

# READING AT TPS

*Ready*  
*Responsible*  
*Kind*

Reading the words

Understanding the words

Word Recognition



Language Comprehension



Reading Comprehension



PHONOLOGICAL AWARENESS



PHONICS



FLUENCY



COMPREHENSION & VOCABULARY



LANGUAGE CONCEPTS



COMMUNICATION

'SIMPLE VIEW OF READING'

# Why Reading is Important

Statistics show that children with lower reading levels are...

Less likely to gain employment, particularly skilled roles

More likely to exhibit behavioural problems and delinquency

Less likely to earn an above average salary

More likely to offend, be incarcerated and develop a habit of lifelong offending

Less likely to achieve qualifications or receive work based training or promotion

More likely to have low levels of psychological wellbeing and life satisfaction

Less likely to use preventative health services, remain healthy or manage treatment and medications well

- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

# TPS READING DIET

## **Hazel class**

Phonics, small group guided reading, 1-1 reading with an adult, reading across the curriculum, class story

## **Willow class**

Phonics, whole-class reading, 1-1 reading with an adult, reading across the curriculum

## **Maple class**

Whole class reading, 1-1 reading with an adult, decoding sessions, reading across the curriculum, library time, class story

## **Rowan class**

Whole class reading, 1-1 reading with an adult, decoding sessions, reading across the curriculum, library time, class story

## **Beech class**

Whole class reading, 1-1 reading with an adult, decoding sessions, reading across the curriculum, library time, class story.

## **Sycamore class**

Whole class reading, 1-1 reading with an adult, decoding sessions, reading across the curriculum, library time, class story

## THE READING DIET GLOSSARY

- **Phonics** – linking sounds (phonemes) and the symbols that represent them (grapheme, or letter groups).
- **Small group guided read** – up to 6 children read and answer questions on a text with teacher/TA.
- **WCR** – Whole Class Reading lesson is taught to the whole class (with adaptations). A range of questions (retrieval, explanations, opinions) in a variety of genres.
- **Decoding sessions** – 10 minutes reading and re-reading a short text out loud.
- **Reading across the curriculum** – Reading lesson covering other topics.

# PHONICS GLOSSARY



Blending – putting together individual sounds to make words



Decoding – when you translate printed word into sounds to read



Digraph – two letters that make one sound e.g ch, ph, th



Grapheme – how you write the sound



Phoneme – is a sound (NOT a letter)



Segmenting – hearing a word and then splitting it up into individual sounds to help spell the word

STATUTORY  
TESTS

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Year 1  
Phonics screening

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Year 2  
Reading SATs

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Year 6  
Reading SATs

# KS2 READING SATS PAPER

This is an article about the dodo,  
a bird that is now extinct.

An artist's impression of the  
dodo from 300 years ago.



## The Way of the Dodo

The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by their own animals – dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.

One of the victims was a large, flightless relative of the pigeon. The island invaders started to call the bird a 'dodo', which meant 'silly bird'.

Although the dodo was hunted for food, this was not the main reason it died out. It is more likely that having never faced predators before, and unable to fly away, the adult birds fell prey to dogs and cats. Meanwhile, their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats.

Less than 100 years after man's arrival, the dodo, which had once numbered in the hundreds of thousands, slipped into the pages of folklore.

Then, in 2005, a team of scientists unearthed thousands of dodo bones in some mud flats in Mauritius. The remains date back to over 4,000 years ago, when the island was suffering from a lengthy drought. The mud flats would have formed a freshwater oasis in an otherwise parched environment. It is thought that most of the animals, while trying to reach the slowly receding waters of the lake, became stuck and died of thirst or suffocation. However, clearly some dodos survived as they did not become extinct until much later.

This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.



1. Unearthed
2. Mud flats
3. Mauritius
4. Drought
5. Oasis
6. Parched
7. Receding
8. Rehabilitate
9. Much-ridiculed
10. Indication
11. Anatomy

WHAT WE  
DO TO  
HELP IN  
SCHOOL

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- Foster a love of reading through library visits and reading to the children.

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- Expose children to a range of texts: modern, classic, poetry, non-fiction, equality.

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- Identify early the children who need interventions.

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- Targeted interventions in place: phonics, small group reading, echo reading, daily readers.

# WHAT YOU CAN DO TO HELP AT HOME?

## 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

**1** Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

**2** Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

**3** Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

**4** Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

**5** Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

**6** Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

**7** Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

# WHAT YOU CAN DO TO HELP AT HOME

Reading is the greatest indicator of future success in children. It is also incredibly enjoyable and beneficial to every aspect of their academic, emotional, and mental development. Everyone knows that reading is incredibly important! However, it can be hard to get children to read at home. Here are 6 steps to create a reading culture in your home.



