

Reading with your child at home (Years 3-6)

Ms Paul and Mr Scutt

Barriers to reading (parents and children)

‘I do read with him sometimes, ***but*** I can’t often afford the time, I’m working until late.’

‘I do try my best, ***but*** I’m not good at reading myself.’

‘I would hear her read more, ***but*** I’ve got to confess I find it so boring.’

Sound familiar?

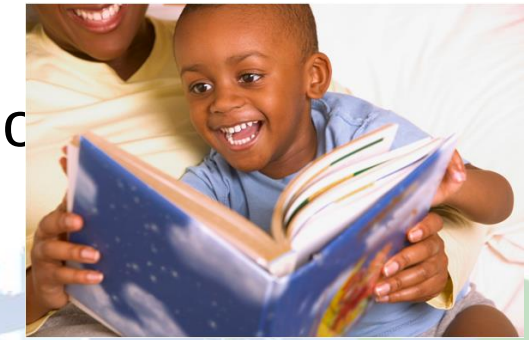


Key messages

- Don't stop reading with them because they can decode.



- Make it fun! Talk about the text. Laugh and cry together - if they enjoy reading time with you, they are much more likely to read independently.
- Model being a reader – let them see you reading, talking about reading. Guess what happened in my book last night…..
- Make time - protect this time - leave your phone in the other roc give your full attention for 10 minutes.

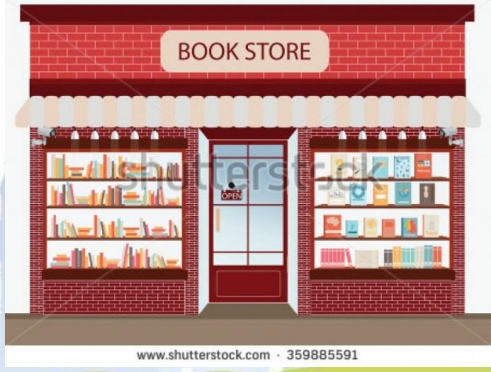


Key messages

- Make it easy - books by their bed, books in lounge, take books on the bus. Join the library / visit bookshops - even if you don't buy anything!

- Model the strategies and praise children when you see them independently using them - try to do this on the turn of the page so it does not disturb the reading e.g. I like the way you ... made links, clarified etc

- Children should read books that challenge but also books that are comfort reads - what are your guilty pleasures when you want to relax?



Why is it so important for children to learn to read?

- All pupils must be encouraged to read widely across both fiction and non-fiction to:
  - develop their knowledge of themselves and the world in which they live
  - feed their imagination and curiosity
  - gain knowledge across the curriculum
  - learn new vocabulary
  - establish an appreciation and love of different texts
  - escape to other worlds



  - Academic achievement is highly correlated to reading comp
  - Secondary ready.

Why is it so important for children to learn to read?

- Developing a love of reading can be more important for a child's educational success than their family's socio-economic background.

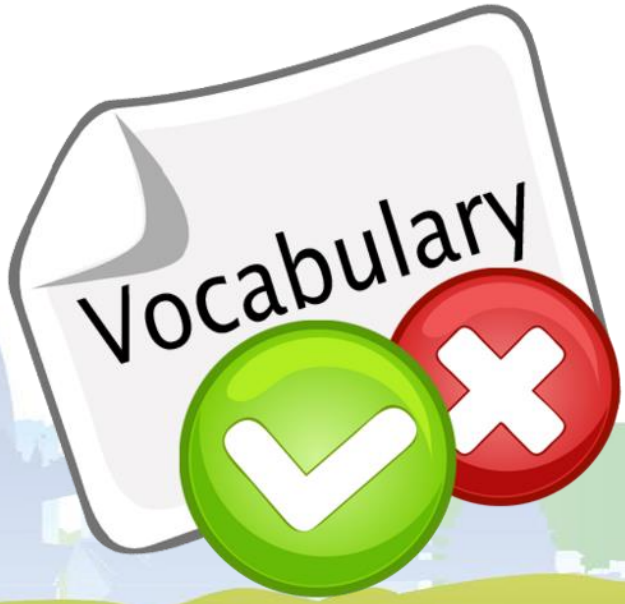
- Being more enthusiastic about reading and a frequent reader was more of an advantage on its own than having well educated parents in good jobs.

