



Reading at James Elliman Academy

Workshop for parents





Introductions

Aims of the session:

- How children learn to read
- How we teach reading at JEA
- How you can help your child

Feedback

How do children learn to read?

Reading is learnt by decoding words or remembering words. Almost all children learn to read phonetically, although children can learn without phonics. This is called the whole word approach. Some children, for example those with dyslexia, find reading phonetically more challenging. Pure phonics doesn't work for everyone, and that's OK.

Decoding	Comprehension
<p>This is recognising words in and out of context, either by applying phonics rules, working out by sentence level work or recognising words that are in the memory. Learning to read does not stop when a child can decode or recognise a word. This is only the start.</p>	<p>This is the process of interpreting what the words mean. This is the same process in written and oral language and continues to develop throughout life.</p>





Whole word reading
memorising words by shape



Bob sat next to the fish pond.



Decoding
blending sounds/letters into
words



Bob sat next to the fish pond.

Common mistake at home...

The slurp rig sur don her marp, then han de lis.



NEVER

STOP



READING

...and asking questions



Reading after Key Stage 1

According to Scholastic's *Kids & Family Reading Report*, only 35 percent of 9-year-olds report reading five to seven days a week compared to 57 percent of 8-year-olds. Attitudes toward reading change as well: The number of children who say they love reading drops significantly from 40 percent among 8-year-olds to 28 percent among 9-year-olds.

What's crucial for parents to know about the decline by nine is that when children's reading frequency drops, it's **difficult to get them back in the habit.**



A silver lining during Covid

Children read and enjoying reading more during lockdown

- Children's enjoyment of reading increased during lockdown (from 47.8% pre-lockdown to 55.9% post-lockdown), having reached a 15-year low before lockdown
- More than a quarter (27.6%) of children and young people say they enjoyed reading more during lockdown

Reading has also provided refuge in this difficult time, supporting children's mental wellbeing and enabling them to dream about the future

- 3 in 5 (59.3%) children and young people told us during lockdown that reading made them feel better
- 3 in 10 (31.6%) said that reading helped them when they feel sad because they cannot see their family and friends
- Reading encouraged half of children (50.2%) to dream about the future

The Take 10 Challenge encourages everyone to read for 10 minutes every day to improve their wellbeing and support their literacy skills.



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

take

10



minutes
to read

relax,

learn

and

feel good

The Million Word Gap

**1,000,000
WORDS!!**

Results showed that parents who read 5 picture books with their children every day provide their children with exposure to an estimated 78,000 words each a year.

Children who read 1 book a day before EYFS will have exposure to 300,000 more words than children not read to.

This means that over the 5 years before EYFS entry, researchers estimate that children from literacy-rich homes hear more than 1.4 million more words during storybook reading than children who are never read to.

These results suggest that home-based shared book reading represents an important resource for closing the word gap.

A recent study shows that the vocabulary gap is evident in toddlers.

What are the barriers to parents reading to their children?



By age three, children from low-income families may hear **30 million** fewer words than their more affluent peers.

Words Are Cheap ...

... So give your child as many of
them as your can!





Children new to English or EAL

A focus on reading for meaning rather than simply decoding is important for EAL learners. Research suggests that EAL learners tend to have greater phonological awareness than their peers and often demonstrate good decoding skills in English, but score less well in reading comprehension measures (Murphy and Franco 2016).

This suggests that attention to phonics should not take place in isolation from activities that promote vocabulary building, meaning-making and comprehension (Edwards 2013).

Reading builds on oral language competence and so learning to read requires making links between the language and the writing system (Abbot, 2013). This means that reading and writing tasks should focus on words and phrases that the learner already knows in English.

Reading in groups and pairs is a way of exposing EAL learners to peers who can provide good models of reading with expression.

At JEA, we use a multi pronged approach of phonics, vocabulary focus and reading for meaning.

At James Elliman, we consider ourselves a Reading School, and our curriculum has been uniquely designed to incorporate a values-led and text-rich foundation as its starting point. We want all our pupils to develop a rich wealth of vocabulary and a love for reading from an early age; acquire life-skills, knowledge and an understanding of the world and be the best they can be, both in themselves and to others. Our approach to early reading and the development of phonetic knowledge is based on this ethos. We serve a richly diverse neighbourhood in Slough and the many languages spoken within our community make it a stimulating, inclusive and exciting place to live and learn. Our pupils join us at a wide range of starting points and we offer them all the opportunity to instil a lifelong love for reading.

