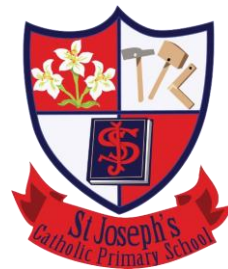
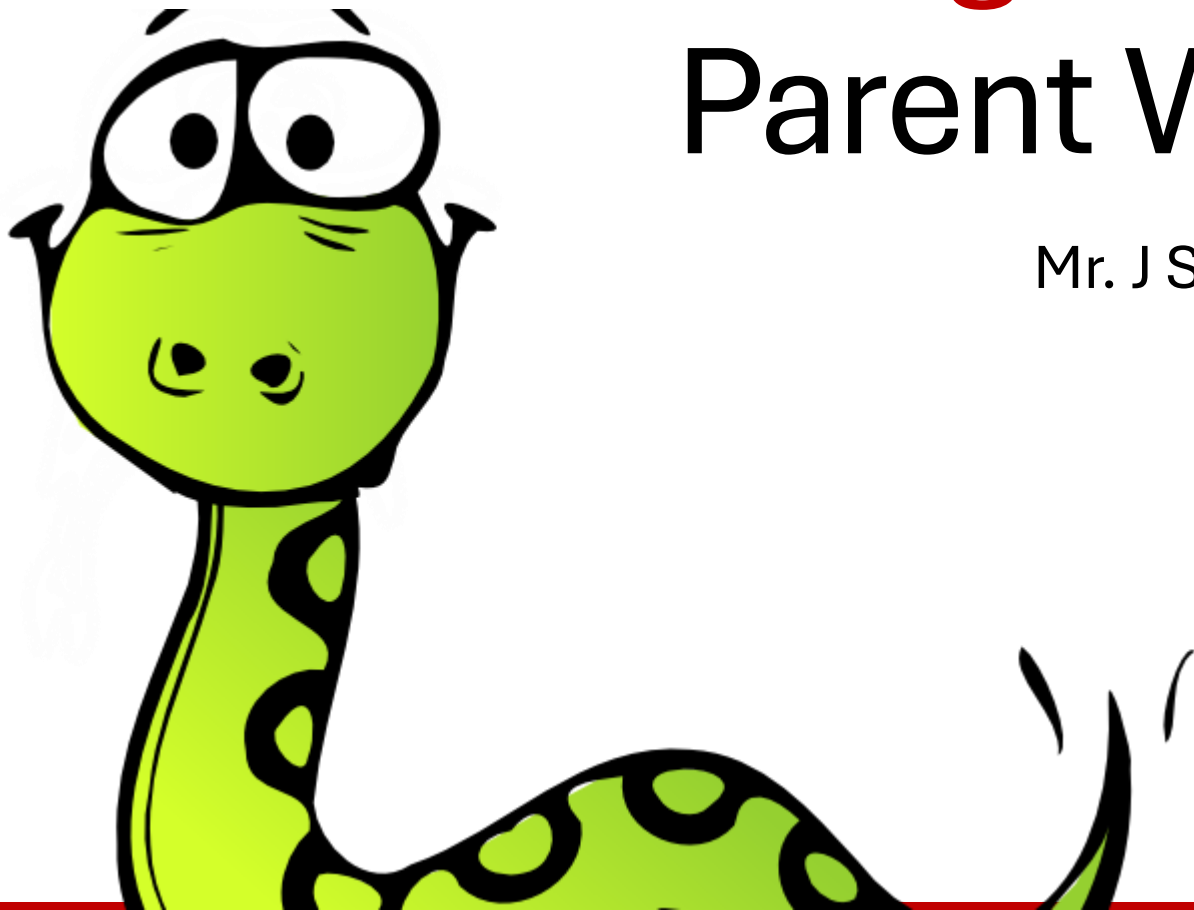


# Reading at St. Joseph's Parent Workshop

Mr. J Stephens



# Ofsted

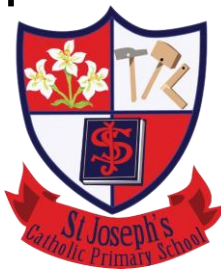
*‘However, the reading curriculum for older pupils is not well established. Teachers in key stage 2 do not teach reading well. Consequently, pupils do not develop as quickly as they should into confident readers.’*

As a result of this feedback, we have built in dedicated reading lessons across the school.