OECD 2002

Vocabulary

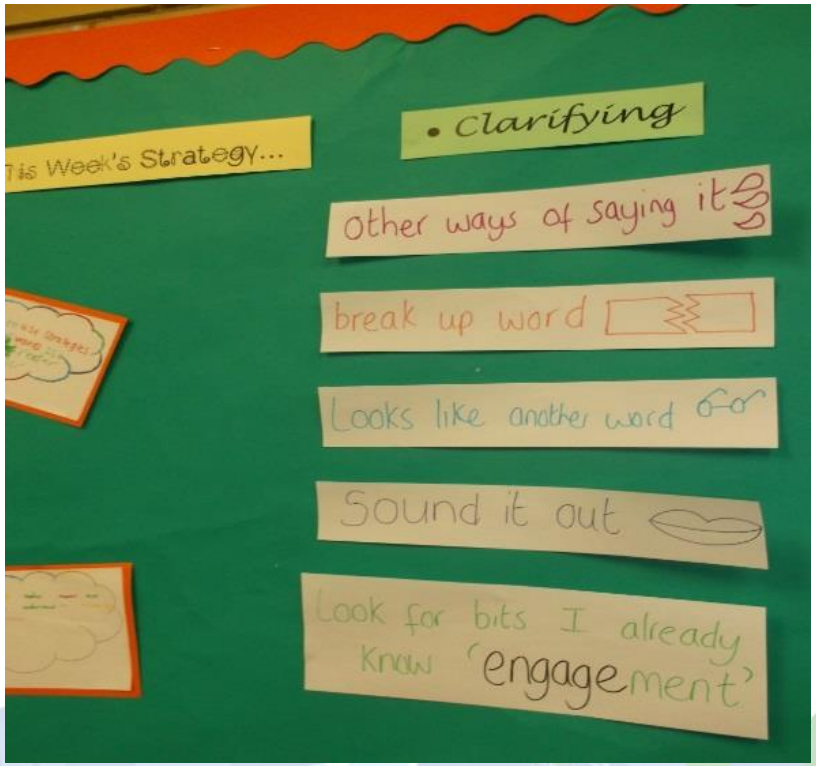
- This is one of the most significant areas in which parents can make a real difference:

- Talk to your children – limit screen and TV time / eat round the table
- Praise children when they say they don't know what a word means when reading with you
- Try to explain what a new word means – 1 a night?
- Model an interest in words
- Praise your child if you hear them using that word



A good reader…

- Predicts
- Ask questions
- Clarifies (Spot breakdowns and try to mend them)
- Summarises (put important items together)
- Infers using clues
- Make connections to background knowledge
- Evaluates (identify important words or phrases)



A good reader…

Learning Behaviour	Destination Reader Learning Behaviour stems		How did we do?
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	**Support**	Great reading, good thinking. I like the way you … when you read. You've really improved in… Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?	
	Active listening	Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more…	
Discuss and explain our ideas			1 2 3 4
Referring back to text and giving extended answers (Point – Evidence – Explain)	I think this means that … because it says.. This part suggests that … because … My view is that … because in the book …. Two main reasons explain why I think that … Earlier we learnt that … therefore … On the one hand you could say … but on the other … is similar to …. because …. In my opinion …. because …. This character is …. because …. The main idea is that …. In summary / I conclude that … because …		
Building on other's answers	**Agreeing**	I agree with … because … Similarly … I'd like to build on / add to that point …. Adding to that point …	
	Disagreeing / challenging and offering alternative	In contrast … Alternatively …. It could be but…… I agree with some aspects of …'s point however Why do you think that? What evidence is there that backs up your point?	
	New idea	Have we considered? Another point I wish to make is … On reflection I no longer think that ….	
Take responsibility for our own/group's learning			1 2 3 4
ensure you took part, made sure everyone understood task and participated	Are we all clear on the key ideas? Does anyone feel they need some more explanation? We worked well today because we ….e.g. made sure we understood each part of the text before we moved on. We both / all took an equal part in the discussion today. Today didn't work well because … Our target next time should be to …		