Traditional stories
and rhymes

Phonics – Read,
Write, Inc

Reading scheme
books

Reading skills
lessons

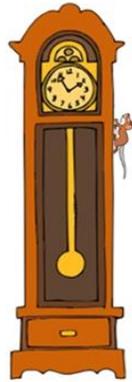
Lending libraries

Cross curricular
links

Traditional Tales and Nursery Rhymes

Hickory Dickory Dock

Hickory, dickory, dock.
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.



Speak and Play English

Nursery rhymes help children learn easy recall and memorisation. They usually tell a story with a beginning, a middle, and an end. This teaches children that events happen in sequence, and they begin to learn how to understand stories and follow along.



Traditional tales and fables make great starting points for learning to read and understand the conventions of stories, as they are often simply constructed with repetitive patterns that are accessible and appealing to children. They provide wonderful opportunities for story-telling and drama. In addition, their structure allows children to learn further about sequencing and the also what it is that makes up a story – a clear beginning, middle and end, a problem and a resolution, usually with a good and bad character.

One, Two, Three, Four, Five

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right.



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Jack and Jill

Jack and Jill went up the hill to fetch a pail of water.

Jack fell down and broke his crown,
and Jill came tumbling after.



Humpty Dumpty
English worksheets from [cursive.com](http://www.cursive.com)



Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.



Little Bo Peep

Little Bo-Peep

Little Bo-Peep has lost her sheep
And doesn't know where to find them.
Leave them alone, and they'll come home,
Wagging their tails behind them.



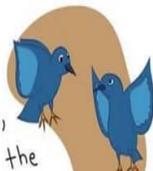
One, Two, Buckle My Shoe

One, two, buckle my shoe;
Three, four, knock at the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a big fat hen.



Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Watching the bluebirds play.
Along came a spider,
Who sat down beside her
And brightened
Miss Muffet's day!

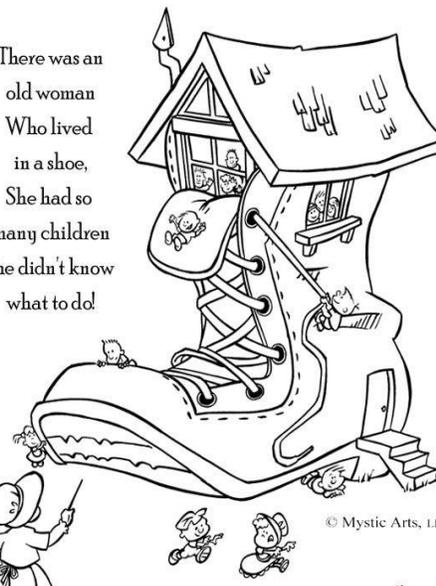


**Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!**

notimeforflashcards.com

The Old Woman Who Lived in a Shoe

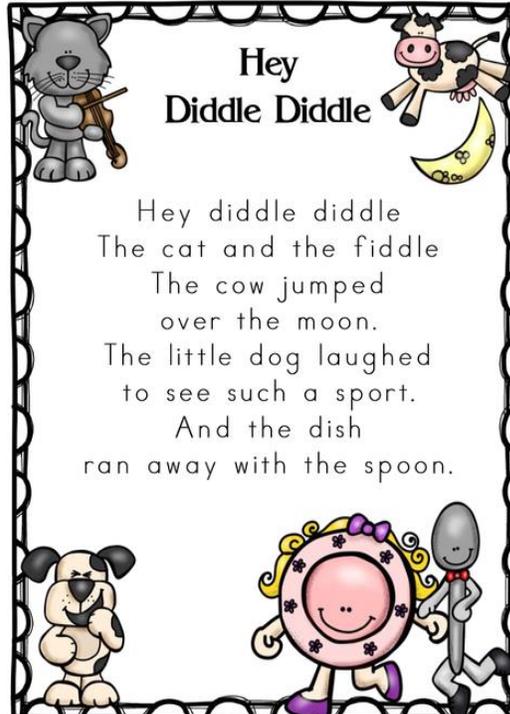
There was an old woman
Who lived in a shoe,
She had so many children
She didn't know what to do!