In EYFS and Year 1 this takes the form of discrete phonics lessons.

From Years 2-6 this takes the form of reading comprehension lessons.

We also reinforce comprehension skills through our assemblies and cross-curricular work. For example, RE has a strong focus on the written word and children regularly analyse scripture for meaning.

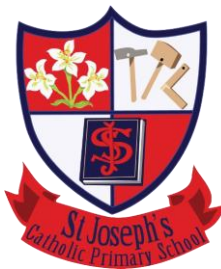


# Reading in the National Curriculum

Schools typically split reading into three strands.

1. Phonics (decoding, blending etc)
2. Comprehension
3. Fluency (with the aim at the end of KS2 being approx. 90 words per minute at an age-related text).

For children to be successful, passionate and eager readers they will need to progressively master the skills associated with these strands.

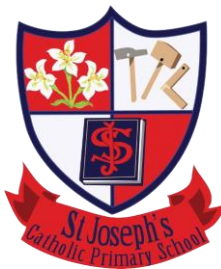


## Phonics and decoding

- At St. Joseph's we use Essential Letters and sounds in EYFS and Y1 to teach reading via phonics.
- This teaches children to break words down into phonemes (single units of sound) that they can then blend back together.

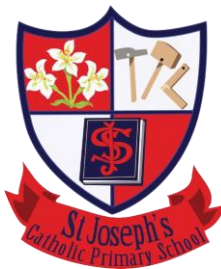
c-a-t-ch = catch

f-l-igh-t = flight



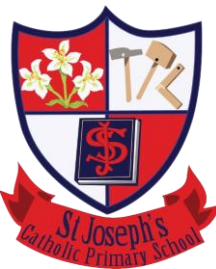
## Phonics and decoding

- Not all children learn at the same pace, so it could be that your child requires additional support with their phonics.
- While your child is working through their phonics phases, you can still support their reading comprehension by reading texts to them and asking targeted questions.



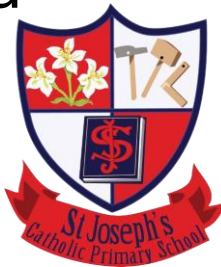
## Reading Fluency

- **Repeated reading:** Have your child read the same text, passage, or word list multiple times to build automaticity and accuracy.
- **Echo reading:** You read a sentence or phrase fluently, and your child immediately reads it back, trying to mimic the pace and expression.
- **Choral reading:** You and your child read a text together at the same time. This can be done after you have modelled the reading first.
- **Use audiobooks:** Have your child listen to an audiobook while following along with the text to hear what fluent reading sounds like.



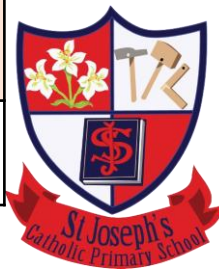
## Reading Fluency

- **Teach sight words:** Practice high-frequency words that are common and should be recognized without sounding out.
- **Practice word parts:** Break words into smaller chunks (like "on-set" and "rime") to help with decoding and then try to put them back together.
- **Phrase marking:** Before reading, a child can mark a text with single and double slashes to show where to pause. A single slash could mean a short pause between phrases, and a double slash could be for the end of a sentence.



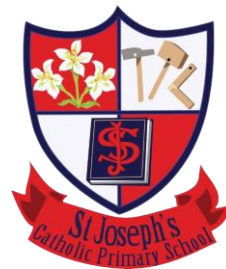
# Reading Comprehension in the National Curriculum & VIPERS

Vipers heading	Content Domain reference	Content Domain Description
<b>Vocabulary</b>	2a	Give/explain the meaning of words in context
<b>Infer</b>	2d	Make inference from the text/ explain and justify using evidence from the text.
<b>Predict</b>	2e	Predict what might happen from the details stated and implied.
<b>Explain</b>	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
<b>Retrieve</b>	2b	Retrieve and record key information/key details from fiction and non-fiction
<b>Summarise</b>	2c	Summarise main ideas from more than one paragraph



