

Welcome to our Reading Cafés!

Year 5 and Year 6

Thursday 29th November

Miss Grainger- English Lead

Mrs Chappell - Acting Deputy

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.



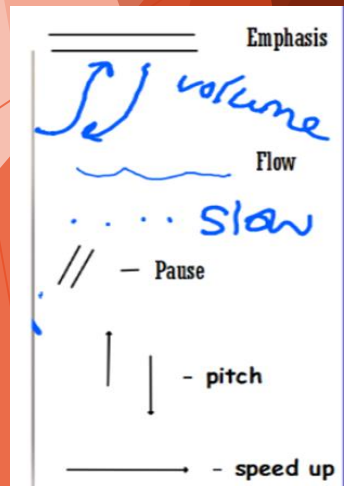
Reading at Hatch Warren Junior School

- ▶ 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.
- ▶ Some children in Year 5 and 6 are receiving additional support to continue to develop their phonics ability. This is designed to help them improve their fluency as quickly as possible.



Reading Sessions

- ▶ During guided reading sessions, the children will continue to practise reading with fluency and building their reading stamina.
- ▶ 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. Echo reading, choral reading, text annotation and peer reading are all effective methods to help build fluency.
- ▶ The children will also be taught a range of different reading and comprehension skills across the year.
- ▶ The children will be exposed to what SATs questions look like and get familiar in answering questions formatted in different ways



Content Domain reference	Content Domain Description
2a	Give/explain the meaning of words in context
2d	Make inference from the text/ explain and justify using evidence from the text.
2e	Predict what might happen from the details stated and implied.
2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
2b	Retrieve and record key information/key details from fiction and non-fiction
2c	Summarise main ideas from more than one paragraph

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.



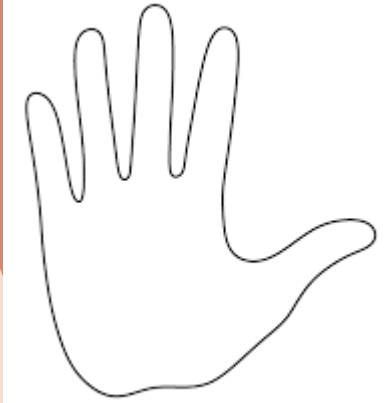
Reading at home with your child

- ▶ Your child should have two books from school. If your child is on the colour band books (Bug Club), they should have:
 - ▶ 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/ bug club 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 before they change it.



Reading at home with your child

- ▶ Fluent readers are able to take two books of their own choice - teachers monitor this and encourage children to choose one of the books that will give them some challenge (5 errors or less)
- ▶ Teachers encourage a balance between reading the books they enjoy and finding new authors and more challenging reads (to help with writing)
- ▶ While comics and Tom Gates / Diary of a Wimpy Kid are fun, they do not often always challenge the children
- ▶ High-level vocabulary exposed to in books will impact positively on their reading and writing.



If you know most of the words besides a few,
you can work them out...

95% word comprehension

*In the morning, you start again. You shower, get dressed, and walk **pocklent**. You move slowly, half-awake. Then, suddenly, you stop. Something is different. The streets are **fossit**. Really **fossit**. There are no people. No cars. Nothing. “Where is **dowargle**?” you ask yourself. Suddenly, there is a loud **quapen**—a police car. It speeds by and almost hits you. It crashes into a store across the street! Then, another police car **farfoofles**. The police officer sees you. “Off the street!” he shouts. “Go home, lock your door!” “What? Why?” you shout back. But it’s too late. He is gone.*

