

Reading



Why is reading important?

- Improves the child's vocabulary
- Provides children with the chance to escape into a book
- Demonstrates how punctuation can be used properly
 - It helps spelling
- Widen the child's knowledge of life and the world
- Enables children to find things out for themselves
- There is good evidence to suggest that young people who read daily perform better in tests than those who never do.
- Gets children used to seeing well written sentences/texts

And these are just a few reasons...

How do we teach reading in school?

- Class books
- Guided (reciprocal) Reading sessions
 - Shared texts in literacy lessons
 - One to one reading sessions

The Two Main Reading Skills

1. Decoding

Being able to sound out and say the words that are on the page.

2. Comprehension

Understand the meaning behind the text.

We break these down further
into key skills...

- Decoding
 - Retrieval of facts
- Summarisation to show understanding
 - Inference and deduction
- Reading with expression and using punctuation properly.

Decoding

- Sounding out / sound buttons
- Recognising high frequency words
 - Recognising blends
 - Using images on the page
- Reading around the words to find words that make sense

Have a go...

The big yellow sun shines on the
blue sparkling sea.



Retrieval of Facts

Retrieval is picking out the key bits of information which are included in the text.

This is important as it not only shows their understanding of what they have read but also helps their questioning skills.

Have a go...

The wind sang through his iron fingers. His great iron head, shaped like a dustbin, but as big as a bedroom, slowly turned to the right, slowly turned to the left. He was hearing the sea. His eyes like headlamps, glowed white, the red, then infra-red, searching the sea.

The Iron Man. Ted Hughes

1. What could he hear?
2. What shape is his head?
3. What are his fingers made from?
4. What colours do his eyes glow?

How can you help?

Mrs Twit was 58. In her right hand she carried a walking stick. She used to tell people that this was because she had warts growing on the soles of her left foot and walking was painful. But the real reason was so that she could hit things with it, like dogs and cats and small children. And then there was the glass eye. Mrs Twit had a glass eye.

The Twits. Roald Dahl.

Can you think of
three
questions to fit
this passage?

Summarising

Summarisation is when the most important bits of information are picked out and less important bits of information are ignored. A slightly more complex skill is when this children can then re-word this into their own words.

This is important to show a child's understanding of what they have read.

Summarising Activity

Glass bottles come in many different shapes and colours blue, green, and many more. New glass bottles are made mainly of silica sand. The sand is melted in a very hot furnace, at a very high temperature. Recycled glass bottles are made in a very similar way, but cost less and use up fewer natural resources.

Inference and Deduction

This is looking for clues in the text are that aren't always obvious. Using the information that is given to work out what is happening or how characters are feeling.

This is important as it helps children understand how people feel and why things happen not only in books but in real life.



Where is this happening?

What's the matter with this girl?

What are the girls in the background saying?

How is the girl at front feeling?

Claire edged into the forest anxiously. It was dark and cold. She couldn't find Ben anywhere. Her mum would go mad if she couldn't find him. Her feet were wet and she was starting to shiver.

1. What time of day is it?

2. Who is Ben?

3. Is Ben older or younger than Claire?

4. What was the weather like?

5. How did Claire feel?

Using punctuation effectively and adding expression.

- Recognising when to pause at a full stop
 - Recognising that commas signify small breaks
 - Recognising that tone of voice changes depending on the type of closing punctuation
- Using more complex types of punctuation in reading
 - Reading more fluently with expression through practice

Have a go...

You have a new car.

You have a new car!

You have a new car?

You have a new car...

Using punctuation effectively and adding expression.

There was a kid in our street called Julie. None of us could stand her. She went to a different school from us, a convent school. I remember once when we all followed her up the road to the bus-stop, laughing at her because she was wearing a green school coat that was too big for her, her little pink hands stuck out all chubby from the sleeves. Can you imagine how stupid she looked.

There was a kid in our street called Julie. None of us could stand her! She went to a different school from us, a convent school. I remember once, we all followed her up the road to the bus-stop, laughing at her because she was wearing a green school coat that was too big for her. Her little pink hands stuck out all chubby from the sleeves... Can you imagine how stupid she looked?

Have a go...

A real witch hates children with a red-hot sizzling hatred that is more sizzling and red-hot than any hatred you could possibly imagine.

A real witch spends all her time plotting to get rid of the children in her particular territory. Her passion is to do away with them one by one.

The Witches. Roald Dahl

Resources!

1. Powerpoint notes
2. List of high frequency words
3. Cluster and Blend placemats
4. Reading bookmark

Useful Websites!

- <http://www.crickweb.co.uk/ks2literacy.html> - Reading games
- <http://www.bbc.co.uk/schools/wordsandpictures/clusters/blender/> - Sound blends
- <http://www.bbc.co.uk/schools/wordsandpictures/hfwords/index.shtml>
- High frequency words games
- <http://www.highfrequencywords.org/> - High frequency words