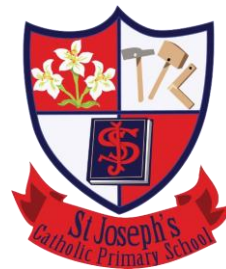
# Reading Comprehension in the National Curriculum & VIPERS

	EYFS - Y2	Y3 - Y6
Vocabulary	<p>What does the word ..... mean in this sentence?</p> <p>What does this word or phrase tell you about .....?</p>	<p>What do the words ..... and ..... suggest about the character, setting and mood?</p> <p>Find one word in the text which means .....</p> <p>Which word tells you that .....?</p>
Infer	<p>Why was .....? feeling .....?</p> <p>What do you think the author intended when they said .....?</p>	<p>How can you tell that .....?</p> <p>What impression of .....? do you get from these paragraphs?</p>
Predict	<p>What do you think will happen next?</p> <p>What makes you think this?</p> <p>What is happening? What do you think happened before?</p>	<p>Do you think ..... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</p> <p>What does this paragraph suggest will happen next? What makes you think this?</p>



# Reading Comprehension in the National Curriculum & VIPERS

<b>Explain</b>	Who is your favourite character? Why? Is there anything you would change about this story? Do you like this text? What do you like about it?	The mood of the character changes throughout the text. Find and copy the phrases which show this. How does the author engage the reader here? Why is the text arranged in this way?
<b>Retrieve</b>	How many .....? What happened to .....?	How would you describe this story/text? What genre is it? How do you know?
<b>Sequence</b> <b>Summarise</b>	What happened after .....? What was the first thing that happened in the story?	Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?



# VIPERS in action


To help children make vital links with vocabulary, themes and context, we have linked our VIPERS sessions to our history and science topics.

## Each text has:

- a genre focus (e.g. narrative, information text, letter)
- a domain focus (e.g. retrieval)
- mixed VIPERS practice.

Unit focus: Adventure Stories  
Text focus: Narrative

## STAGE 2



### Kaya Of The Jungle

Kaya was a jungle warrior. She lived in a little wooden house. The house was in a little village and the village was deep in the jungle. Kaya's house was surrounded by tall trees and thick bushes. Kaya loved living in the jungle. She loved the bright plants and flowers and she loved all the wild animals. She especially loved the elephants.

I: Draw a picture of Kaya's house in the space below.

Not everybody loved the elephants. Sometimes poachers would come to the jungle. The poachers would hunt the elephants. Sometimes they hurt them and sometimes they took them away. Kaya didn't like the poachers. Nobody liked the poachers but nobody knew how to stop them.

R: Who hunts the elephants?

One day Kaya was out playing. She heard that poachers were coming. "Enough!" she thought. "I have to stop them."

Kaya warned the others. She told them not to go into the jungle. Then she took a big spade and dug pits in the jungle. Then she covered them with sticks and leaves. Kaya told the monkeys her plan and the monkeys kept the animals away. Then they waited.

P: What do you think Kaya's plan is?

E: How does Kaya make sure the animals are safe?

#mission1000 Literacy Shed  
<http://www.stjosephshs.com>

Kaya hid behind a tree. Soon she heard the rustling of leaves and the tread of footsteps. Then there was a shout and a crash. Then another. Then another! Slowly Kaya came out of hiding. The animals came out of hiding too. At the bottom of the pits were the poachers. The monkeys threw sticks and bananas at them. The elephants blasted them with water. "How does it feel to be hunted?" asked Kaya. The poachers looked very sorry for themselves.

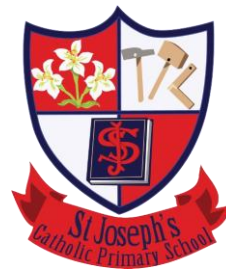
"Let us out!" they cried.

"I can't let you out," said Kaya. "I'm too small, but the police are bigger than me. They can let you out."

I: How do you think the poachers are feeling?

