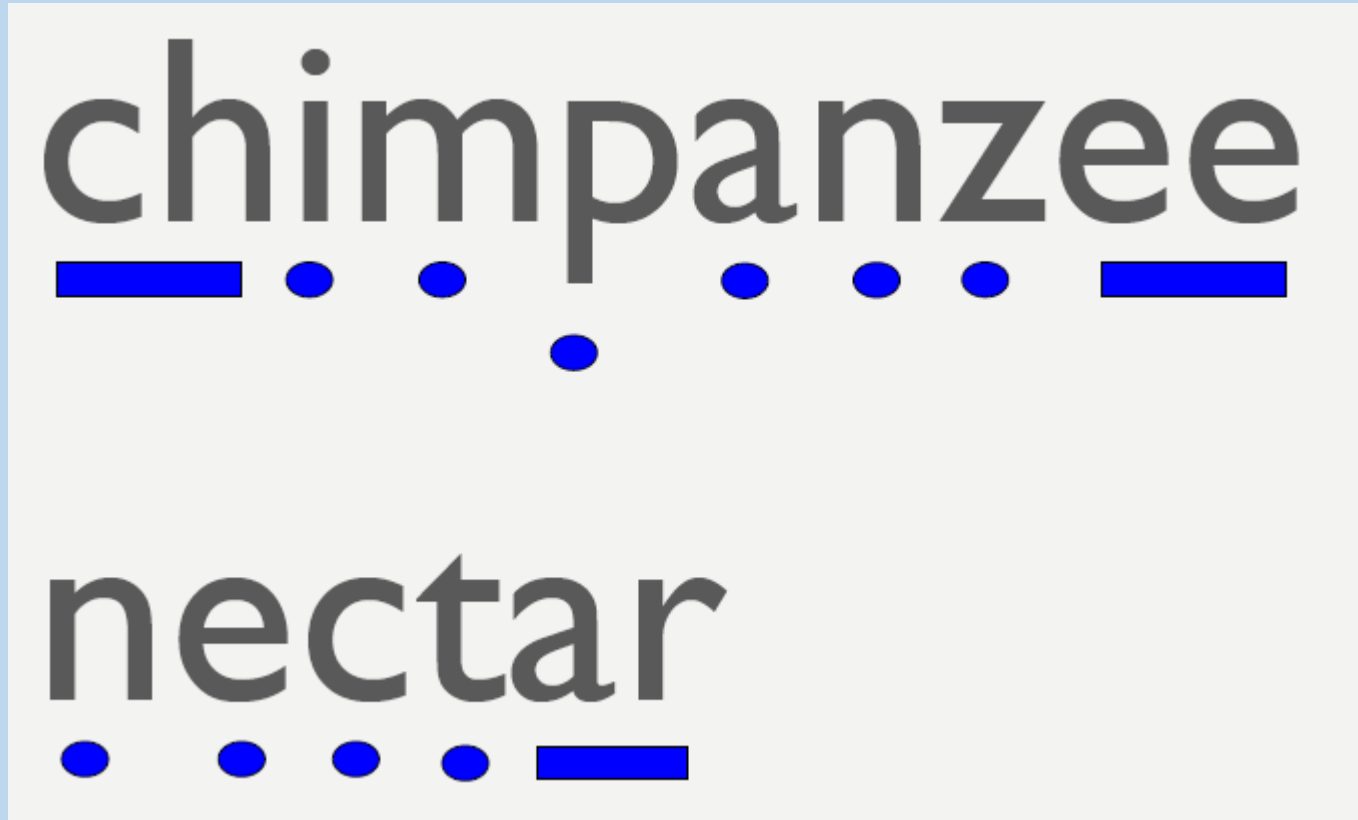
Reading unknown words

What strategies can I use to help my child?

- Blending phonemes
- Looking for clues in pictures
- Splitting the words into smaller parts or syllables
- Spotting if it looks like a word you already know
- Reading to the end of the sentence then going back to see if you can work the word out



- Blending phonemes



- Looking for clues in pictures

The man asked for his putter.



I was so sick of gardening that I decided to lay gravel.



- Splitting the words into smaller parts or syllables

The theatre put on a **pantomime**.

pan + to + mime = pantomime

Mohammed has a new **Labrador** puppy.

Lab + ra + dor = Labrador

- Spotting if it looks like a word you already know

I think I just saw a **louse**!

mouse house

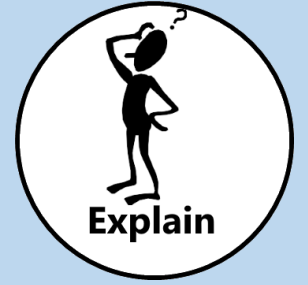
He was a **tyrant** and a bully.

giant reliant

- Reading to the end of the sentence then going back to see if you can work the word out

- The **electricity** was not working so she could not use the kettle or the oven.
- Lily wrinkled her freckled nose as she **trudged** along at the back of the line.
- The money was **insufficient** to pay either the rent or for food.

