

Reading Workshop



Please put yourself on mute
and name yourself.



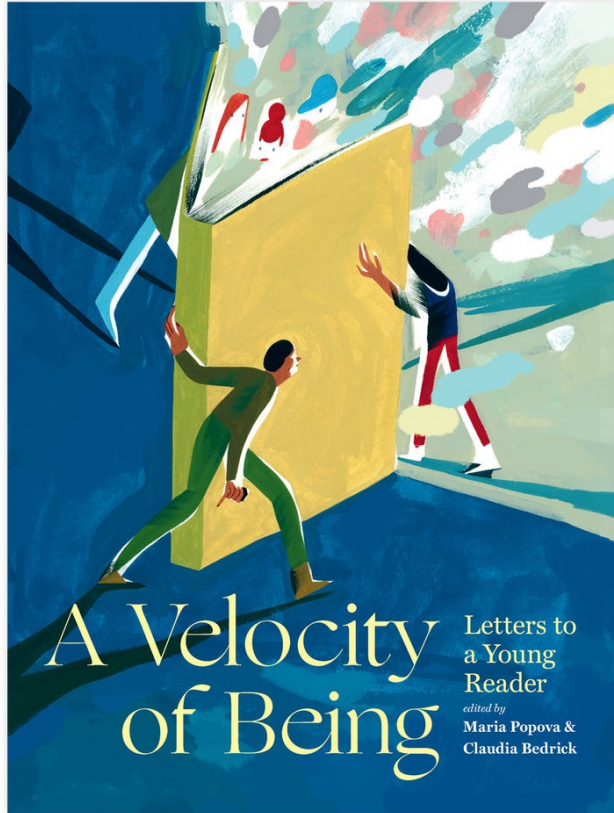
Simon Hudd

Assistant Head (UKS2)

English Lead

“Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading.”

The Reading Framework, Department for Education (July 2021)



**Neil Gaiman,
p22**

Outline of the Session

- **Reading to Learn**
- **Book Selection**
- **Reading for Pleasure**
- **Home/ School Links**
- **Questions**

Reading to Learn



Trigger Prior Learning

What do we need to know to access this text?
What do we already know about this?
What does the cover/title/blurb tell us?



Predict

What do you think will happen next?
What might we find out?
What new information might be introduced?



Read

Are you using appropriate expression?
Are you reading fluently?
Are you reading accurately?



Clarify

Which words did you not understand?
What concepts need to be explained?
What doesn't sound/feel right?



Question

Which ideas in the text do not make sense?
What are you wondering/interested in finding out?



Summarise

What has happened in what you have just read?
What are the main points?
What do you now know that will help prediction?

Reading to Learn

**Trigger
Prior
Learning**

What do we need to know to access this text?

What do we already know about this?

What does the cover/title/blurb tell us?

Reading to Learn

Predict

What do you think will happen next?

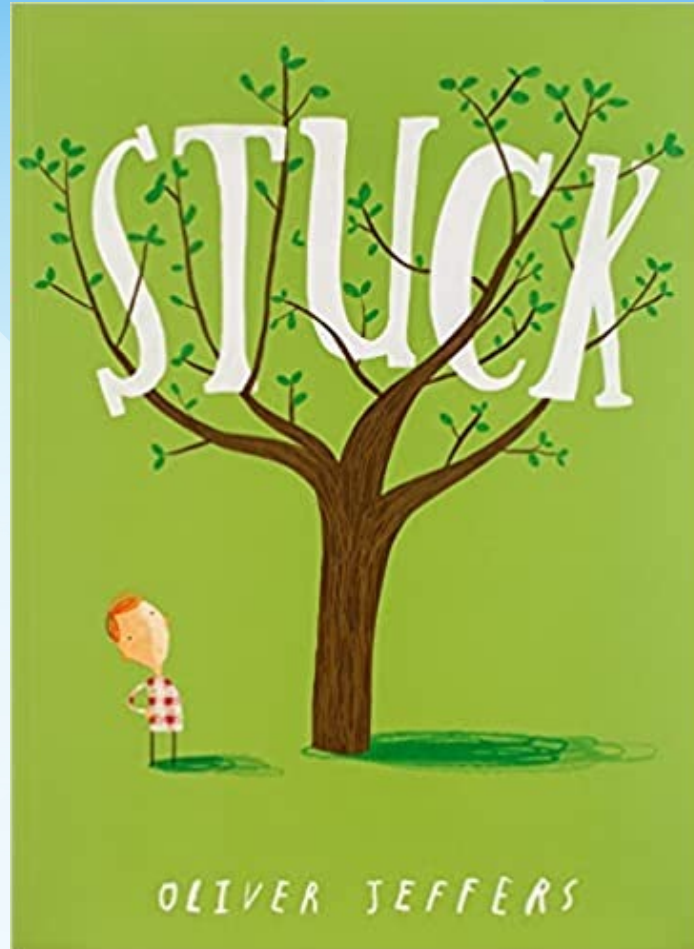
What might we find out?

