

# Welcome to our Reading Café!

Year 3 and Year 4  
Tuesday 18<sup>th</sup> November

# Welcome

Our aims:

- ▶ To explain what reading looks like in our school and how our phonics scheme works
- ▶ To give you an understanding of what books your child should be bringing home from school
- ▶ To support you with encouraging reading at home
- ▶ To provide you with further information about how to access other reading materials to support your child.



# Reading at Hatch Warren Junior School

- ▶ Our aim is for all children to be great readers.
- ▶ To access the wider curriculum, they need to be reading fluently with expression and showing understanding of the text.
- ▶ All children at the beginning of their time here at HWJS are tested for their phonics ability and their reading age.
- ▶ If phonics support is needed, they will be placed in a phonics group. If they are reading fluently, they will be placed in a guided reading group. These can be structured slightly differently depending on the needs of the children within the cohort.



# Phonics at Hatch Warren Junior School

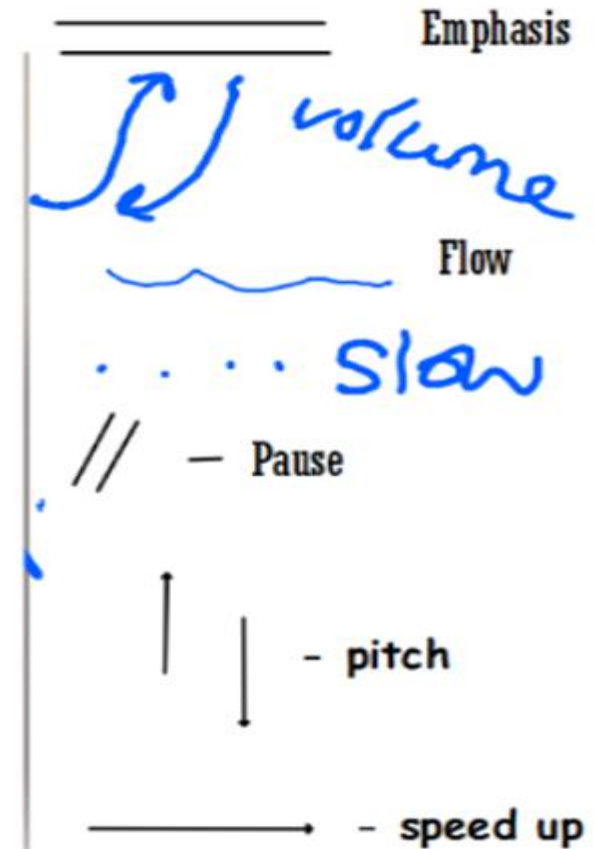
**Read Write Inc.**  
Phonics

- ▶ We use a phonics scheme called Read Write Inc.
- ▶ The children are assessed based on their ability to read individual sounds and read the sounds within words and nonsense words. There are also timed passages within the assessment. In order for children to have completed the phonics scheme, they need to be reading at a speed of 80-90+ words per minute, reading with fluency and expression.
- ▶ Further information can be found in the 'Phonics' section of our curriculum page of the website (<https://www.hwjs.hants.sch.uk/phonics/>)
- ▶ There are also some information videos on the Year 3 page of the website: <https://www.hwjs.hants.sch.uk/year-3-1/>



# Reading and Phonics Sessions

- ▶ Children who still need support with their phonics will be placed in colour groups and will work with an adult for phonics for a session each day. They are reassessed every half term.
- ▶ During reading sessions, the children will continue to practise reading with fluency. They will learn to read with expression by using the punctuation and considering when they need to pause, slow down or speed up for effect. These skills are taught and modelled by the teacher.



# Reading Through the Curriculum

- ▶ Daily reading/phonics sessions
- ▶ Reading in English lessons
- ▶ Reading comes into all areas of the curriculum, e.g. in science, history, geography, art etc.
- ▶ Quiet reading time in class after lunch
- ▶ Weekly library visits
- ▶ Access to areas for reading at breaktimes and lunchtimes
- ▶ Listening to an adult read to them.



# Reading at home with your child

- ▶ Your child should have two books from school:
  - ▶ A 'decodable' book (a RWI phonics book or a colour-banded Bug Club book from the library) - a book that matches their reading ability.
  - ▶ A 'sharing' book - to read themselves, to share with you or for you to read with them. This book does not have to match their reading ability.
- ▶ We recommend children read their RWI book at least three times:
  - Read 1 for decoding
  - Read 2 for developing fluency
  - Read 3 for developing comprehension.
- ▶ All children should be able to read their book fluently with an understanding of what they have read before they change it.



## Brain Development

Babies are born learning. From birth to age 3 are critical years for the development of language skills that are foundational for future learning success.

Parents are a child's first and most important teacher.

## Language

The number of words that a child knows when he or she enters kindergarten is the most important predictor of a child's success or failure.

Reading aloud grows your child's vocabulary and introduces many words and concepts that you might not use in everyday conversation.

## Knowledge

Books are a pleasure, yes, and they are also informative. You and your child can learn something new when you read aloud.