© Mystic Arts, LLC

Hey Diddle Diddle

Hey diddle diddle
The cat and the fiddle
The cow jumped over the moon.
The little dog laughed to see such a sport.
And the dish ran away with the spoon.



I'm a Little Teapot

I'm a little teapot,
Short and stout.
Here is my handle,
Here is my spout.
When I get all steamed up
Hear me shout,
Tip me over and
Pour me out!



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Problem

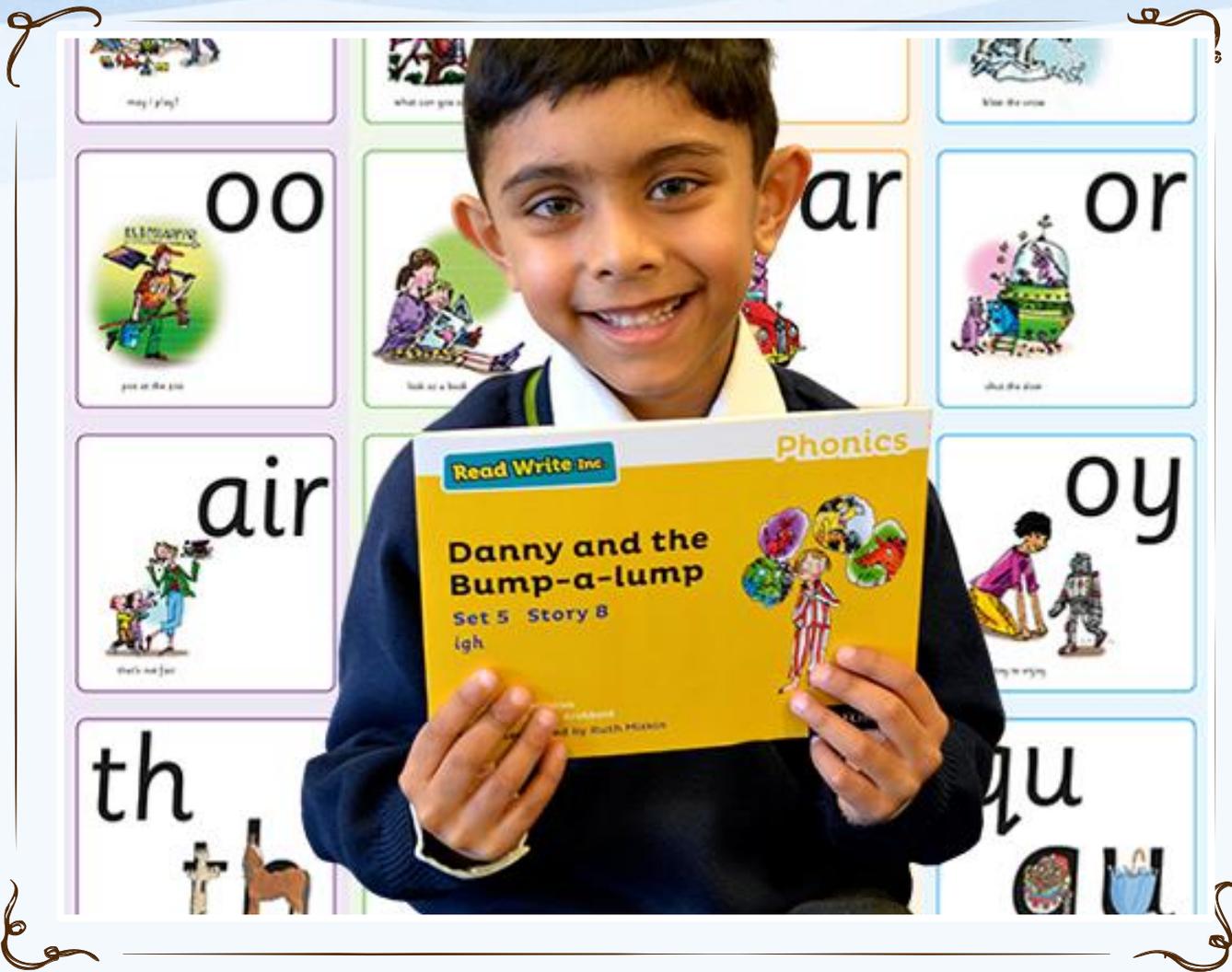
Build up

Resolution

Introduction

Ending

What is Read, Write Inc?



