

Welcome to Folksworth CofE
Primary School

Reading Workshop



Fewer than **1 in 2** (47.8%) children aged 8 to 18 said they enjoyed reading in 2022. This is back on a par with those recorded in early 2020, previously the lowest level since we first asked the question in 2005.

Fewer than **3 in 10** (28.0%) children and young people aged 8 to 18 said that they read daily. (69% in 2013)

Almost **3 in 5** (58.3%) said their parents had encouraged them to read, compared with **1 in 4** (24.9%) of 16 to 18-year-olds. More girls than boys said they talked about what they were reading with their family (41.5% vs. 33.1%). Similarly, while **2 in 5** (37.7%) of girls talked about what they were reading with friends, this decreased to **1 in 5** (20.9%) of boys.



In December 2019, The National Literacy Trust published research:

383,775 children in the UK did not have a single book of their own.

A survey of 56,906 UK children found that, compared to children who don't have a book of their own, children who own books are:

- Six times more likely to read above the level expected for their age
- Nearly three times more likely to enjoy reading
- More than twice as likely to agree that reading is cool

“Studies show that educational disruption in relation to the pandemic had a particularly detrimental effect on children from lower-income homes. At the same time, the government has set ambitious targets for increasing the percentage of children leaving primary schools reading at the level expected of their age. Taken together with the findings ... it is clear that efforts to encourage reading and support reading enjoyment in all children...must be redoubled.”

National Literacy Trust





WHY IS SHARING STORIES SO CRUCIAL?

‘Reading for pleasure is the single biggest indicator of a child’s future success – more than their family circumstances, more than parents’ educational background or their income.’



Why is reading important?


- Enjoyment/ Reading for Pleasure
- Go to places, meet people, have adventures
- Learn about topics which interest us
- Develop writing skills
- Prepare for the future e.g. to pass exams, driving test, complete job applications

Reading for even just 5 minutes a day can make a big difference.



Early Reading Phonics consists of:



- Identifying sounds (phonemes) in spoken words
 - Recognising the common spellings of each phoneme
 - Blending phonemes into words for reading
 - Segmenting words into phonemes for spelling
- 
- Decorative wavy lines in shades of brown and grey are positioned on the left side of the slide, extending from the middle down to the bottom.

Subject knowledge

- **Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.
- **Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.
- **GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

<https://www.phonicsplay.co.uk/SubjectKnowledge.htm>

Read Write Inc.

Phonics

b b b



Practise handwriting

Down the laces to the heel, round the toe

b b b b b

Practise sound-writing

b



shut the door

2. watch, what, wash, hock, apact, exact, fact

or

Practise reading

sort

short

horse

sport

fork

snort

Pure sounds

<https://www.oxfordowl.co.uk/for-home/advice-for-parents/phonics-videos>

Pronouncing the sounds accurately is vital, not only for reading, but for when the children learn to blend word and spell them.





Grey
Blue
Yellow
Orange
Pink
Purple
Green
Red Ditty Group
Set 1 sounds C
Set 1 sounds A&B

- Starting with the Set 1 Sounds, children progress through the stages, learning new sounds and reading strategies.
- The children will proof read and re-read their weekly book several times; to improve blending and their pace of reading. This also allows them to rehearse and repeat new vocabulary.
- Through activities such as Fred Talk, Fred in your head and Hold a sentence, children practise their reading skills to segment and blend words. As they progress through the stage, their segmentation and blending becomes more fluent.
- In the early stages of reading, focus on blending is vital.
- In the latter stages, comprehension and writing becomes more prominent.



RENAISSANCE®

Accelerated Reader

What Is Accelerated Reader?

Accelerated Reader is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.)

Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.



Star
Reading

John showed me the largest tree in town.

What is another word for *largest*?

- 1 hardest
- 2 oldest
- 3 biggest

When Pat answered the door, we entered the house.

- 1 wandered
- 2 entered
- 3 rang
- 4 welcomed

Angela did not freeze the meat properly, and now it is no longer fit for _____.