What new information might be introduced?

Predict

- Enabling the reader to anticipate what will come next in the text, based on:
 - Prior knowledge
 - Structure of the text
 - Content of the text (e.g. rhyme)
 - What has been read previously

Predict



Reading to Learn

Read

Are you using appropriate expression?

Are you reading fluently?

Are you reading accurately?

Reading to Learn

Clarify

Which words did you not understand?

What concepts need to be explained?

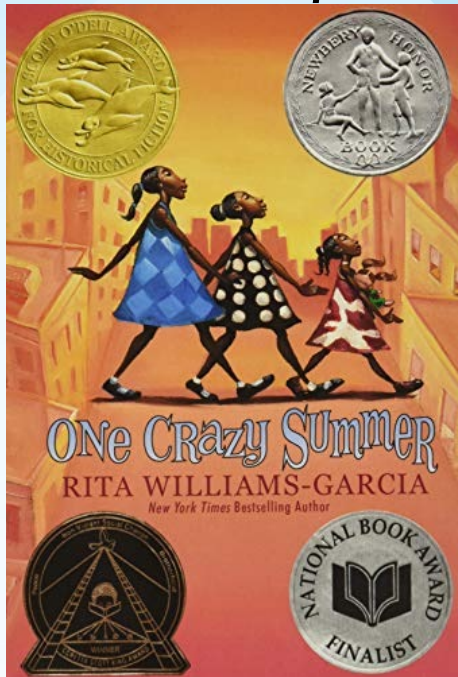
What doesn't sound/feel right?

Clarify

- Clarifying enables children to deal with difficulties of:
 - Unfamiliar vocabulary – words/phrases
 - New or challenging concepts
 - Lost meaning
- Strong readers clarify what they don't understand.

Clarify

- *What might a Y6 child need to clarify in this paragraph?*



Cassius Clay Clouds

Good thing the plane had seat belts and we'd been strapped in tight before takeoff. Without them, that last jolt would have been enough to throw Vonetta into orbit and Fern across the aisle. Still, I anchored myself and my sisters best as I could to brace us for whatever came next. Those clouds weren't through with us yet and dealt another Cassius Clay–left–and–a–right jab to the body of our Boeing 727.

Reading to Learn

Question

Which ideas in the text do not make sense?

**What are you wondering/interested
in finding out?**

Reading to Learn

Summarise

What has happened in what you have just read?

What are the main points?

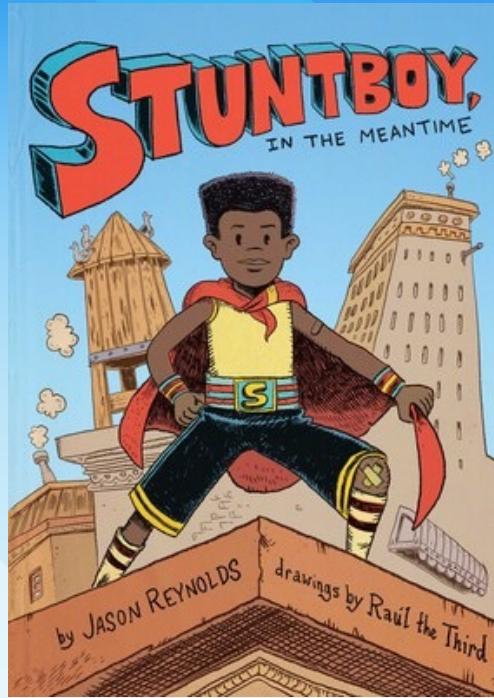
What do you now know that will help prediction?