The children learn over 150 graphemes (written symbols) that represent 44 sounds in speech.

These sounds are organised into three sets, and simple phrases and pictures help the children to link the letter-sound correspondence.

Have a go...



Grapheme - ay



Sound in words



Apply to other words

Fred talk
to read



Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

hen	hit	had
fan	fat	log
shop	fun	lip
fish	ship	let

jet	wet	vet
yes	wish	web
yet	jam	yap
jog	win	yum
rat	red	run

Blending letters to
make a word



Special friends

Say the sounds

Read the word

Fred Talk



up
..

on
..

got
..

can
..

yes
..

fish
.. —

Tricky Words V Green Words



Reading Lessons

In addition to RWI, reading lessons in class are taught through the Schofield and Sims Complete Comprehension scheme, ensuring that children learn the first steps needed to fully comprehend texts. The lessons follow the process of reading the text together, discussing it and linking it with other texts, exploring vocabulary, sentence level work, teaching and practising skills of retrieval and inference and further reading. Assessments track the progress of children. Year 2 example:

Contents

Unit 1 Lions, Lions, Lions

Unit 2 There's a Lion in My Cornflakes

Unit 3 The Great Fire of London

Unit 4 Guy Fawkes

Unit 5 Eight Candles Burning

Unit 6 Christmas Eve

Progress
check 1 Ruby's Worry

Unit 7 Perfectly Norman

Unit 8 Sir Charlie Stinky Socks:
The Really Big Adventure

Unit 9 The Night Dragon

Unit 10 How to Build a Gingerbread House

Unit 11 Hansel and Gretel

Unit 12 Hansel and Gretel

Progress
check 2 The Life of Roald Dahl:
A Marvellous Adventure

Unit 13 George's Marvellous Medicine

Unit 14 Horrid Henry and the Football Fiend

Unit 15 The Hundred-Mile-An-Hour Dog

Unit 16 The Darkest Dark

Unit 17 Dogs in Space

Unit 18 A Bottle of Happiness

Progress
check 3 Ossiri and Bala Mengro



Retrieval

Name: _____

- 1 Look at the second sentence. What are lions known for?

1 mark

- 2 Look at the section **How do lions behave?** Why do lions roar?

1 mark

- 3 Look at the section **What do lions look like?** What happens to its mane as a lion gets older?

1 mark

- 4 Look at the section **Where do lions live?** Which parts of the world do lions live in now? Tick **two**.

Africa America India England

1 mark

- 5 What do lions eat? Give **two** things.

 and

1 mark

Mix it up!

Name: _____

- 1 Look at the section **How do lions behave?** How do you think the male lions feel when they are forced to leave? Why?

2 marks

- 2 Male lions have a different life to female lions. Number the events to show the order in which they happen in a male lion's life. One has been done for you.

They are a cub. They join up with other males. They look for a new pride together. They have to leave their pride.

1 mark

- 3 Look at the section **How do lions behave?** What age do lions usually live to?

1 mark

- 4 Look at the section **Where do lions live?** What is another word for *savannahs*?

1 mark

- 5 Do you think lions will go extinct? Tick **one**.

Yes No

Why?

Ossiri and the Bala Mengro, by Richard O'Neill and Katharine Quarmby

This is an extract from a story about a young girl, Ossiri, who loves to play her Tattin Django, a homemade musical instrument that makes a very loud noise. Her family does not like the sound, so whenever she can, Ossiri slips away to practise it.

After a long journey the family arrived at their new camping ground. They built a fire and cooked an evening meal. Ossiri moved away from the fireside and started to play quietly. One of the farmer's daughters heard her and put her hands over her ears. "You don't want to play that around here. If you wake the great ogre you'll be in terrible trouble."

"What's that?" asked Ossiri.

"A huge hairy monster, as tall as a barn. It lives in the cave up there." The girl pointed up the steep hillside. "It loves its sleep and woe betide anyone who wakes it." She shivered. "Last week my father was ploughing the field next to the ogre's cave and the jangling of the harness and the plough blades cutting through the stony soil woke the ogre up. It chased him for hours across hill and dale. That ogre chases anyone who wakes it."

