



# Making the most of home reading

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# Aims of the session

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What makes a good reader?

02

How to support your children to become good readers

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Reading offer at The Coombes

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How to check your child's understanding



I take it you already know  
Of tough and bough and cough and dough  
Others may stumble, but not you  
On hiccough, thorough, laugh, and through.

And cork and work and card and ward  
And font and front and word and sword  
Well done! And now if you wish, perhaps  
To learn of less familiar traps,

Beware of heard, a dreadful word  
That looks like beard and sounds like bird.  
And dead: it's said like bed, not bead—  
For goodness sakes don't call it deed.

Watch out for meat and great and threat,  
They rhyme with suite and straight and debt.  
A moth is not a moth in mother,  
Nor both in bother, broth in brother.

And here is not a match for there,  
And dear and fear for bear and pear.  
And then there's dose and rose and lose—  
Just look them up—and goose and choose,

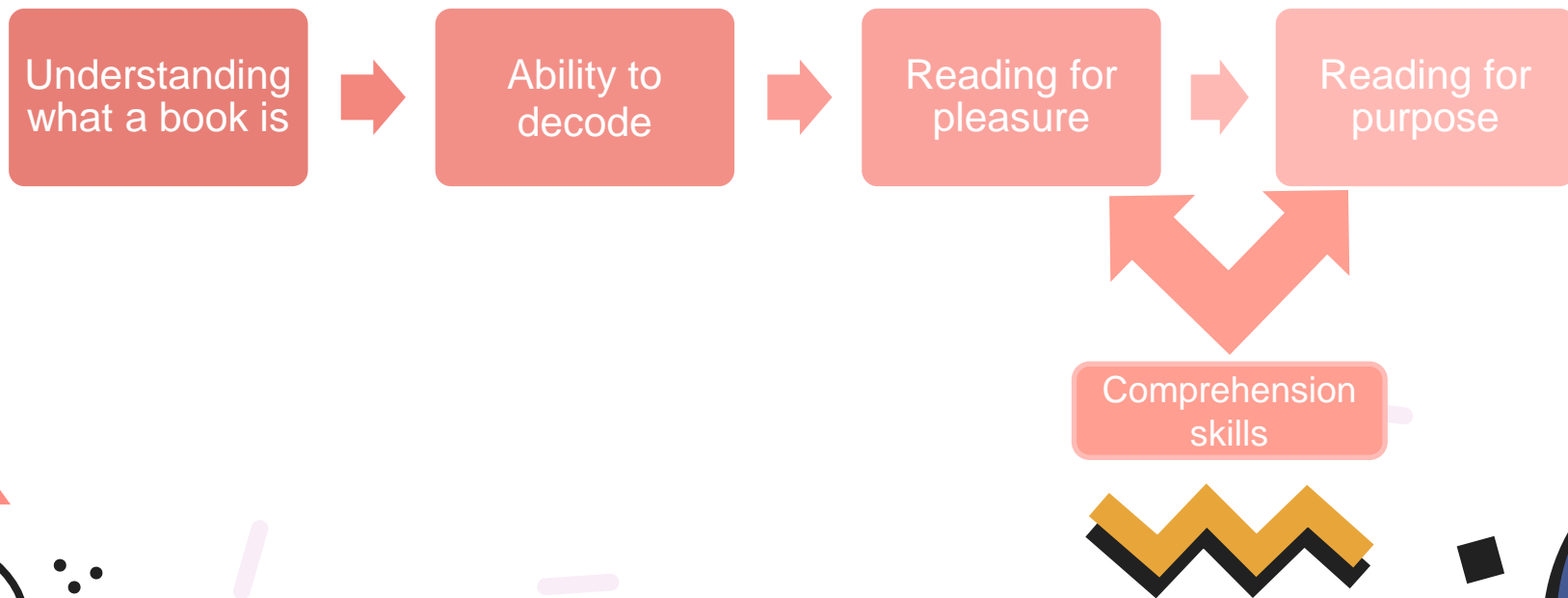
And do and go, then thwart and cart.  
Come, come, I've hardly made a start!  
A dreadful language? Man alive!  
I'd mastered it when I was five.