Summarising

- Summary identifies main or most important point in the section read
- Encourages the reader to sift main ideas in own words
- Sets up prediction for next section
- Gives indication of reader's understanding

Text Choice

- Many new texts have been introduced in recent years.
- These have been informed by our LEARN curriculum statement.
- These new books are often award-winning.
- There are thematic threads running throughout school.



“Here's what I know: I know there are a lot - A LOT - of young people who hate reading. I know that many of these book haters are boys. I know that many of these book-hating boys, don't actually hate books, they hate boredom. So here's what I plan to do: NOT WRITE BORING BOOKS.”

Jason Reynolds

AT ITS CORE THE Q1E CURRICULUM HAS:

L



LEARNERS who are:

- inquisitive, resilient and have high expectations of themselves
- critical and creative thinkers who can solve problems and evaluate effectively
- confident, collaborative and articulate
- excellent learners

E



ENGAGEMENT

- exciting first hand experiences and enquiry approaches
- varied, structured learning opportunities that are purposeful and appropriate

A



AMBITION

- the highest expectations of what all children can achieve
- expanding horizons through research and sharing of best practice

R



RELEVANCE

- recognition of the richness in diversity and inclusion
- tailored to reflect local, national and global perspectives
- clear progression in knowledge, skills, content, language, processes and concepts