## RELATIONSHIPS



Reading is a great way to develop relationships. Make time to read together, discuss what you have read, and celebrate reading. Consider listening to audiobooks as a family, reading to a sibling, and promote the rich conversations you have about books. Enthusiasm for reading is vital: children who enjoy reading are statistically much stronger readers.

## ROUTINES



Children now receive the majority of their reading from in game communications (video games), and social media messages. So, turn off the Wi-Fi and TV, and make time for reading. Remember, twenty minutes a night is all it takes to maximise academic progress. Set page or time targets to fit in with your home schedule.

## RESPONSES



Book talk is an essential part of the reading process. Check in with your child about how their book is going and what is happening. Consider rewards for page progress and celebrate every book your child reads. "Tell me about..." "Are you enjoying..." and "Do you think that..." for example.

## RESEARCH



Find the niche! Whatever it is your child enjoys, search for the book, series, or genre to keep them entertained. There IS a book out there for everyone! Look in local libraries, speak to their teachers or other parents, check bookstore websites, and create a buzz about reading with your child related to other topics they enjoy.

## REFLECTIONS




Reading is a journey of discovery, which means children are constantly discovering things about what they enjoy and whether books are the right difficulty/interest level for them. Encourage your child to pursue what they enjoy! Work out what motivates your child to read and bottle that magic!

## RESILIENCE



Finally, encourage resilience and consistency. If your child doesn't read one night, encourage them and support them to get back into the routine. In a world of distractions, reading can fall down the hierarchy! Encourage returning to an old



[www.turnonthesubtitles](http://www.turnonthesubtitles)

# THE IMPORTANCE OF READING



# THE EFFECTS OF READING

**Read Aloud 15 MINUTES**  
Every child. Every parent. Every day.

**DOES READING ALOUD REALLY MATTER? YES!**

More than one in three children arrive at kindergarten without the skills necessary for lifetime learning.

Research shows that reading aloud is the single most important thing you can do to help a child prepare for reading and learning.

**LANGUAGE DEVELOPMENT**  
The number of words that a child knows on entering kindergarten is a key predictor of his or her future success.

**LITERACY SKILL BUILDING**  
Vocabulary, Phonics, Familiarity with the printed word, Storytelling, Comprehension. Reading aloud builds literacy skills.

**WHY READ ALOUD?**

**INSTILL A LOVE OF READING**  
Your example demonstrates that reading is important, pleasurable and valued.

**BRAIN DEVELOPMENT**  
From birth to age 3 are critical years in the development of language skills.

**KNOWLEDGE GAINED & SHARED**  
Books are a pleasure, yes, and they are also informative. You and your child can learn something new as you read aloud.

**BONDING**  
Is anything better than sharing a good book?

More than 15% of young children, 3.1 million, are read to by family members fewer than three times a week.

**DON'T GOOD PARENTS ALREADY READ ALOUD DAILY? NO**

Only 48% of young children in this country are read to each day.

Reading 15 minutes every day for 5 years: 27,375 MINUTES

456.25 HOURS

**IS 15 MINUTES ENOUGH TO MAKE A DIFFERENCE? YES!**

Tell a friend at [www.ReadAloud.org](http://www.ReadAloud.org)



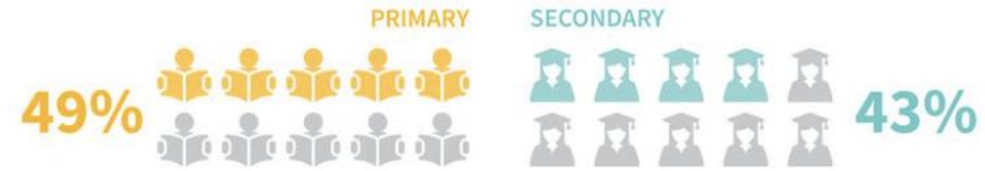
- Limits understanding;
- Clogs up working memory;
- Reduces reading pleasure;
- Reduces motivation to read.

# VOCABULARY GAP

## MIND THE WORD GAP

The "Word Gap" is the **difference** between the extent of a child's vocabulary when entering education and the expected vocabulary for their age. Research shows that it is not limited to those entering primary school, but continues into secondary education and beyond.

The word gap affects 49% of Year 1 and 43% of Year 7 pupils and it's getting bigger



Percentage of teachers who say that Year 1 and Year 7 pupils have a limited vocabulary to the extent that it affects their learning (OUP)

The word gap is caused by a lack of reading and words learnt at home



Teachers cite **lack of time spent reading** as a root cause (OUP)

of a 3 year old's vocabulary comes from their parents (H&R)

But the biggest cause is likely to be income

By the age of just 3, children from **low-income families** are exposed to

# 30 MILLION FEWER WORDS