"What would it have done if it had caught him?" asked Ossiri.

"You don't want to know!" said the girl, and walked away.

Ossiri joined her family at the fireside and told them about the ogre.

"Oh Dordi," exclaimed her father. "I didn't know the Bala Mengro was still here. You must be careful." Ossiri promised that she would never go into the hills alone. But she couldn't resist the chance to practise. The very next day she took her Tattin Django into the peaks. The sound echoed off the hillside. As she paused for breath she heard a gigantic

yawn. Ossiri looked around and saw a dark opening in the hillside, and at the entrance a huge monster. It was the Bala Mengro – rubbing its large, red eyes. Ossiri wanted to run but her legs were frozen to the spot.

"I was asleep till you came along!" the Bala Mengro boomed. It was huge, and as hairy as a Shire horse.

"Sorry," Ossiri trembled, shaking from her head to her toes. "I won't wake you again. Please let me go."

"No," growled the Bala Mengro. "You must play for me again!"

Shocked, Ossiri played as loud as she could. The Bala Mengro rumbled, deep and loud. It was singing! The hills shook as the great ogre started to dance.

Eventually, the Bala Mengro stopped dancing and disappeared inside the cave. Ossiri began to tiptoe away, her face white with fear, but she felt its grip on her shoulder. Ossiri froze, but the Bala Mengro just dropped a heavy chain into her hand and walked away.



From Ossiri and the Bala Mengro by Richard O'Neill & Katharine Quarmby. Text copyright © Richard O'Neill and Katharine Quarmby, 2016.



Inference

Name: _____

- 1 Do you think the rich people were happier than the people on the other side of the mountain? Tick **one**.

Yes No

Why?

1 mark

- 2 How do you think Pim and Tiddle felt when they set off to climb the mountain?

1 mark

- 3 Look at the paragraph beginning *So Pim walked back ...*. What things did Pim probably do when he was back on his side of the mountain? Tick **two**.

smile cry shout laugh

1 mark

- 4 Then Pim and Tiddle ran with the bottle of happiness back over the mountain. Why do you think Pim and Tiddle **ran** back?

1 mark

- 5 ... *silence and nothing to see*.
How do you think Pim felt when he opened the bottle? Why?

He felt _____ because

1 mark

Skills taught through reading lessons

Vocabulary and retrieval

What can you see? What is happening?

Compare, contrast and comment

what does it remind you of? Have you seen something like this before?

Inference

How do you think the character is feeling? Why?

Summary and prediction

what do you think she will do next? Why?

Author choice

Why do you think the author chose black and white for the whole picture except for the heart?



My Circus Life

Inter



Some people might be good at the Miagkostoupov was actually born to circus performers, young Vladik was his father. By age nine, he'd perfected his juggling skills to work full time with

Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies... Several years ago, Vladik – who is also known as a character in *Dralion*, an epic performance

What will most appeal to kids about this show?

For children, the clowns! The show is very active because there are a lot of acrobatic tricks and very colourful. It's an uplifting show and always something going on onstage.

You've performed this character since 2006. How often does your act change?

I'm always changing it. This routine has changed over the years. Every time I look at it, I'm putting in new choreography. It's constantly changing.

Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

How does your daughter react to your act?

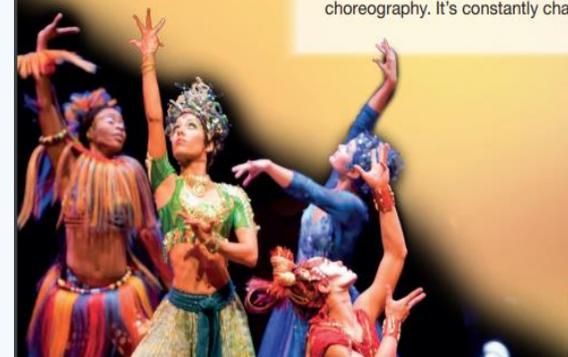
Actually, she likes it! After she was ten months old, she started walking. You know when they start walking, they just run away. Surprisingly when you watch a show with her, as soon as we sit down, she's sitting there, watching the show. I don't know; maybe she'll be a performer also.

Did you react similarly when your father performed?

Yeah, yeah! All the shows they were doing, the kids were running around backstage. For me, I really liked watching.