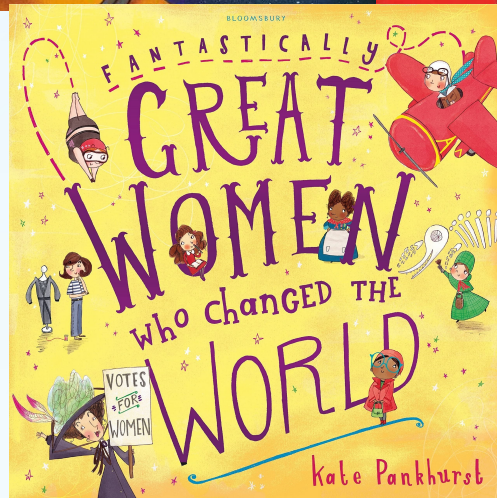
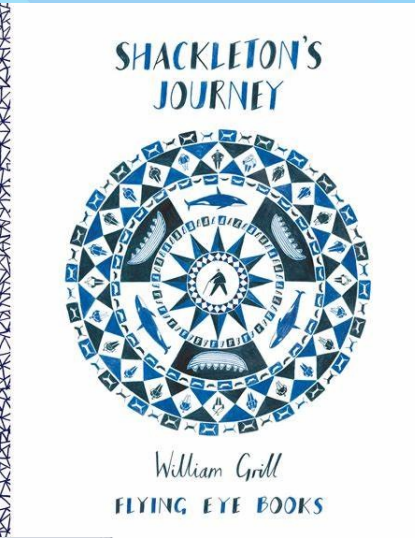
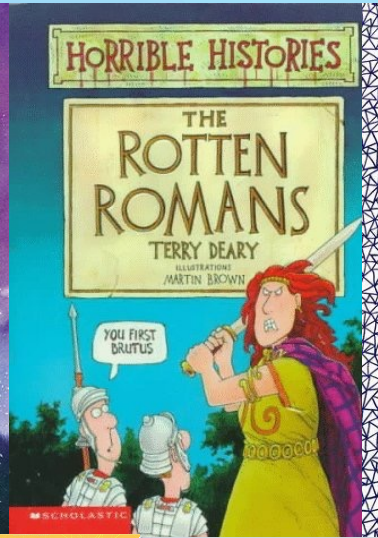
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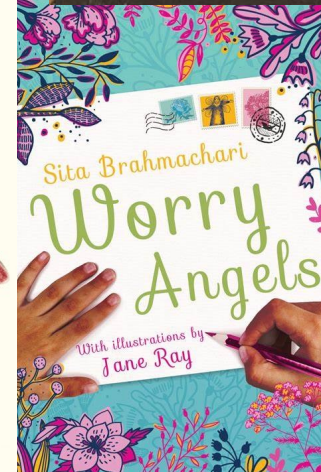
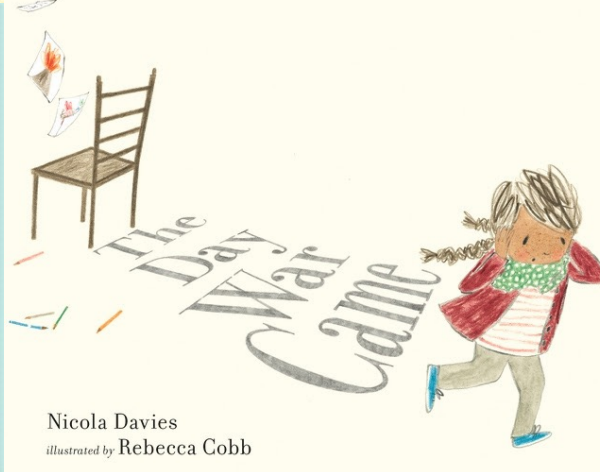
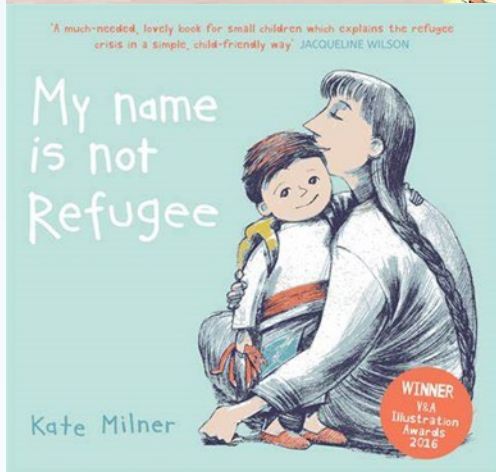
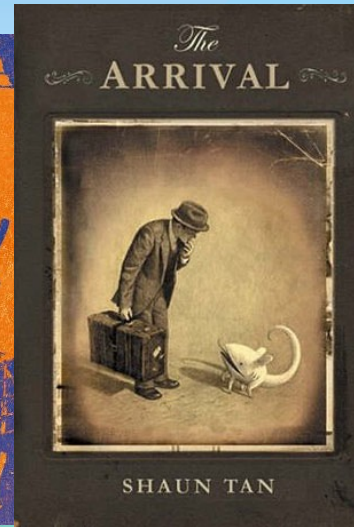
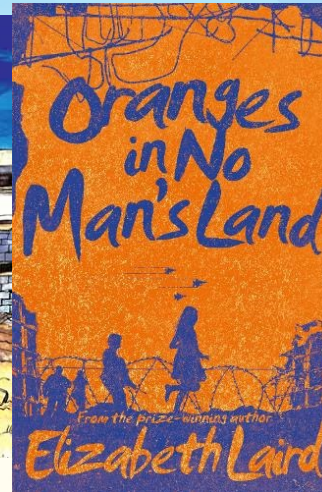
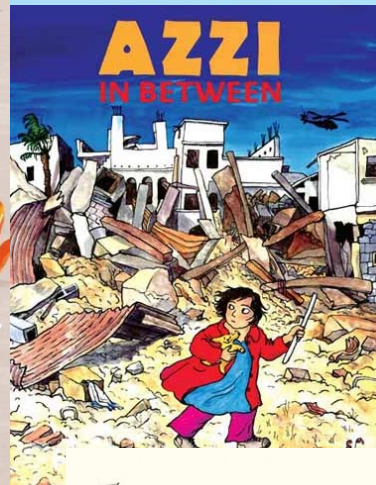
NURTURE

- of personal development fostering a sense of responsibility to self and others
- a sense of citizenship, community, empathy and service