## Why Read Aloud?

### Love of Reading

Parents that read aloud demonstrate that reading is important, that reading is pleasurable, that reading is valued.

### Bonding

Is there anything better than sharing a good book with a child in your lap?

### Literacy Skills

Vocabulary. Phonics. Familiarity with the printed word.  
Storytelling. Comprehension.  
Reading aloud is invaluable for building literacy skills.

# 20 is plenty!

Children who read for  
20 minutes a day...



Will have better  
general knowledge



Will be exposed to 1.8  
million words a year



Will have a world of  
imagination & creativity  
opened to them



Will improve critical  
thinking skills



Will improve their  
communication skills



Will have a broad  
vocabulary



Will have reduced  
stress levels



Will learn how to  
develop empathy



Will improve their test  
results



**1**  
MINUTE  
A DAY  
365 minutes in one year  
2555 minutes by year 6  
8000 words in one year!



**10**  
MINUTES  
A DAY  
3650 minutes in one year  
25,550 minutes by year 6  
600,000 words in one year!



**20**  
MINUTES  
A DAY  
7300 minutes in one year  
51,100 minutes by year 6  
1,800,000 words in one year!

# Reading at home with your child - Reading for Pleasure

- ▶ Audio books are a great way to engage children in stories
- ▶ Reading books, comics and magazines to your child
- ▶ The school library and the book corners in classes have a huge range of different reading material for children
- ▶ Hampshire libraries - they are free!
- ▶ Borrowbox app - linked to Hampshire Libraries and free (all you need is your library card and pin to borrow books and audio books online)
- ▶ Support your child with their reading homework task
- ▶ Serial Mash (part of Purple Mash) has many chapter books that can also be used listened to as your child follows along
- ▶ Ask questions while your child is reading - talk about what they are reading and check their comprehension.



# TOP TIPS FOR DEVELOPING YOUNG READERS AT HOME



Turn on the subtitles on the TV, laptop etc.



Research shows that the more children hear a sound and see the word written, the faster they learn to read.

Model reading for pleasure.



Children mimic the adults around them. Read for pleasure and model the enjoyment of reading to children.

Make time for reading.



Create a routine that works for you and try to stick to it. Before bed, after dinner... just read, and regularly!

Read with prosody.



Bring the story to life for your children: vary your speed, expression and \*always\* do the voices!









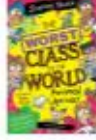









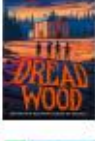







# Hatch Warren 100

- ▶ Updated list
- ▶ Please take a copy if you would like

## Reading checklist

How many have you read?

|   |  |   |
|---|--|---|
|  <b>A different sort of normal</b><br>Abigail Balfe <input type="checkbox"/> |  <b>A kind of spark</b><br>Elle McNicoll <input type="checkbox"/>                           |  <b>A piglet called Truffle</b><br>Helen Peters <input type="checkbox"/>   |
|  <b>A Romani story</b><br>Richard O'Neill <input type="checkbox"/>           |  <b>Access denied</b><br>Jason Rohan <input type="checkbox"/>                               |  <b>Accidental trouble magnet</b><br>Zanib Mian <input type="checkbox"/>   |
|  <b>Agent Moose</b><br>Mo O'Hara <input type="checkbox"/>                    |  <b>Alastair Humphreys' great adventures</b><br>Alastair Humphreys <input type="checkbox"/> |  <b>Animal uproar</b><br>Joanna Nadin <input type="checkbox"/>             |
|  <b>Anisha accidental detective</b><br>Serena Patel <input type="checkbox"/> |  <b>Brightstorm</b><br>Vashti Hardy <input type="checkbox"/>                                |  <b>Bunny vs Monkey</b><br>Jamie Smart <input type="checkbox"/>            |
|  <b>Charlotte's web</b><br>E B White <input type="checkbox"/>                |  <b>Churchill's spy</b><br>Sufiya Ahmed <input type="checkbox"/>                            |  <b>Claude in the city</b><br>Alex T Smith <input type="checkbox"/>        |
|  <b>Cogheart</b><br>Peter Bunzl <input type="checkbox"/>                    |  <b>Courage in a poem</b><br>Various (Illustrator) <input type="checkbox"/>                |  <b>Dave Pigeon</b><br>Swapna Haddow <input type="checkbox"/>             |
|  <b>Dread wood</b><br>Jennifer Killick <input type="checkbox"/>            |  <b>Embassy of the Dead</b><br>Will Mabbitt <input type="checkbox"/>                      |  <b>Escape to the river sea</b><br>Emma Carroll <input type="checkbox"/> |
|  <b>Explorers</b><br>Clive Gifford <input type="checkbox"/>                |  <b>Fizzy and the party</b><br>Sarah Crossan <input type="checkbox"/>                     |  <b>Fortunately, the milk...</b><br>Neil Gaiman <input type="checkbox"/> |



# Thank you for listening

We will collect your children - enjoy reading!

Our new Hatch Warren 100 is available to take.

Please also check out the English pages on the website for further book ideas, including 'If you enjoyed...' recommendations.