- 1 retribution
- 2 consumption
- 3 prohibition
- 4 moderation

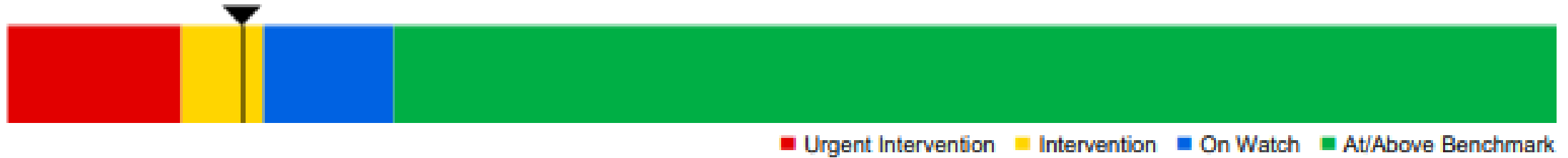
A common mistake when first making a compost pile is to use too many food scraps. Food scraps, such as coffee grounds and fruit peels, are rich in nitrogen. But while nitrogen is important, a successful compost pile also requires carbon-rich material such as leaves. Compost breaks down most efficiently if the carbon-to-nitrogen ratio is thirty to one. This ratio can more or less be achieved by using an equal volume of dry leaves and food scraps.

What is the benefit of having a thirty-to-one ratio of carbon to nitrogen?

- 1 It allows the compost to break down in the most efficient manner.
- 2 It provides enough carbon to overcome the effects of nitrogen.
- 3 It requires less frequent maintenance of the compost pile.



Star
Reading



ZPD (Zone of Proximal Development)

Once the ZPD is established, the children can select books within these book levels. Star Reading quizzes are completed at the end of each term.

Daily reading must be recorded in their Home Learning Journals. This helps us to monitor what they are reading and how often.

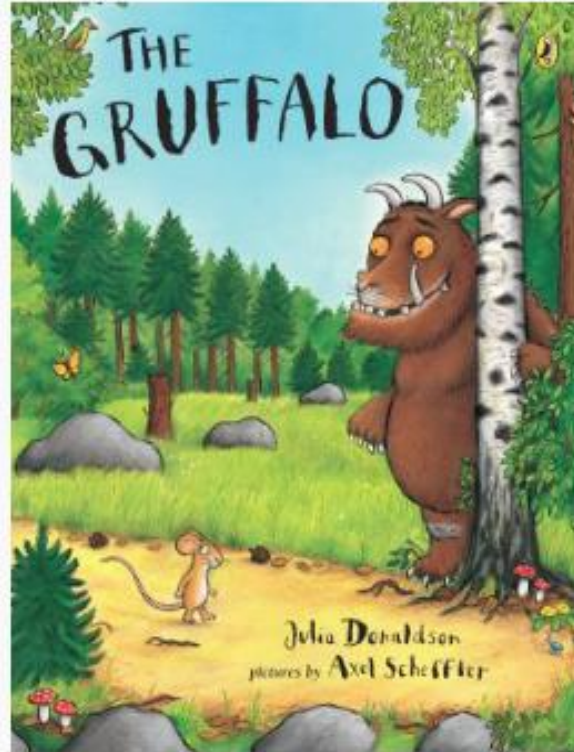
When your child has finished their book, they can take the AR quiz and change their book.

If a teacher notices little home reading in the HLJs, they will suggest that your child be placed on the 'reading hotlist' and so are listened to read at least twice a week by an adult in school.



Accelerated
Reader

Level:
This is the book
level AR
suggests the
child reads
after
completing a
Star Reader
quiz.



The Gruffalo
by Julia Donaldson

Quiz: 203199 EN Level: 2.3 LY
Points: 0.5

Points are determined based on the difficulty
and length of the book.

Quiz type:

RP

Reading Practice



How did you read the book?



I was read to



I read with someone



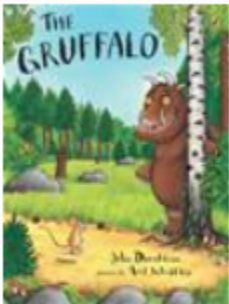
I read by myself

How do I know if a book is on AR?

<https://www.arbookfind.co.uk/>

AR Bookfinder is the best way to be able to identify if a book is on AR.


Simply type the name of the book or the ISBN number into the search and it will let you know not only if the book is on AR, but also what Book Level (BL) it is and by clicking on the title, how many words there are.





The Gruffalo

Donaldson, Julia

AR Quiz No. 203199 EN Fiction

 IL: **LY** - BL: **2.3** - AR Pts: **0.5**

 AR Quiz Types: **RP**, **RV**, **VP**

 Rating: ★★★★★

Walk further into the deep dark wood, and discover what happens when the quick-thinking mouse comes face to face with an owl, a snake and a hungry gruffalo.

Question 1 of 5

The fox invited the mouse to ---.

- ☒ A have lunch in his underground home
- ☐ B take a ride on his furry back
- ☐ C go for a swim in the river
- ☐ D go to a birthday party with him

Question 3 of 5

What did the mouse tell the snake about the gruffalo?

- ☐ A His favourite food was scrambled snake.
- ☐ B He was afraid of snakes.
- ☐ C His home was deep underground.
- ☐ D He was a champion snake thrower.

