

Reading Open Morning (Years 1 - 3)



- Why is reading so important?
- How do we teach reading at Beaconsfield?
- What can parents and carers do to support reading at home?
- Visit a reading lesson in your child's classroom



Why is reading so important?



- Research has repeatedly shown that children who read regularly and enjoy reading are **more likely to do better at school and beyond.**
- They perform better in subjects right across the curriculum (not just English!) and develop an extensive knowledge of vocabulary.
- Regular readers are also more likely to be confident and have good mental health!

How do we teach reading at Beaconsfield?

There are 3 important aspects of reading which we focus on at school:

- 1) Phonics
- 2) Fluency
- 3) Comprehension



Phonics

- Pupils in Nursery, Reception, Year 1 and Year 2 receive daily 20 minute whole class phonics lessons.
- In these sessions they learn the sounds (*phonemes*) that different letters/groups of letters (*graphemes*) make and how to blend the sounds together to read words.



Additional Support for Phonics

- Some children need extra help with phonics to help them meet age related expectations. We also often have children joining the school who are learning English.
- We provide extra support through:
 - 8:30am Morning Phonics Groups
 - Wave 3 Phonics 1 to 1 support
 - Additional 1 to 1 reading with adults
 - Multi-sensory Phonics



Fluency



Fluent reading involves:

- **Accuracy:** The ability to decode written words **correctly**.
- **Automaticity:** The ability to read **quickly** and **easily** (110+ words correct per minute is needed to fully understand what we read).
- **Prosody:** The ability to read with **expression using your voice** appropriately and paying attention to the punctuation.

The best way to improve fluency is to ensure your child **reads** **regularly!**

You can also read to them regularly so they can hear what good reading sounds like.

Comprehension

KS2 Reading Toolkit

Knowledge of Words	Reading Aloud	Vocabulary	Reading for Meaning
<p>prefix root word suffix</p> <p>uncomfortable</p>			
Background Knowledge	Genre	Making Predictions	Asking Questions
Inference	Summarising	Using Evidence	Expressing Opinions

How do we teach comprehension at school?







- Daily English lessons (1 hour)– Reading, Writing, GPS
- Years 1 and 2: Daily Guided Reading groups (30 mins)
- Years 3 – 6: Three whole class reading lessons every week (1 hour each)
- Daily story times after lunch
- We also look for opportunities in other subjects such as history or science for pupils to develop their reading skills.

How can parents help?



- Read regularly with your child! Set aside some quiet time with no mobile phones or TV.
- Talk about the book as you read. This includes the pictures.
- Make it a special time so it is fun and enjoyable for them. You reading to them is also very helpful.
- Consider using the school library (8:30am) or Southall Library in addition to the books the children bring home from school.

Top tips for reading with your child

<p>Before reading the book</p> 	<ul style="list-style-type: none">• Read the title and look at the illustrations (pictures) on the front cover.• Read the blurb (the writing on the back of the book).• Do you think this is a fiction (story) or non-fiction (information) book? Why do you think that?• Fiction books: What do you think the story will be about?• Non-fiction books: Look at and talk about the contents page, glossary and index (if there is one)
<p>Reading aloud</p> 	<ul style="list-style-type: none">• Encourage your child to read aloud with expression (using their voice as they read). Parents and carers can model this by reading some of the text aloud themselves.• Remind them to pay attention to the punctuation to help them read (e.g. exclamation marks show strong emotion)• If they struggle with a word, then encourage them to sound it out using their phonics.
<p>Reading for meaning</p> 	<ul style="list-style-type: none">• Children must be taught to expect what they read to make sense! If they read something that they don't understand or doesn't make sense then they should be encouraged to stop and use the strategies they have learnt.• Does what you just read make sense? Try reading that again.• Do you understand what that word means? What can we do when we read a word that we don't understand?• Can you work out what the word means by reading around it? (reading the sentences before and after the word)
<p>Making inferences</p> 	<ul style="list-style-type: none">• Children need to use the clues in the text to help them understand the story (to be reading detectives!). How do you think the character is feeling? How do you know? Why do you think the character did that?• They can use their own background knowledge and experience to help them. Have you ever been in a similar situation? How did you feel/ behave?
<p>Active Readers</p> 	<ul style="list-style-type: none">• Good readers are always trying to make sense of what they have read by asking themselves questions e.g. I wonder why that character did that.• They should also be encouraged to make predictions throughout the story. What do you think will happen next? Why?• Encourage them to visualise (see) the story in their heads using what they have read. What do you think the character/setting looks like?
<p>After reading the book</p> 	<ul style="list-style-type: none">• Children should be helped to summarise the main events in the story and to make connections with other stories they have read.• What happened in the story? What were the most important parts of the story?• What was your favourite part of the story? Why?• Who was your favourite/least favourite character? Why?• Did the story remind you of any others you have read? Why?