Destination Reader

Predicting

- I wonder if
- I predict
- I think that
- I bet that **because**
- I imagine
- I think * will happen
- I think I will learn
- I think it will be set out
- The next part will be about

Inferring

- The word * tells me
- The part * tells me
- This makes me think that
- I think this **character** **because**
- I think the **setting** is
- I think the **mood** is
- I think the writer's viewpoint is
- I think this character's viewpoint is

Asking questions

- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**

Evaluating

Language
- The word/phrase * works well because
- I like the way the author uses * it makes me think about
- I think it would have read better if
- It's very clever the way the author uses * because
- The sentence * has high impact because

Organisation
- The text is organised well because
- The presentation helps the reader because
- The structure could be improved by

Clarifying

- I think that means
- I didn't understand
- What does * mean?
- I need to reread this part because
- * is a tricky word so I
- I didn't understand * so I
- Let's reread because it didn't make sense.

Making connections

Text to self:
- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

Text to text:
- I think this book is a * (genre) book because
- This reminds me of * because
- This is similar to * because
- This character is similar to * because

Text to world:
- This links to
- This is because

Summarising

- The key idea is
- The most important ideas are * and I know that because
- This part is about
- The headline would be
- In 10 words
- The main theme is

Learning Behaviours

- **Support and actively listen to others**
- **Discuss and explain our ideas**
- **Take responsibility for your own and your group's learning.**

What is Destination Reader?

- Destination Reader is an approach to teaching reading at KS2 which can be applied to all texts. Its main focus is on:

- *Key reading strategies which support comprehension.*
- *Learning behaviours which support dialogue.*



Key principles

- Enable quality experience
- Promote enjoyment
- Increase reading mileage
- Build firm foundations
- Develop thinking and understanding
- Make talk central



Reluctant Readers

If your child finds reading difficult, this can become stressful. If they don't want to read sometimes:

- Start with you reading first ...
- Take it in turns to read ...
- Listen to stories – story cds from library or apps

If they never want to read, speak to your child's teacher.

Reading for Pleasure

We can’t teach reading for pleasure, but we can make sure children laugh, cry, gasp, feel scared, shocked or are speechless when we share a book. Then they are much likely to pick up a book themselves.

Children in Years 3-6 must be reading at home for a minimum of **20 minutes** a night. They are able to choose a book from the class book corner to take home. Parents must sign in a child’s reading record when they have read.



Reading at SPPS

Children in Years 3-6 must be reading at home for a minimum of **20 minutes** a night.

They are able to choose a book from the class book corner to take home.

Parents/carers must sign a child's reading record when they have read.

Once your child has finished a book (or wishes to change it), they will be able to in class where the teacher monitors how often this is happening.



Reading at SPPS

- Children take home one book (at their reading book band level) from the class book corner **weekly**
- Children will additionally take home one book (a free-reader book) from the school library **fortnightly**
- Children have been allocated a library slot with their whole class to change these books now the library is launched

Library Timetable

Years 1, 2 and 3 (even weeks 2, 4 and 6)

Class	Day	Time
Jeffers	Monday	2:00 - 2:30
King-Smith	Monday	2:45 - 3:15
Grey	Tuesday	2:00 - 2:30
Briggs	Tuesday	2:45 - 3:15
Deacon	Wednesday	2:00 - 2:30
Hoffman	Thursday	2:00 - 2:30
EYFS	Friday	1:30

Years 4, 5 and 6 (odd weeks 1,3 and 5)

Class	Day	Time
Year 4 Almond	Monday	2:00 - 2:30
Year 4 Morpurgo	Monday	2:45 - 3:15
Year 5 Tan	Wednesday	2:00 - 2:30
Year 5 Dahl	Wednesday	2:45 - 3:15
Year 6 Zephaniah	Friday	2:00 - 2:30
Year 6 Milligan	Friday	2:45 - 3:15
ARP	Friday	9:45 - 10:15

Reading at SPPS



Reading Records

Name:

Book title	Date borrowed	Date returned

Book changing

Question time…