# What makes a good reader?

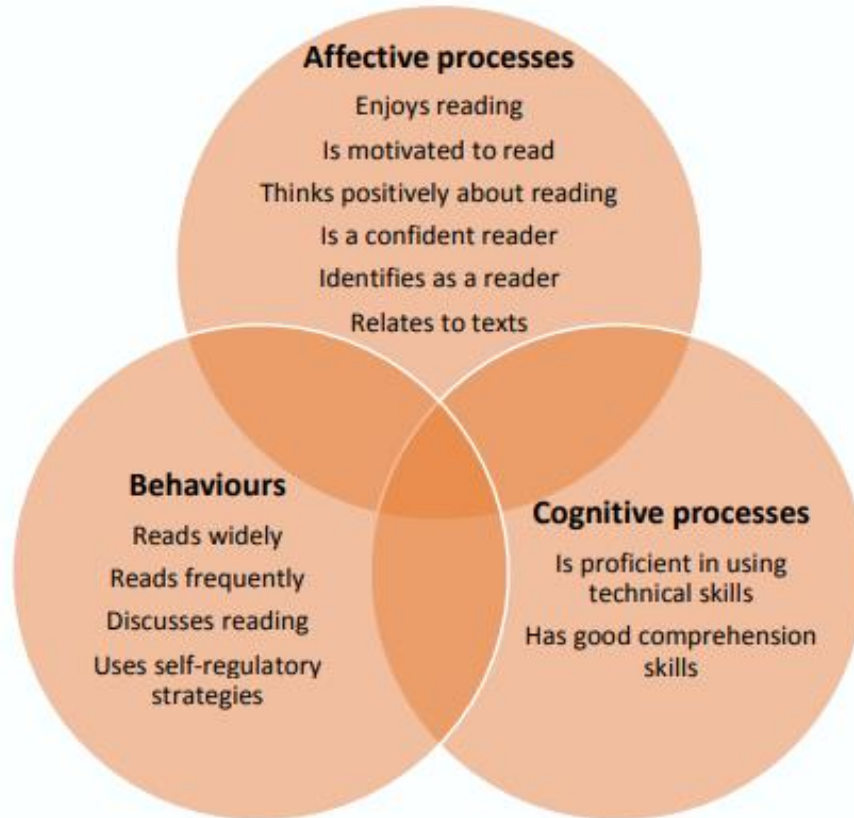
Pleasure

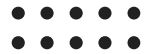

Purpose

# What makes a good reader?





# What is required for a child to be a 'good




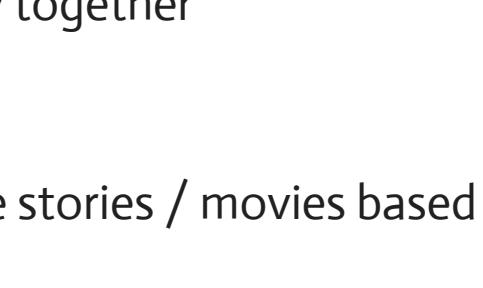


# How to support your children to become good readers

- Make reading a part of your daily routine
  - Hear your child read at least 5 times a week
  - Although it can be difficult, try to find a time when neither you nor your child are in a rush.
  - Try to find a quiet place without any distractions.
  - Make reading time 10-15 minutes so that you have time to include questioning about what you and your child have read
  - Sometimes read to your child or share the reading with your child
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- 



# How to support your children to become good readers

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- Make reading fun: use audio books, read with intonation to engage, read to all family members including pets, don't make it a chore
  - Be a model reader: talk about books that you read/have read as a child, show them that you are a reader and **value** reading
  - Use reading as a reward or a treat you can enjoy together
  - Visit libraries
  - Keep up to date with new books
  - Watch promotional videos by authors / bedtime stories / movies based on books
- 



# Our reading offer



# RWI phonics

- **Synthetic Phonics** is a way of teaching reading. Children are taught to read letters or groups of letters by saying the sound(s) they represent
- There are 44 sounds and matching letters/ letter groups
- So, they are taught that the letter l sounds like lllll when we say it.
- Children can then start to read words by blending (synthesising) the sounds together to make a word.

# Vocabulary

- Lack of knowledge of vocabulary is a barrier to reading.
- Without the exposure/tools to understand new vocabulary, a child can't make any inroads into comprehension.

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

1,800,000 words



Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

282,000 words



Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

8,000 words



# Vocabulary

## What you can do:

- Encourage your child to read a wide variety of books as this will expose them to new vocabulary
- When you are hearing your child read, stop and ask them if they understand the meaning of new words.
- Model to them how to find the meaning
  - Are they reading the word properly? Is it a root word?
  - Read the whole sentence and the sentences around the word
  - Blank out the word
  - Insert a synonym
- Teach them the meaning

# Comprehension - Key reading skills

- Comprehension at a basic level is the ability to understand and interpret what you read – get the meaning from the words in front of you
- How a child actively engages with a text:
  - Makes links to other things they have read (activating prior knowledge)
  - Asks questions (questioning)
  - Understands how characters are feeling (inference)
  - Checks understanding (clarifying)
  - Can sequence events (summarising)
  - Can anticipate what happens next (predicting)

**Comprehension is where decoding meets thinking and reasoning**



## Key Reading Skills

1. **ACTIVATING PRIOR KNOWLEDGE** 
2. **PREDICTING** 
3. **CLARIFYING** 
4. **QUESTIONING** 
5. **SUMMARISING** 
6. **INFERRING** 

# Activating prior knowledge

- When students make connections to the text they are reading, their comprehension increases. Good readers constantly try to make sense out of what they read by seeing how it fits with what they already know. When we help students make those connections before, during, and after they read, we are teaching them a critical comprehension strategy that the best readers use almost unconsciously

For example:

- What do you think the book will be about? What does this front cover remind you of? Have you read something like this before?
- Are the characters similar to any you have read or watched before?
- Making links with your own experiences/books you've read/things you have watched on TV

# Questioning

- Confidently asking specific questions to improve your understanding of the text. It helps the reader to **clarify** what he/she is reading and to better understand the text. Asking good questions is a way for you to **monitor** your own comprehension while reading.