FLUENCY



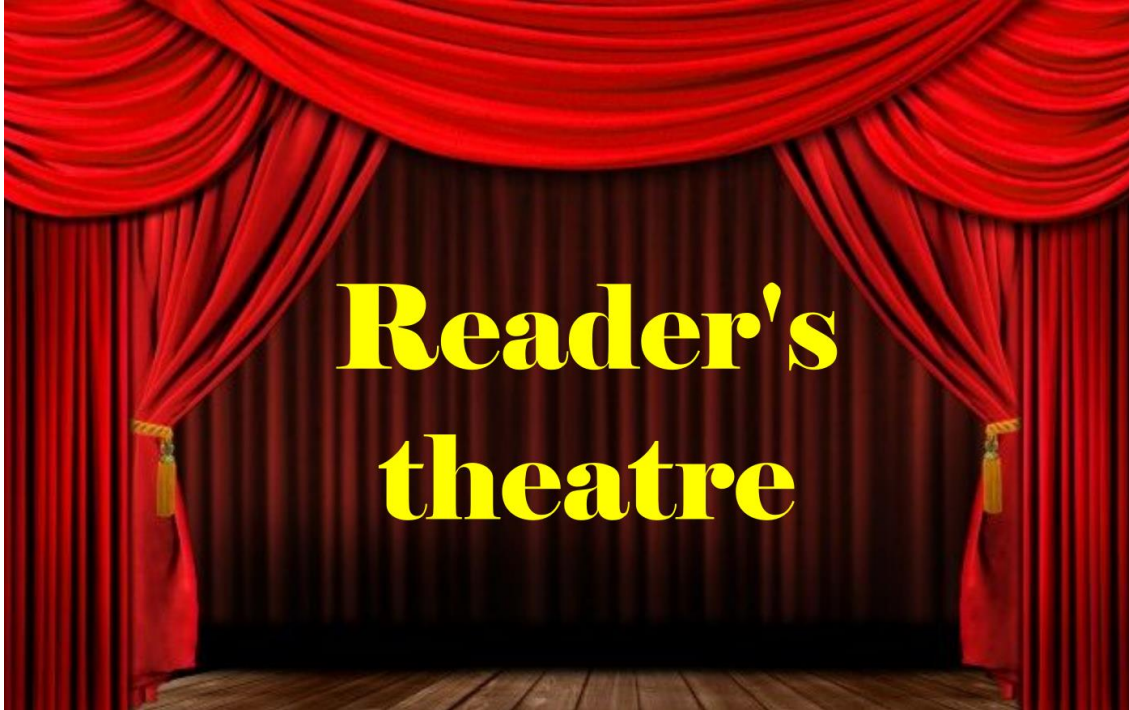
I can read accurately,
with expression, and
understand what I
read

I never said

he ate your

chocolate

Reader's Theatre



Read with an ACCENT	VOLUME read softly read individually	VOLUME read loudly read in unison	Use SOUND EFFECTS
PAUSE to build suspense/tension	PACE read slowly	PACE Read quickly	Read with EXPRESSION
Consider FORMALITY	TONE of voice convey attitude	Read CLEARLY	Use the PUNCTUATION
Read the ITALICS	Use ACTIONS	Include MOVEMENT or GESTURES	Use FACIAL EXPRESSIONS

Accuracy



Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.

Automaticity



The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.

Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.

Prosody



Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.

Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.