Are there any particular lessons your father taught you that you still use today?

Everything he taught me! [Laughs] He taught me everything. One main thing: if you want to juggle, try and take dance classes. Do some other stuff, especially dance and acting. It helps you be a better performer. As a performer, you should be able to move well onstage and present yourself. It's very important. I was lucky because my parents started taking me to dance classes when I was four years old. That's a big part of it. My act is more performance juggling. I do movement and acrobatics, so it's not just static juggling. It makes it more interesting.



15 Underline **one** word in the quotation below that suggests that Vladik's performances are carefully rehearsed.

Combining a seamless mix of acrobatics, dance and juggling, the star has performed with a range of companies...

16 Look at Vladik's answer to the question: **What will most appeal to kids about this show?**

How does the text suggest that it is very active on the stage?

Give **two** ways.

1. _____
2. _____

17 Look at page 9.

Vladik is always changing his *Dralion* performance.

Give **two** ways that these changes to his performance happen.

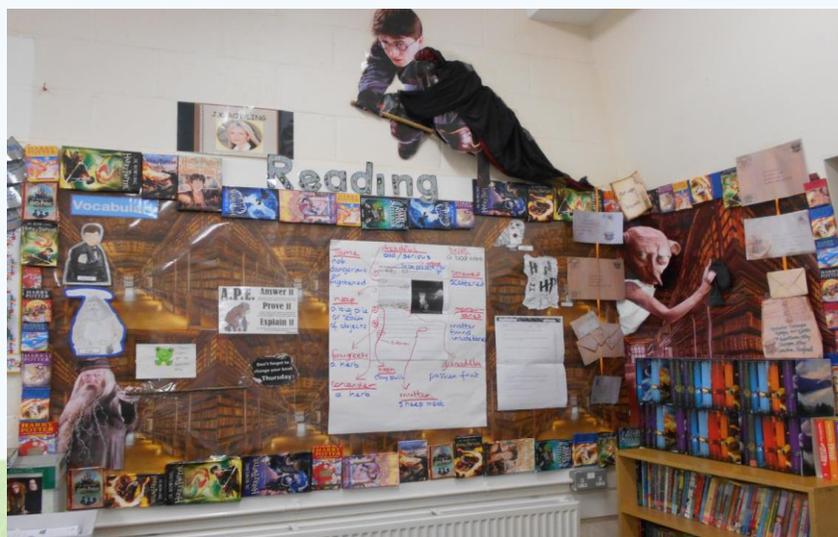
1. _____
2. _____

Reading Books

To supplement the RWI and reading schemes, children are also given a reading book for a levelled library system which is assessed to be at the optimum range to develop their reading skills. More than one scheme is utilised and banded together appropriately, providing more choice and range for the children to select their books from. These are changed weekly or as often as necessary and teachers keep a track of the book levels and that the children are reading regularly.