Understanding unknown words



- **Always make sure your child understands any new or unfamiliar words.**

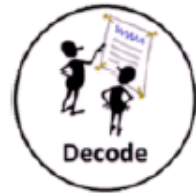
- Read the word.
- Read the word in context for clues.
- What other words could make sense in this sentence to replace the word?



- The best way to develop understanding is to talk about texts and vocabulary.
- Read a range of texts which will introduce them to new vocabulary.
- Google unknown words

After reading

This is *DERIC*. You will see him in every classroom and around the school. He is a trusted friend who will help to develop your child's reading.



D: Decoding words.



E: Explaining new vocabulary



R: Retrieving information



I: Interpreting information



C: Choice (thinking about the choices made by the author/director/artist)

These areas are the focus for Years 3 to 6 (KS2)

Retrieval

- For retrieval questions the answer is in the text.
- Children need to **skim** and **scan** for **key words**.
- Encourage them to refer back to the text.



2b: Retrieve and record information/identify key details from fiction and non-fiction

- *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?*
- *Who are the characters in the book?*
- *Where in the book would you find...?*
- *What do you think is happening here?*
- *What happened in the story?*
- *What might this mean?*
- *Through whose eyes is the story told?*
- *Which part of the story best describes the setting?*
- *What words and /or phrases do this?*
 - *What part of the story do you like best?*
 - *What evidence do you have to justify your opinion?*



Inference

- Children have to search for clues in the text (often show not tell e.g. her mouth dropped open).
- Relies on own understanding of world / experiences and on understanding of language.



2d: Make inferences from the text/explain and justify inferences with evidence from the text

- *What makes you think that?*
- *Which words give you that impression?*
- *How do you feel about...?*
- *Can you explain why...?*
- *I wonder what the writer intended?*
- *I wonder why the writer decided to...?*
- *What do these words mean and why do you think the author chose them?*



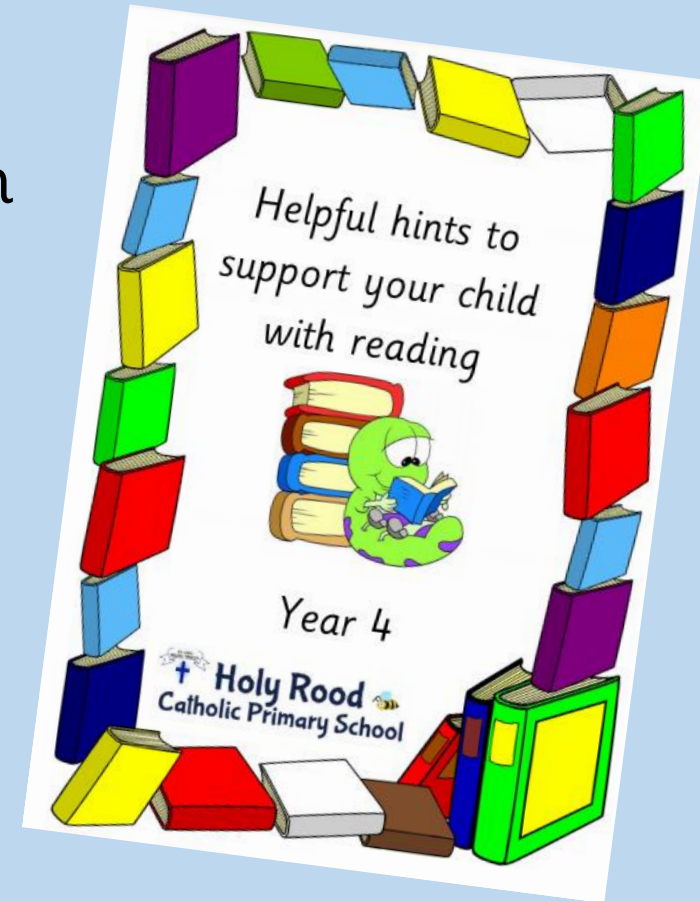
Growth mindset

- Try to avoid a pressurised environment around reading. These ideas might be helpful in understanding what we do in school and the skills involved in reading, but the most important thing is to develop an enjoyment of reading.
- All readers make mistakes. This is how we learn.
- Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- ‘This is what you said Can you spot anything wrong with that?’ ‘Does that make sense?’



Remember

- Read at home with your child – 20 minutes a day, record this in their Reading Record.
- Encourage a love of reading!
- Support your child to read and understand unknown words.
- Ask questions about their reading: use the reading booklet to support your questioning. This booklet can also be found on [the school website](#).



Any questions – please ask!



- We will put this presentation on the school website.
- You can always speak to your child's class teacher about their reading progress.
- Please contact us through the **school office** by phone or email.
- Parents Evening: 22nd and 23rd March