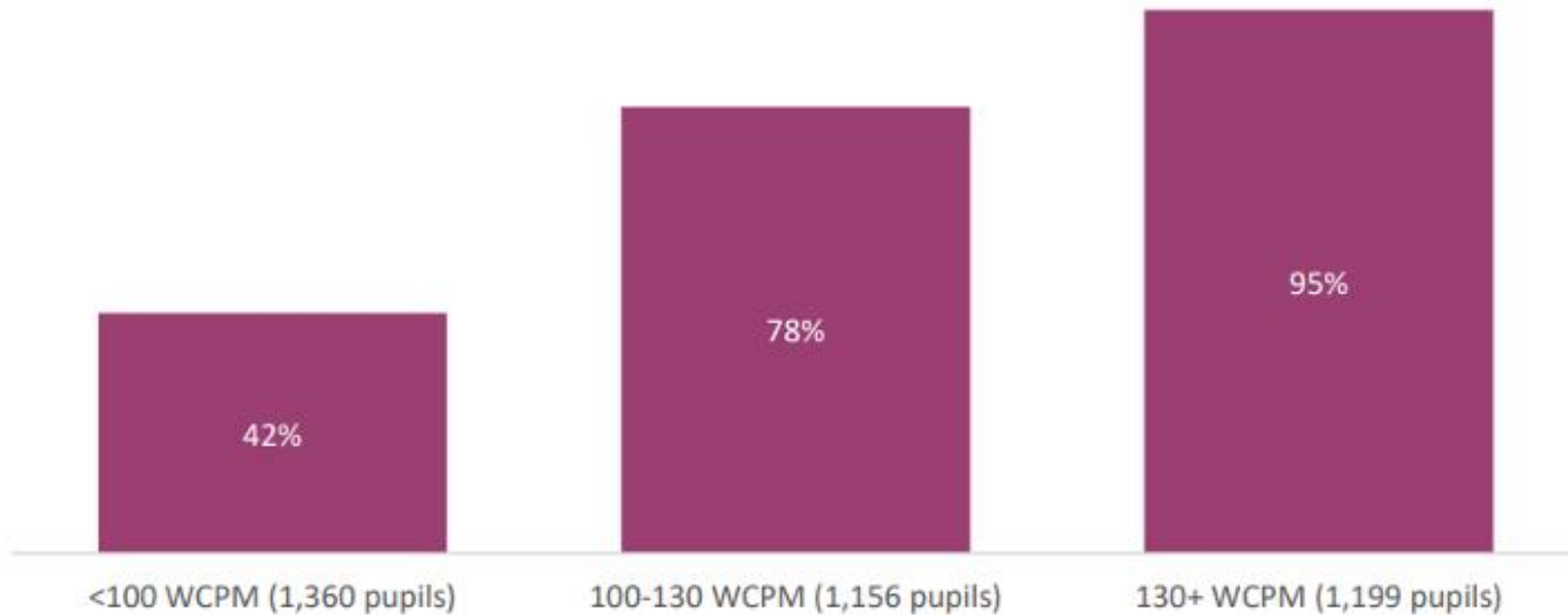
Year group	Approximate oral WCPM to attain fluency in an age-appropriate text (end-of-year indicator)
Year 2	90
Year 3	100
Year 4	115
Year 5	125
Year 6	130+

If children are reading at the 130 WCPM then the reading alone would still take them 23+ minutes. They also need to re-read, skim and scan and think/write their answers

Extract	Word Count	Approximate reading age	Estimated reading time (90 wpm)	Key strengths	Main challenges
A Life-changing Game Biography (Non-fiction)	717 (text) 296 (Questions) = 1013 words	10-12 Year 5 / Year 6	11 minutes	Clear structure. Questions signposted to each subheading. Accessible language.	Possibly unfamiliar names and places.
In the Cave Science Fiction/Mystery Narrative	588 (extract) 373 (Questions) = 961 words	Accessible to confident readers aged 10/11+	10 minutes	Natural dialogue. Relatable characters.	Some figurative language. More inference required.
Longbow Girl Historical Fiction	736 (extract) 374 (Questions) = 1110 words	Accessible to confident readers aged 10/11+	12 minutes	Relatively straightforward story to follow. A modelled answer.	Archaic/formal phrasing, Technical terms Inference questions

Total Word Count = 3,084 words

Figure 8. Percentage of 3,623 pupils achieving Age-Related Expectations in KS2 Reading paper by WCPM band



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 have a world of
imagination & creativity
opened to them



Will be exposed to 1.8
million words a year



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!









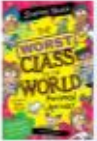









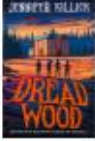







Hatch Warren 100

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

Reading checklist

How many have you read?

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