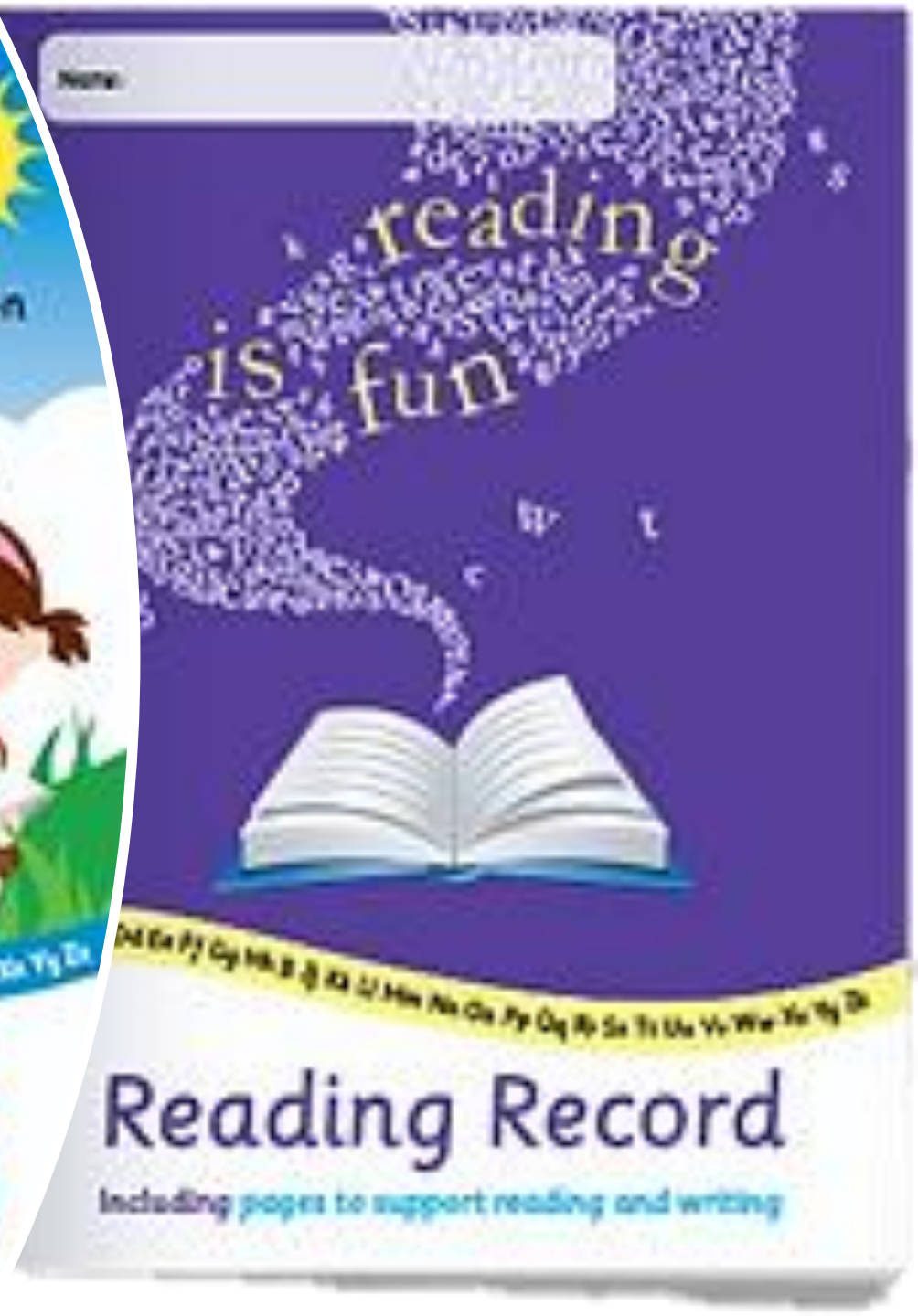
The police came and took the poachers away. The villagers had a big party to celebrate. "The animals are safe at last!" they cried. "Three cheers for Kaya!"