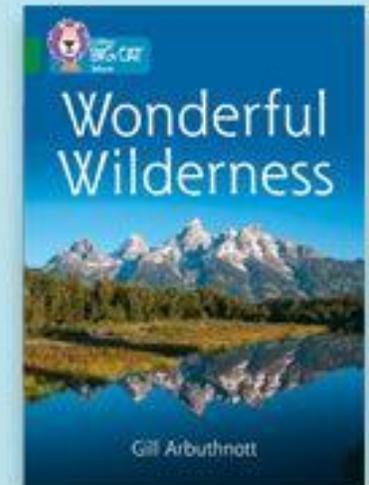
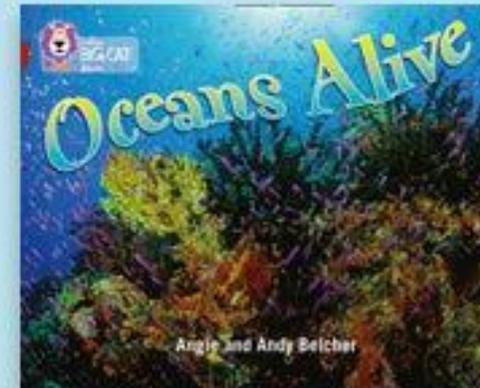
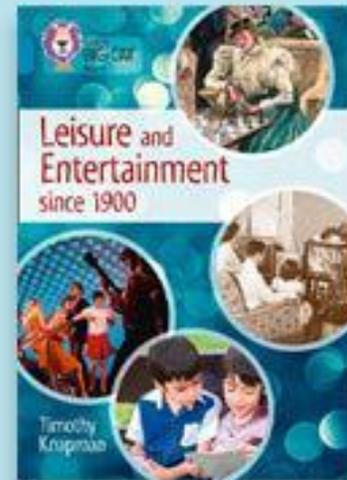
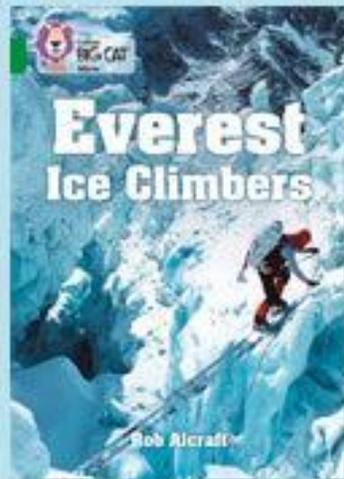
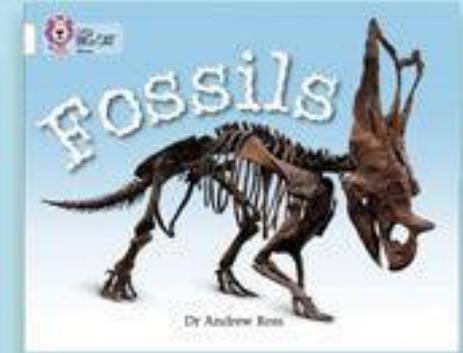
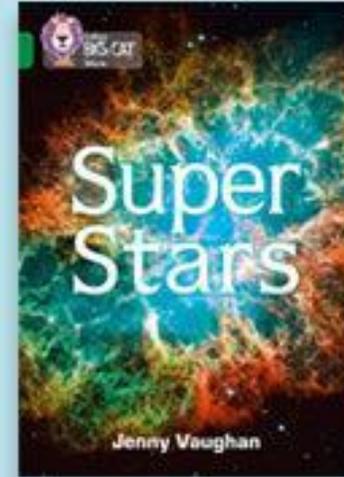
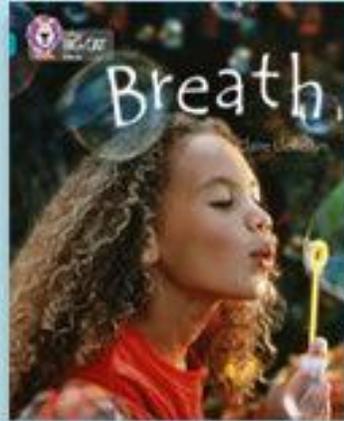
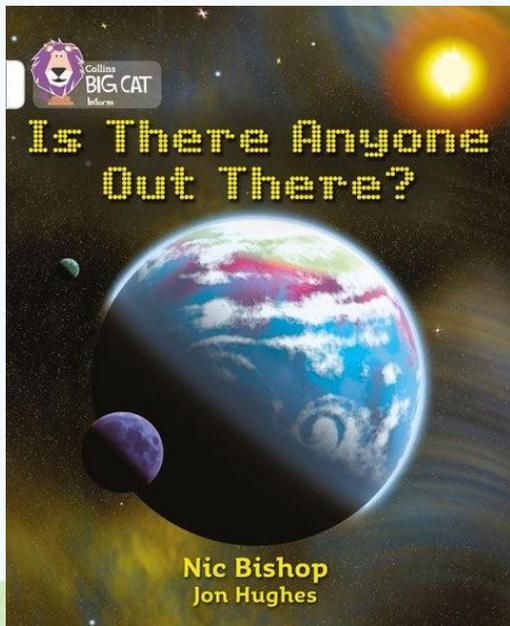
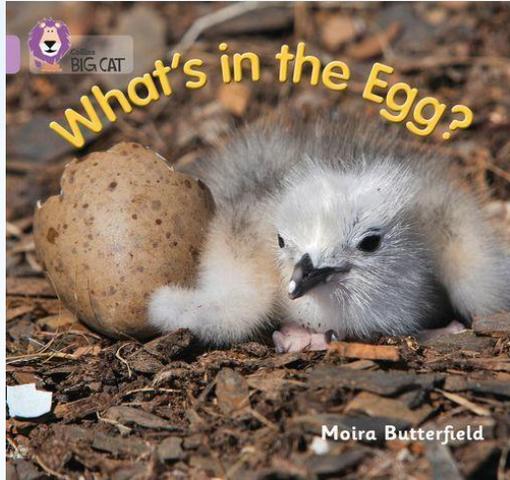
Library Books



And our most special library books...



