

"So please, oh PLEASE, we beg,
we pray, go throw your TV set
away. And in its place you can
install, a lovely bookshelf on
the wall." — Roald Dahl

Rothwell Junior School

Reading Session for parents

Thursday 13th November 2014





In terms of reading, we want children to be able to:

- Enjoy reading and see it as a pleasurable leisure activity, as well as a means of following instructions and finding things out.
- Have the reading skills necessary to read a range of text types for pleasure and for information.
- To be confident and competent readers, children need to have access to a range of reading experiences.

In school, we are doing in this by having at least four 30 minutes sessions a week dedicated to reading activities.

The activities covered in these sessions cover the Reading Assessment focuses:

	Assessment focus
AF1	Use a range of strategies including accurate decoding of text, to read for meaning
AF2	Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
AF3	Deduce, infer or interpret information, events or ideas from texts
AF4	Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
AF5	Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
AF6	Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader



What these Assessment focuses actually mean...

Retrieval and recall:

early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Inference:

Reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.



Structure and organisation:

As children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text Making links between the purpose of the text and its organisation is a useful place to start.

Language:

Specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.



Purpose and viewpoint:

Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written



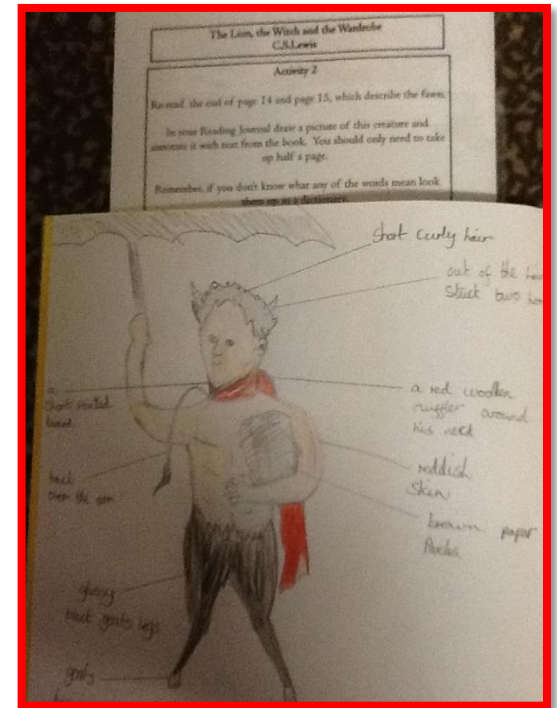
Guided Reading

The class teacher focuses with one small group each day, and tailors the teaching to their needs. This is an opportunity for the teacher to hear readers, and teach reading skills (either decoding or comprehension as appropriate). The other children within the class will engage in other independent learning activities.

Guided reading allows the teacher an opportunity to teach reading skills in a small group situation, allowing greater focus on developing skills, rather than just 'hearing readers'.

Reading Journal

Children will independently carry out a task, based on their own reading book. This is recorded in a Reading Journal.





Comprehension

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to

(1) decode what they read;

(2) make connections between what they read and what they already know; and

(3) think deeply about what they have read. One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words.

Readers who have strong comprehension are able to draw conclusions about what they read - what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.



Comprehension

Children will independently carry out a comprehension task. This may be linked to topic work or a relevant world issue.

This will often be in a format similar to the reading tests children do in each term.

Reading Connectors

Children work in small independent groups of up to six, each taking turns to be the leader as they read and debate a book together. Clear prompts show the leader how to focus the discussion and work with their team to predict outcomes, clarify issues, ask questions and evaluate content.

This collaborative approach develops teamwork as well as speaking, listening, comprehension and evaluation skills.



Reading Connectors



How to help at home....

"Children are made readers on the laps of their parents." —

Emilie Buchwald



Reading together at home is one of the easiest but most important ways in which you can help your child. As you share books you are helping improve your child's reading skills and also showing them how important and enjoyable reading is.

At Rothwell Junior School each child is expected to **read at home regularly**, whether that is to an adult (for developing readers) or independently (for fluent readers). This also involves asking your child some questions about the book they are reading.



Examples of questions to ask your child:

- Where is the story taking place?
- How is the character feeling?
- What do you think is going to happen next?
- Did you enjoy reading the text? Explain your answer.
- What does this word tell you about how the character is feeling?
- Why have bullet points/numbers been used in this text?



Thank you for coming in this morning,
we hope that you have found it useful.

Please take a handout as you leave.