Question 2 of 5

What did the mouse say the gruffalo had at the end of his nose?

- ☐ A a poisonous wart
- ☐ B a third eye
- ☐ C two long hairs
- ☐ D one very sharp horn

Question 5 of 5

What did the gruffalo do after the mouse said what his favourite food was?

- ☐ A He said he'd like to try it.
- ☐ B He turned and fled.
- ☐ C He begged for his life.
- ☐ D He laughed.



You passed this quiz.

5 of 5 correct



% Correct

100



Points

0.5



Words Read

687

Teachers access a range of reports and can view each quiz taken. If they have not passed a quiz, it can be deleted if they are going to read the book and quiz again.

✓	221062 EN The Rhyming Rabbit	3/5	0.3	3.6	14/02/2020
✗	226911 EN Marmaduke the Very Different Dragon	2/5	0.0	3.0	06/02/2020
✓	231514 EN A Book of Beasts	3/5	0.3	2.5	05/02/2020
✗	211962 EN The Adventures of Super Diaper Baby	3/10	0.0	2.5	04/02/2020
✓	228516 EN Little Joe's Boat Race	3/5	0.3	1.8	28/01/2020

Each child has a Bookshelf so they can see the books they have already quizzed on.

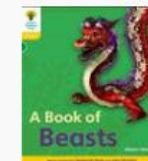
February 2020



60%



40%



60%

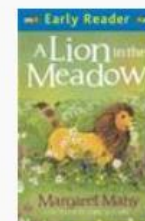


30%

January 2020



60%



100%



20%



100%



100%

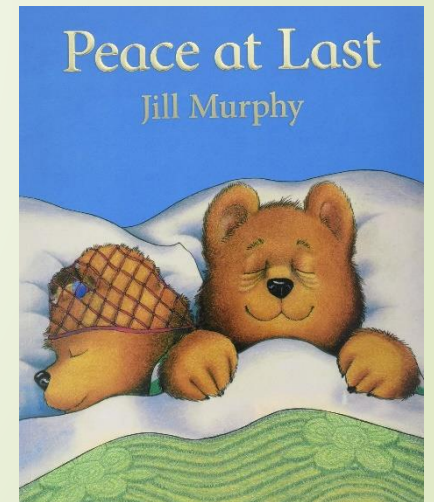
What can you do to support your child in developing their reading skills?

Reading is a key life skill. It enables us to access all forms of learning. Reading needs to be valued and children should enjoy reading.

‘Reading for Pleasure’

Be a role model- does your child(ren) see you reading regularly? Do you share and talk about your favourite childhood stories?

Do you pronounce sounds and words correctly? Remember those pure sounds are vital!



Help your child(ren) to make:

- ☐ Make predictions
- ☐ Question what they have read
- ☐ Clarify the meaning of words
- ☐ Summarise key events



Expose them to a range of genres and text types:

Newspapers

Poetry

Magazines

Online stories e.g. Oxford Owl has a free eBook library



Frequently asked questions:

How can I help my child become a better reader?

As with anything, performance improves with practice.

Encourage your child to read at home. Create a culture of reading in your household by reading with your child, starting a home library, visiting your local library or bookshop on a regular basis, letting your child see you reading and discussing books that each of you have read. When reading with your child, stop and ask questions to be sure your child is comprehending what is read. Reading with your child, no matter what the child's age, is an important part of developing a good reader, building a lifelong love of reading and learning and creating a loving relationship between you and your child. Make learning a family affair!

What if my child does not like reading?

- Support your child to choose the books he/she wants to read or ask their class teacher for suggestions.
- Being successful with AR quizzing boosts confidence, so we will check that the book they are reading is at the right level. Success on the quiz will encourage your child to read more.
- It is not a competition; children learn and develop at different rates. Try not to compare to siblings or peers.
- Read their favourite stories to them. Enjoy quality time reading together.



Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think....?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

Remember that reading is more than just being able to decode words.

Being able to deduce and infer is about looking more closely at the text and picking up on clues that the author has told us about the characters, setting, plot or themes.

Deduction is the act of drawing logical conclusions based on the information given in a text, using personal experiences and knowledge of the world.

Writers often tell you more than they say directly. They give you hints or clues that help you "read between the lines." Using these clues to give you a deeper understanding of your reading is called **inferring**.

KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that.....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



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KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



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KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



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KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



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KS2 Reading Vipers

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



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KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



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Recommended Reading Lists

50 Recommended Reads for ...

Reception

(ages 4-5)

Which ones have you read?