Cross Curricular Subjects



Assessment of Reading

EYFS baseline assessment

Year 1 phonics screening, repeated in Year 2 for those who do not pass

Year 2 reading SATS test

Year 6 Reading SATS test

Termly Reading assessment paper

Ongoing daily assessment



How you can help...

Help Your Child with Reading

Reread

Reread your child's favourite stories as many times as your child wants to hear them. Choose books and authors that your child enjoys.



Look

Look at the pictures and talk about them. For example, 'Can you find a bird or a cat?', 'What else can you see?', 'What are the children playing? Have you played that before?'



Talk

To help your child develop their vocabulary, talk to your child as much as possible about what you are doing. Ask them about their day. What have they been doing? What was their favourite thing? What games did you play today?

Visit

Visit the local library together. It is fun choosing new books to read. Keep an eye out for special story events at the library or local bookshops that you can join in with.



Story Sacks

A story sack is a great way to get your child talking about a story. They are bags that contain the story itself, alongside a variety of items linked to the story. It could be the story CD, a related non-fiction book, puppets, models or objects that are in the story and a related activity.



Sit

Sit close together and get comfy! You could encourage your child to hold the book themselves and turn the pages. Use funny voices, puppets or props to bring the story alive.

Storytelling Tin

Make a storytelling tin. Collect together a group of objects with a story theme. Open the tin and explore the objects inside. Your child can choose a character, talk about where the story will be and think about what might happen. Have fun making up a story with the objects from the tin.



Ask Questions

Ask questions when you are reading together, such as 'What can you see on this page?', 'How do you think the characters feel?' and 'What is the story about?'



Encourage

Encourage family and friends to share books with your child. The more your child sees you and others reading, the more they will want to read too.



Why read with your child?

The National Literacy Trust conducted a survey with over 10,000 children. They found that children who read daily outside of school were 5 times more likely to achieve above the expected standard in reading for their age.

5X

READING WITH YOUR CHILD

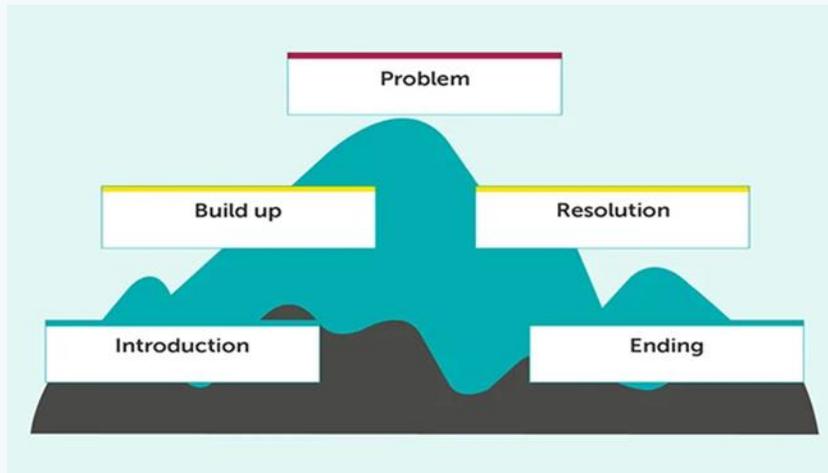
20 Minutes a day is all it takes to build key reading skills. Here are 6 ways to build a better reader during the elementary school years:

1. Create reading rituals and read every day.
2. Snuggle up close with a book before bed.
3. Talk about pictures and ask questions while reading.
4. Share all different kinds of books (stories, nonfiction, poetry).
5. Read favorite books again and again.
6. Read with expression.

'Good readers are made on the laps of parents.'



Everyone loves a story. Can you follow the structure of a story to make up your own about a turtle swimming in the ocean?



And finally...



over
to you