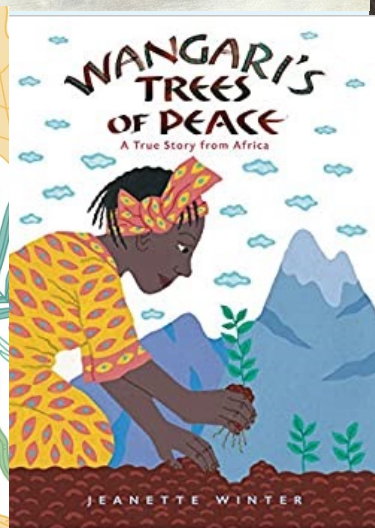
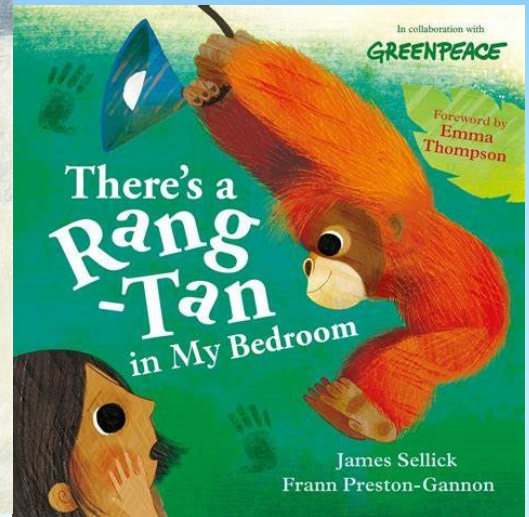
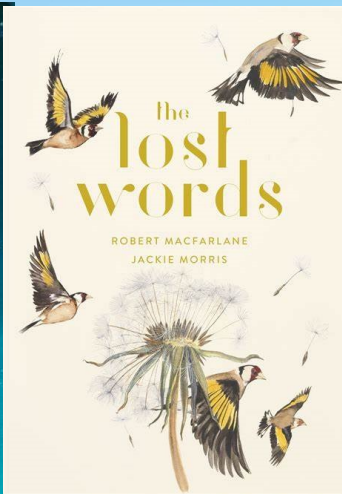
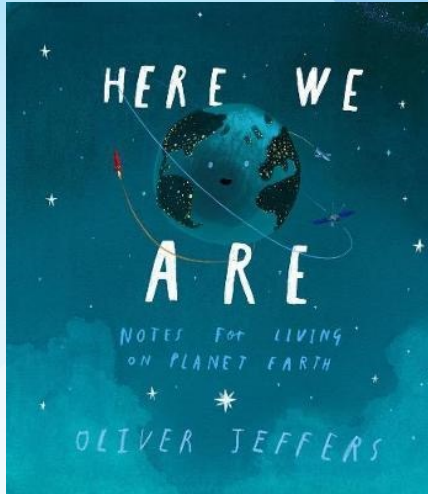
Ambition: Expanding Horizons



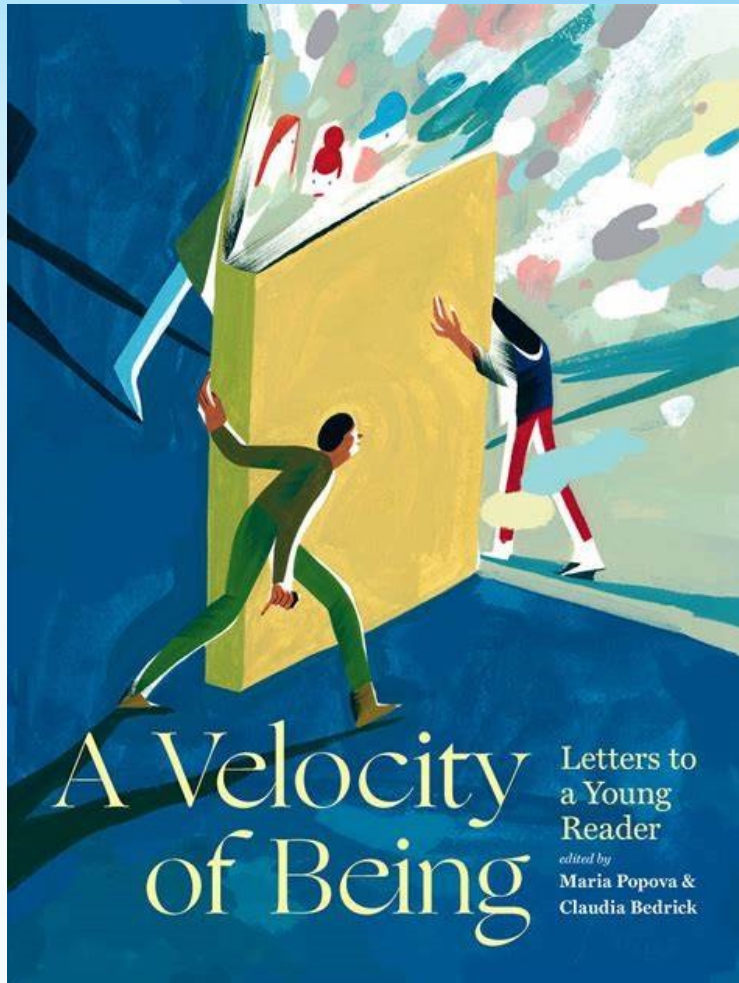
Ambition/ Relevance: Making Sense of the World