#mission1000 Literacy Shed  
<http://www.stjosephshs.com>

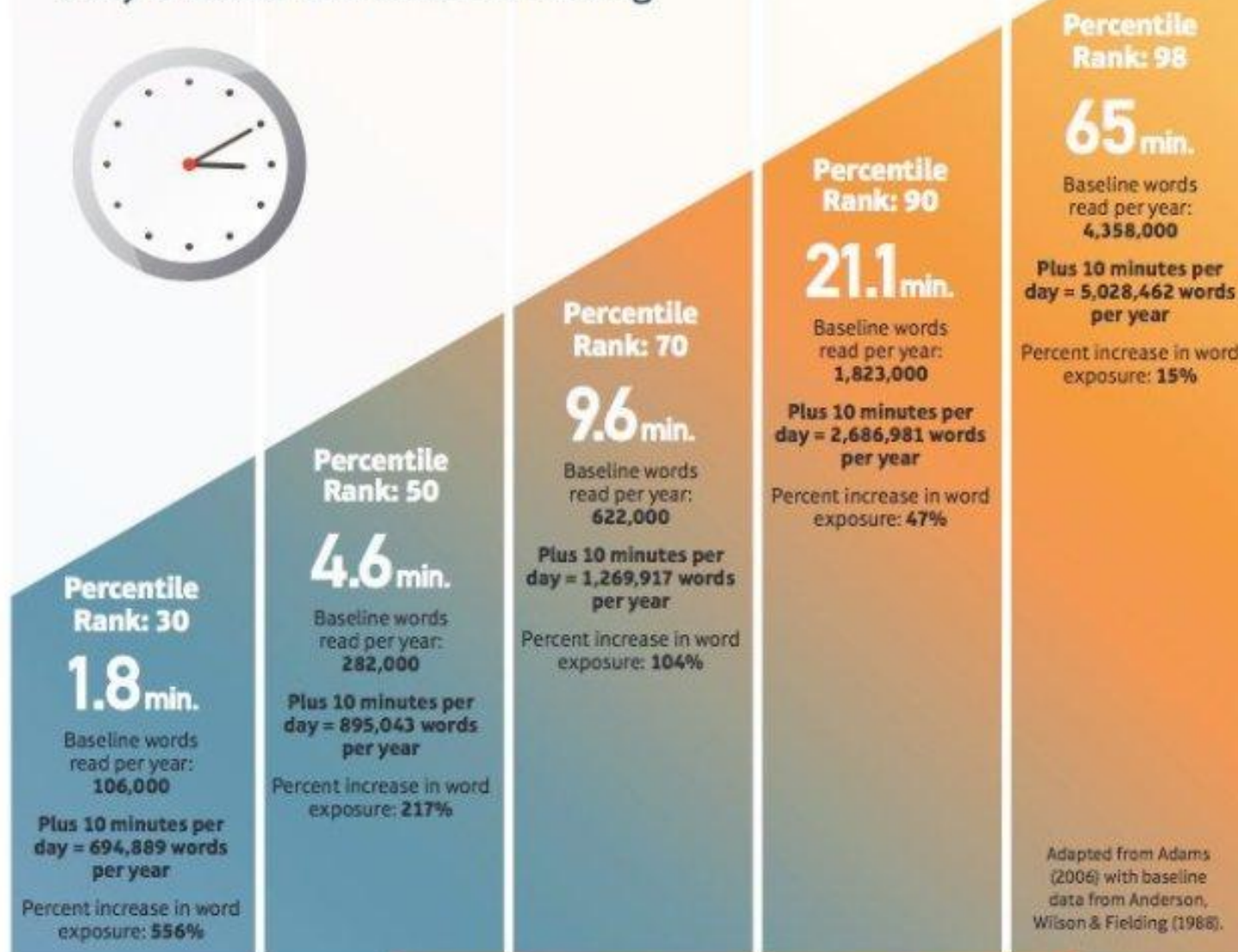


## Our school expectations

- Reading every day of the week 5-10 minutes.
- Parent/adult to sign the reading record.
- Reading record in school every day.



## A look at what happens when only 10 minutes a day is added to a student's reading



Adapted from Adams (2006) with baseline data from Anderson, Wilson & Fielding (1988).

CHART I

*From Disrupting Thinking by Beers & Probst, p. 137*