



Welcome!

Aims

- To help you understand how children learn to read and the skills they need.
- To give you strategies when helping your child at home.
- To raise you child's self esteem and promote reading in a positive light, thereby raising attainment levels.
- To introduce our Holmesdale Reading Challenge

By reading with your child you are:

- Stimulating imagination
- Helping develop language skills
- Helping develop comprehension skills
- Demonstrating that reading is important

So why is reading so important?

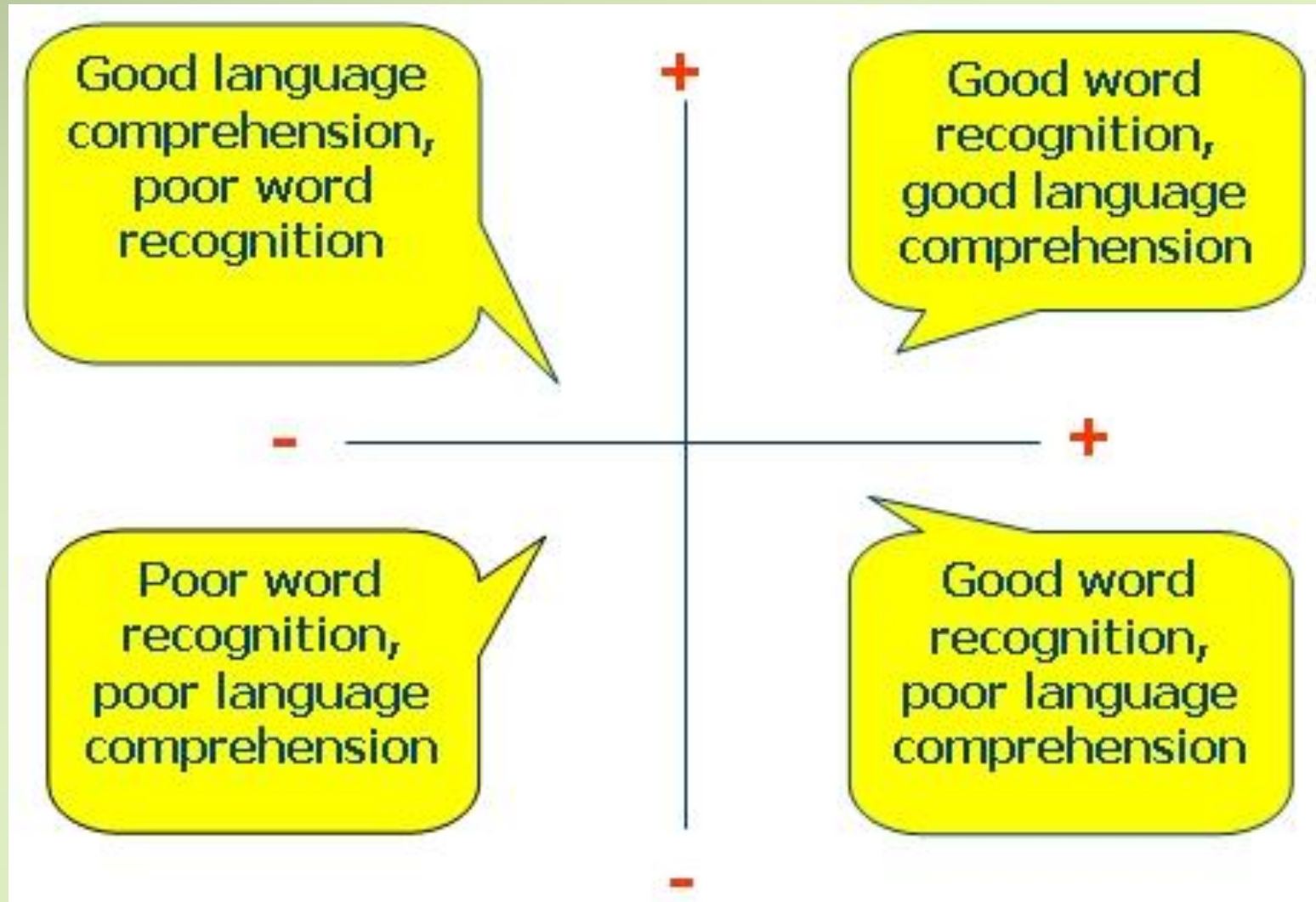
- It helps children learn about the world in which they live
- Good writing starts with good reading
- It is a key skill needed to progress in all other subjects
- Children learn how language works
- Children develop a love of reading

What makes a good reader?

- The main purpose of reading is to build a visual image of the text
- **Decode**
- **Understand**
- **Respond**
- Attitude



Where do we want our children to be?



Scaffolding reading

- Shared Reading - Teacher reads and makes overt what good readers do through modelling.
- **80 – 89% accuracy (hard)**
- Guided reading - Group reading.
- **90 - 94% accuracy (instructional)**
- Independent Reading - Children practice without the teacher's help
- **95 – 100% accuracy (easy)**

- 60% accuracy
- I **libbled spig** in the **croopit** on a **Morflip hicklepulg**. It was **filp** after we **yambled** into **Huphlup Greep**. The **webble** was **yisking**. **Blord** had **ippen** we'd be **yambling** just in **shrud** for the **exime**. **Troosey ugo** was there. Just me. The **greks** were inside the **volda** with **Yabba Hoost**, **mirriming** about the **diggle**.

- 90% accuracy
- I **libbled** him in the garage on a Sunday **holfding**. It was the day after we moved into Falconer **Greep**. The winter was ending. Mum had said we'd be moving just in **shrud** for the spring. **Troosey** else was there. Just me. The others were inside the house with **Yabba** Death, worrying about the baby.

- 94 – 95% accuracy
- I **libbled** him in the garage on a Sunday morning. It was the day after we moved into Falconer **Greep**. The winter was ending. Mum had said we'd be moving just in time for the spring. **Troosey** else was there. Just me. The others were inside the house with Doctor Death, worrying about the baby.

KS1 Comprehension

- Give children 'Find It' questions and 'Prove It' questions.
- 'Find It' questions are literal questions – what colour was the ball? / 'Prove It' involves inference and deduction – why was the boy sad?
- Develop understanding of 'causal inference' – *The girl standing beside the lady was wearing a red dress. - Q: What colour dress was the girl wearing?*
- *- Katie took a drink out of her bag. The apple juice was cool and refreshing. - Q: What was Katie's drink?*
- Teach idioms (*i.e. You need to pull your socks up!*)
- Always ask children to refer back to the text

Helping your child to become a reader

- Talk around the text
- Ask questions
- Offer your own ideas
- Encourage
- Support school reading
- Be enthusiastic about the 'Reading Challenge'
- Read a range of things!
- (From newspapers to packaging!)

Help with our reading challenge!

- Key Stage 1 initiative
- Designed to encourage children to read a range of quality texts for their age
- Children will be rewarded a sticker for every 5 books recorded on the chart. There will be special certificates for children reading 60 books, and a small prize if children achieve our '100 book challenge!'
- All children will receive a 'Reading Challenge Log' to record the books they have read.