Ambition/ Relevance: Making Sense of the World

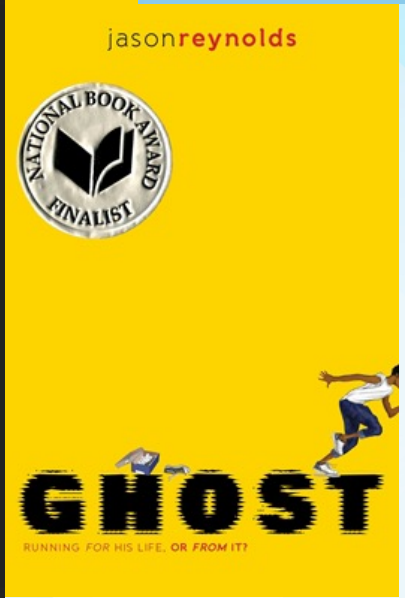
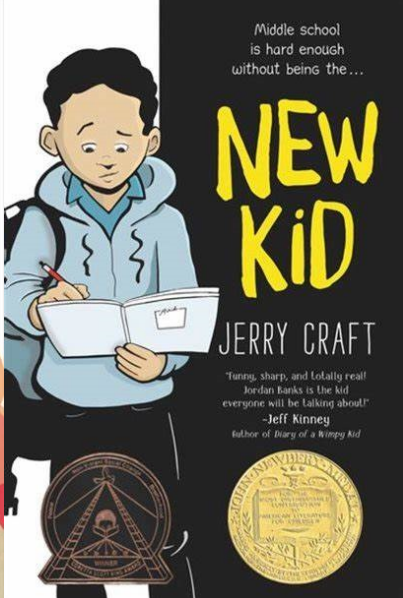
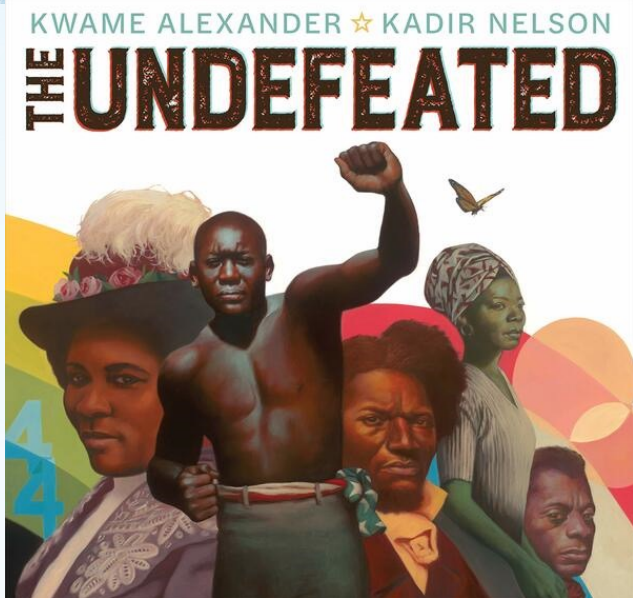
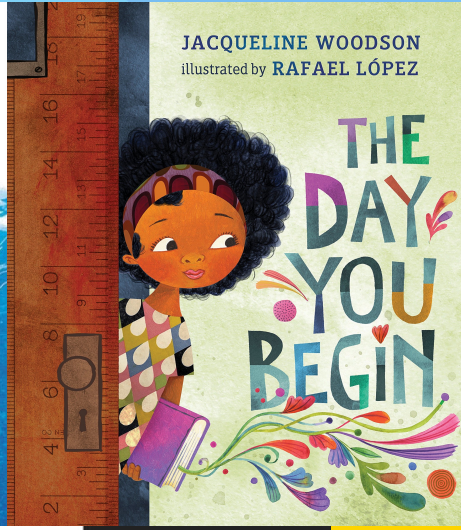
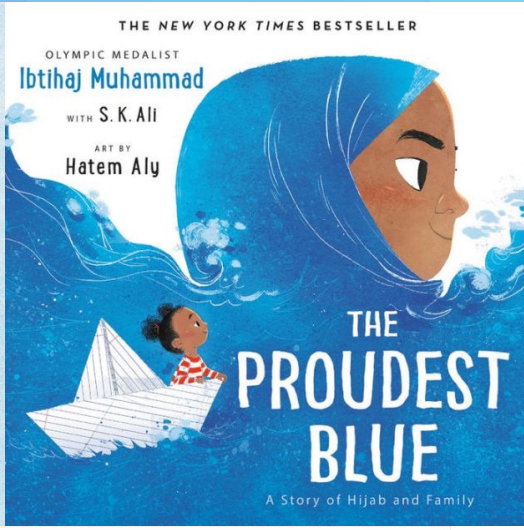
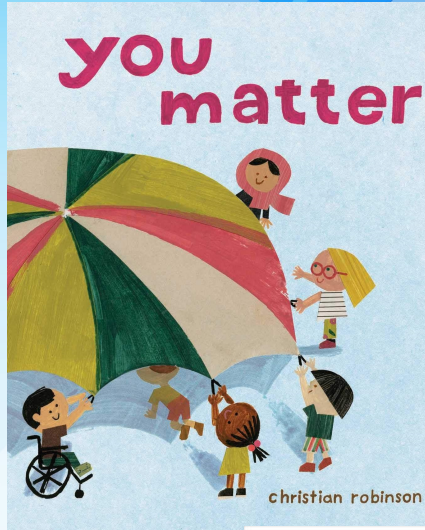