For example:

- **Questions to clarify meaning** (*ex. What does that word mean? Why is that happening? )*
- **Questions to understand the characters and events better** (*ex. Why did the character do that? Why did that happen? What would happen if...?)*
- **Questions to understand the author's intent** (*ex. Why did the author write this? Why did the author use that structure? Why did the author use that vocabulary?)*
- **Questions to make predictions** (*ex. I wonder if \_\_\_\_ will happen?)*

# Predicting

- Predicting what might happen on the basis of what has been read so far.
- Proficient readers make predictions naturally, without even knowing it. They predict what a book will be about based on the title, they predict why characters act a certain way, and they guess what will happen next when they get to the end of a chapter.



# Clarifying

- A clarifier thinks like this, “Whenever I read, I need to clarify any words, phrases, or ideas that I don’t understand in the text. I need to stop and think about what the author is telling me. I ask myself, do I understand each of the words, phrases, or ideas the author is using? If not, I can find out what the author means by using context clues, the glossary, or asking someone.”

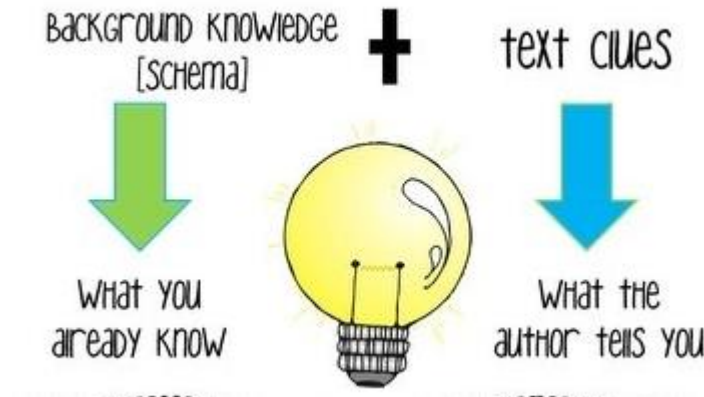


# Summarising

- Summarising is telling the most important parts of a text, in your own words, in a much shorter way.
- Teaching summarising shows students how to discern the essential ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.
- Teaching students to summarise improves their memory for what they read and acts as a check for comprehension.

# Inference

- When we make inferences, we reach conclusions based on evidence and reasoning.
- We figure things out by applying our own knowledge and experience to the situation at hand.
- Helping students understand when information is implied, or not directly stated, will improve their skill in drawing conclusions.



The background is white and decorated with various geometric shapes and patterns. At the top center is a light red semi-circle. To its left is a light purple diagonal line. To its right is a small cluster of three black dots. In the top right corner is a vertical orange rectangle filled with black dashed lines. On the left side is a large blue circle. At the bottom center is a red zigzag line with a black outline. In the bottom right corner is a grid of black dots. There are also several other small light purple diagonal lines scattered around the page.

# Your turn!

# Commenting on your child's reading


Weekly Organiser		Weekly Reading Record	
Monday. lundi		<b>Reading record</b> Book: Page and comments:	School/Home/Independent
Tuesday. mardi		<b>Reading record</b> Book: Page and comments:	School/Home/Independent
Wednesday. mercredi		<b>Reading record</b> Book: Page and comments:	School/Home/Independent
Thursday. jeudi		<b>Reading record</b> Book: Page and comments:	School/Home/Independent
Friday. vendredi		<b>Reading record</b> Book: Page and comments:	School/Home/Independent
Parent/Carer comments:			
Well done for evidencing your reading at least 3 times this week. <input type="checkbox"/>			
Please ensure you always evidence your reading at home. Practise your reading at break/lunchtime today. <input type="checkbox"/>			

# Commenting on your child's reading

- Be consistent – at least 3 times a week
- Be honest
- Be specific – link to the reading focus for the week
- Give examples of successes and mistakes
- Comment on attitude to reading

For example: 'Emily was able to tell me that Joey was going to create a relationship with Captain Nicholls similar to that of his relationship with Albert.'

Freddie read with intonation today however he did not stop at unknown words. We discussed the meaning of \_\_\_\_\_ and \_\_\_\_\_.

	<b>Reading Focus:</b> Make detailed and content-specific comparisons within and across books.
	Book or text: War Horse – Chapter 5
	<b>Homelearning</b> –Please ask your adult to refer to these questions and comment on them when signing your Reading Records.
	<ul style="list-style-type: none"><li>• Why did Joey try hard to throw off his new rider in training?</li><li>• In the previous chapter, Joey loses Albert as a friend. Which new person in the text begins a friendship with Joey? Explain how you know.</li><li>• Why do you think Captain Nicholls talks to Joey about the war?</li><li>• What evidence in the text shows that the captain is loving towards Joey?</li><li>• How does the author encourage the reader to read on?</li></ul>

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**Thank you 😊**