

Helping your child with reading

Presentation to Parents/Carers

September 2017

Welcome & Introductions

A decorative graphic consisting of several overlapping, wavy bands of light blue and white, creating a sense of movement and depth. The waves are positioned below the main title and extend across the width of the slide.

Aims of the evening

- * Share the new Oxford Reading Tree home reading books and scheme
- * Explain how the school has come to new judgements over which reading book your child is taking home, and how we assess going forward
- * Practical tips and ideas of how to help your child with reading (including how to help more able/reluctant readers)
- * Meet the staff and ask any questions you have

Thanks!

- * The new reading resources are thanks to the WONDERFUL Friends of Downs Way School – if you would like to become involved in the Friends please contact the school office.

The MORE
that you read,
the MORE things
you will know.
The MORE that you
LEARN,
the MORE places you'll go.



Oxford Reading Tree

- * Not just Biff, Chip and Kipper!
- * Developed to follow the 2014 new National Curriculum for reading
- * Resources to support home and in school reading
- * Different series to engage the reader:

Floppy's Phonics, Songbirds, Biff/Chip/Kipper, Project X, Story Sparks, Treetops non fiction and Traditional Tales

How is reading assessed?

- * Not just using phonics to read the words!
- * R = word reading and general reading behaviour
- * E = exploring author's language and point of view
- * A = analysis of structure and organisation
- * D = deduction and inference

A child needs to be able to demonstrate secure knowledge of all four strands before they might be ready to change their reading stage.

Example assessment questions for READ

R – Can you tell me what is happening in the story?
Who are the main characters?
Can you sequence the main events?

E – Why do you think Kipper knocked into Great Aunt Swanker?
Do you think you get on with your brother as much as Nipper and Monty? Why/why not?

A- Why are some words in speech bubbles?
Why do you think the word ‘help!’ is in bold writing?

D – Look at the front cover, what do you think the story might be about?

Why do you think that? What do you think might happen next? What clues in the story tell us?

The assessment criteria

Free reading?

- * Never discourage your child from choosing a book you feel is 'too easy' for them – some of the best fiction stems from picture books.
- * Beware of the age-appropriateness of popular fiction. Often the written word throws up darker content than the film.
- * For a list of age appropriate fiction take a look at The Guardian Recommended Reads website.
- * <https://www.theguardian.com/books/2011/oct/22/recommended-reads-children-5-7>

Practical tips to help your child

- * Make daily reading a part of your home routine. Before/after dinner, straight in from school, after breakfast. Get your child to help you choose a time!
- * Minimise distraction – turn off TV, put smartphone away
- * Model good reading behaviours yourself
- * Reward co-operation!
- * Still read the favourite stories from home
- * Short and sweet – no more than a couple of pages

Question stems for comprehension conversations

- * Who was...
- * Can you name the...
- * Show me where the...
- * What happened before/after...
- * What did they look like?
- * What does this tell us...
- * Do you notice anything unusual about...

Practical help with phonics

- * For years 1-2 search for Jolly Phonics on YouTube to remind you how to say the sounds.
- * Please don't do this in Reception as the children are taught the sounds in a specific order, and too much too soon can confuse them.
- * Reception – keep the sound 'pure' e.g. mmmm not muh. Ppp not puh.
- * If in doubt pop a note in the home diary – we can help!

Take it slow!

- * Re-reading books is encouraged. Whizzing through the reading books is not the best way to develop READ skills.
- * Your child will be on a stage much longer than they may have been with the old PM levels.
- * You can get so much out of a text through the pictures alone, give your child time to explore them.

My child does not want to read at home. Help!

- * <https://www.oxfordowl.co.uk/for-home/reading-site/expert-help/helping-struggling-readers>