☐ **How to Catch a Star**
Oliver Jeffers

☐ **Puffin Peter**
Petr Horacek

☐ **The Tiger Who Came to Tea**
Judith Kerr

☐ **A Great Big Cuddle**
Michael Rosen and Chris Riddell

☐ **Tad**
Benji Davies

☐ **Rain Before Rainbows**
Smriti Halls and David Litchfield

☐ **One Springy Day**
Nick Butterworth

☐ **Zog**
Julia Donaldson and Axel Scheffler

☐ **You Choose**
Pippa Goodhart and Nick Sharratt

☐ **Fabulous Frankie**
Simon James Green and Garry Parsons

☐ **Super Duper You**
Sophy Henn

☐ **The Lion Inside**
Rachel Bright and Jim Field

☐ **My Encyclopedia of Very Important Animals**

☐ **Oi Frog!**
Kes Gray and Jim Field

☐ **Never Teach a Stegosaurus to do Sums**
Rashmi Sirdeshpande and Diane Ewen

☐ **Hello Friend!**
Rebecca Cobb

☐ **Pumpkin Soup**
Helen Cooper

☐ **Wriggle and Roar!**
Julia Donaldson and Nick Sharratt

☐ **Kind**
Alison Green

☐ **Meet the Oceans**
Caryl Hart and Bethan Woolvin

☐ **Ernest Shackleton**
Isabel Sanchez Vegara

☐ **We Catch The Bus**
Katie Abeys

☐ **Splash**
Claire Cashmore and Sharon Davey

☐ **On the Way Home**
Jill Murphy

☐ **Supertato**
Sue Hendra

☐ **My Mum is a Lioness**
Swarna Haddow and Dapo Adeola






50 Recommended Reads for ...

Year 4

(ages 8-9)

Which ones have you read?

Books for Topics

	<input type="checkbox"/> The Lion, The Witch and The Wardrobe C S Lewis		<input type="checkbox"/> The Land of Roar Jenny McLachlan and Ben Mantle
	<input type="checkbox"/> Willow Moss and the Lost Day Dominique Valente		<input type="checkbox"/> Rainbow Grey Laura Ellen Anderson
	<input type="checkbox"/> How To Live Forever Colin Thompson		<input type="checkbox"/> A World Of Cities Lily Murray and James Brown
	<input type="checkbox"/> The Queen's Nose Dick King-Smith		<input type="checkbox"/> Children who Changed The World Marcia Williams
	<input type="checkbox"/> Planet Stan Elaine Wickson and Chris Judge		<input type="checkbox"/> Brand New Boy David Almond and Marta Altes
	<input type="checkbox"/> The Lost Words Robert Macfarlane and Jackie Morris		<input type="checkbox"/> Dog Man Dav Pilkey
	<input type="checkbox"/> The Big Book of the UK Imogen Russell Williams and Louise Lockhart		<input type="checkbox"/> The Brilliant World of Tom Gates Liz Pichon
	<input type="checkbox"/> A Street Through Time Steve Noon		<input type="checkbox"/> The Story of Tutankhamun Patricia Cleveland-Peck and Isabel Greenberg
	<input type="checkbox"/> Scientists Isabel Thomas and Jessamy Hawke		<input type="checkbox"/> Grimwood Nadia Shireen
	<input type="checkbox"/> It's A Wonderful World Jess French		<input type="checkbox"/> Apes To Zebras Liz Brownlee, Sue Hardy-Dawson and Roger Stevens
	<input type="checkbox"/> How To Train Your Dragon Cressida Cowell		<input type="checkbox"/> Welcome To My Crazy Life Joshua Seigel
	<input type="checkbox"/> The Barnabus Project The Fan Brothers		<input type="checkbox"/> Aliens Invaded My Talent Show Matt Brown
	<input type="checkbox"/> Real Pigeons Fight Crime Andrew McDonald and Ben Wood		<input type="checkbox"/> Anisha Accidental Detective Serena Patel

<https://www.booksfortopics.com/>

Books for Topics has a range of booklists:

- New Books
- Booklists by topic
- Booklists by age
- Reading for Pleasure
- Seasonal booklists

If you struggle to know what books are appropriate or if your child will only read one genre, then these lists may help you.

The Rights of the Reader

by Daniel Pennac

illustrated by Quentin Blake



1 The right not to read.



2 The right to skip.



3 The right not to finish a book.



4 The right to read it again.



5 The right to read anything.



6 The right to mistake a book for real life.



7 The right to read anywhere.



8 The right to dip in.



9 The right to read out loud.



10 The right to be quiet.

10 rights — 1 warning:
Don't make fun of people
who don't read —
or they never will