Relevance: Representation

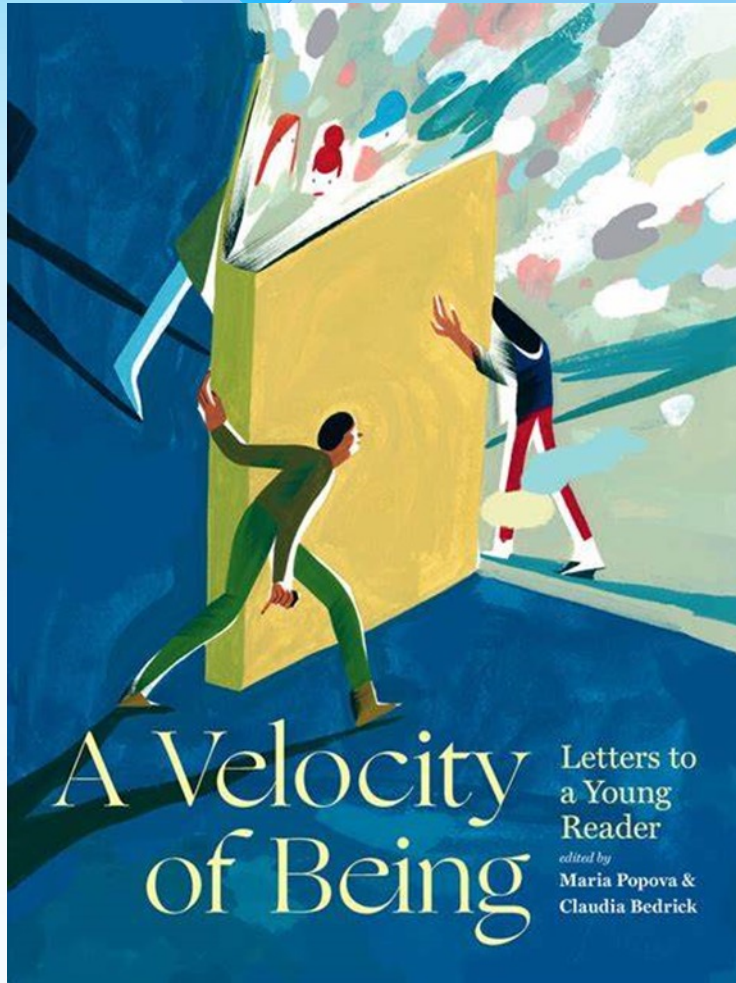


**Jacqueline
Woodson, p16**

Relevance: Representation

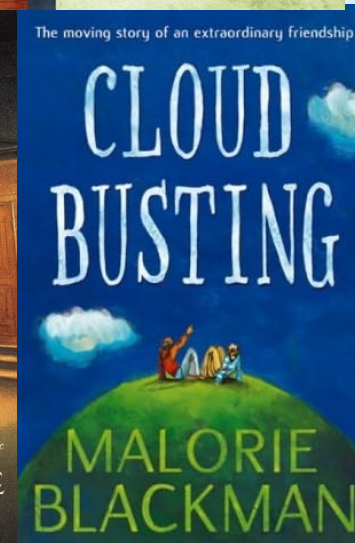
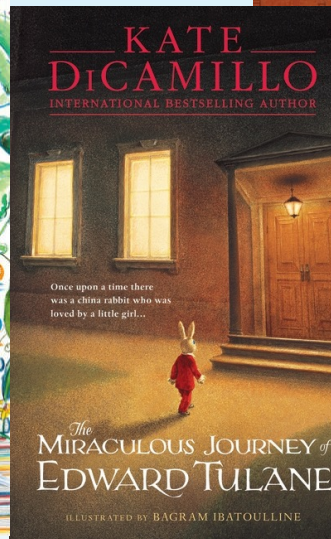


Nurture: Understanding Emotions



**Debbie
Millman, p60**

Nurture: Understanding Emotions

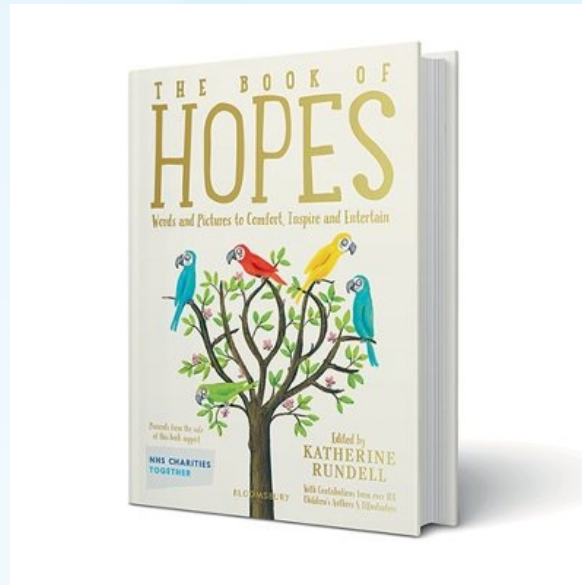


Reading for Pleasure



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

Organisation for Economic Cooperation and Development , 2002



Reading for Pleasure

- Communicate why we read.
- Model being a reader.
- Make reading a part of the daily routine.
- Give children access to books featuring characters from a wide range of diverse characters/ settings/ backgrounds/ cultures.
- Harness enthusiasm for reading (e.g. recommendations/ class library).
- Build school/ home links.
- Investigate author events/ festivals.

Home/ School Links

“...parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere...”

The Reading Framework, Department for Education
(July 2021)

“Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here’s how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.”

The Reading Framework, Department for Education (July 2021)

Home/ School Links

- Your children can borrow books from their class library/ the English room in addition to their Guided Reading book.
- Taking books home is not just “for homework”.
- Reading together/ aloud to your children never grows old.
- We have recommended reading lists on the website.

Model Being a Reader

- Recommend books to your children.
- Tell them what you are reading.
- Have conversations about books and reading.
- ‘Get caught’ reading.

Useful Websites

- <https://www.booktrust.org.uk/books-and-reading/bookfinder/>
- <https://www.booktrust.org.uk/what-we-do/awards-and-prizes/current-prizes/blue-peter-book-awards/#!?sortOption=AtoZ&pageNo=1&pageSize=16>
- www.barringtonstoke.co.uk
- <https://www.commonsemmedia.org/book-reviews>

Great Bookshops

Fara Books for Kids

<https://www.talesonmoonlane.co.uk/>

(Herne Hill)

<https://www.roundtablebooks.co.uk/>

(Brixton Village)



Please put your
questions in the
chat