



Reading at Thomas Buxton



Fostering a life-long love of reading...



- What memories do you have of reading when you were younger?
- What role do you think parents and carers should play in the development of a child's reading?
- Why is reading so important?



Why do we need to read?

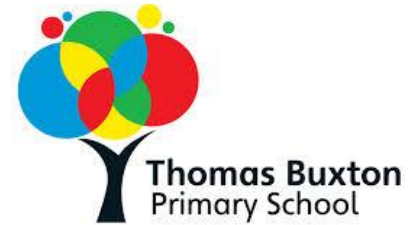
Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. In addition to its substantial practical benefits, reading is one of life's profound joys.

Reading the next steps: supporting higher standards in schools. March 2015. Department for Education.

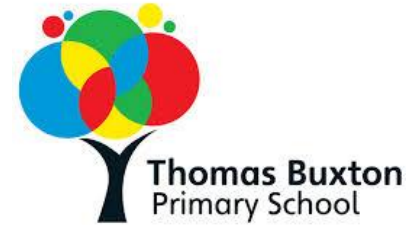
Reading for 20 minutes a day exposes your child to 1.8 million words a year!

Ten Benefits of Reading

1. Reading builds confidence
2. Reading exercises the brains
3. Reading improves concentration
4. Reading teaches children about the world around them
5. Reading improves a child's vocabulary and develops their language and communication skills



Ten Benefits of Reading

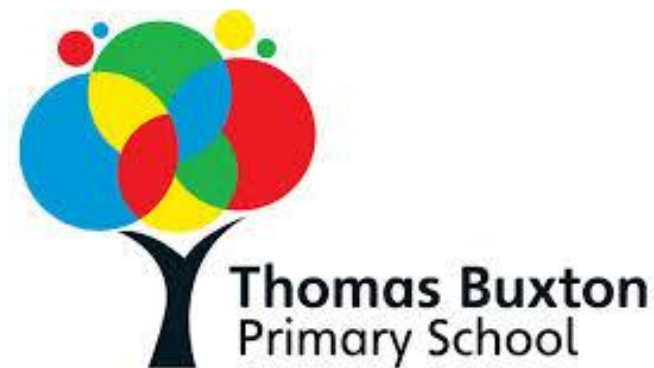


6. Reading develops a child's imagination
7. Reading helps a child develop empathy
8. Children who read (widely and often) do better at school in all subjects
9. Reading is a great form of entertainment!
10. Reading helps to relax the body and calm the mind



V	VOCABULARY  <p>Explain the meaning of words in context</p>
I	INFER <p>INFER from the text / explain and justify using evidence from the text</p>
P	PREDICT <p>PREDICT what might happen from the details stated and implied</p>
E	EXPLAIN <p>EXPLAIN how content and the choice of language contributes to the meaning as a whole.</p>
R	RETRIEVE <p>RETRIEVE and record key information/ key details from fiction and non fiction</p>
S	SUMMARISE <p>SUMMARISE main ideas from more than one paragraph</p>

Guided Reading at Thomas Buxton



You might hear these conversations in class – they are also conversations you can have at home whilst reading with your child...

VOCABULARY:

- Are there any words you don't understand?
- Can you think of a synonym (similar word) for this word?
- How has the author used words to create tension / excitement?
- Why has the author repeated these words?
- What words or phrases make this funny?



The importance of vocabulary

- **Better reasoning, inference and pragmatic skills.**¹
- **Academic success and employment.**²
- **Better mental health in adulthood.**³

A

Samuel Pepys was famous for his diary about the Great Fire of London.

B

The diarist Samuel Pepys, through his vivid description of the Great Fire of London, helps historians to understand the fire's cause, spread and impact.

¹: Law, J., Charlton, J., Dockrell, J., Gasgoigne, M., McKean, C., Theakston, A (2017) *Early Language Development*. Education Endowment Foundation.

², ³: Law, J., Charlton, J., Assmussen, K. (2017) *Language as a Child Wellbeing Indicator*. Early Intervention Foundation/Newcastle University.

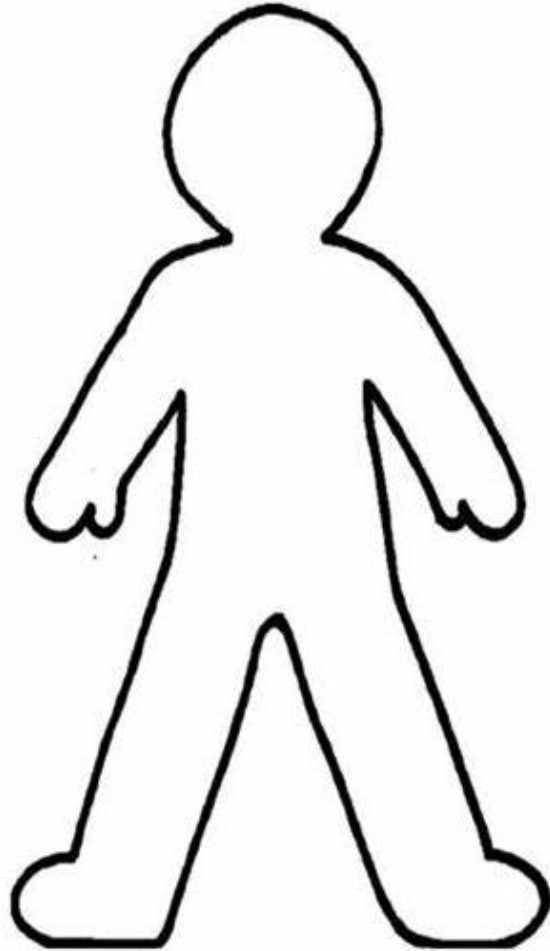
INFER:

- Does the author use clues to show a character's feelings?
- Why does _____ feel / think this way?
- Why do you think that character behaved that way?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.

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Role on the Wall!

Role on the Wall - inference



Things that you
KNOW.

Things that you
THINK based on
the text...

Strategy 1: connecting

To what I know

This is all about the seaside like the one we visited last year.



To other books

This book reminds me of the Hairy Maclary books because it rhymes.



To things that interest me

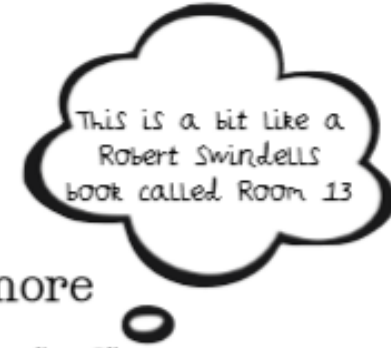
I love books about the environment because I care about the world.



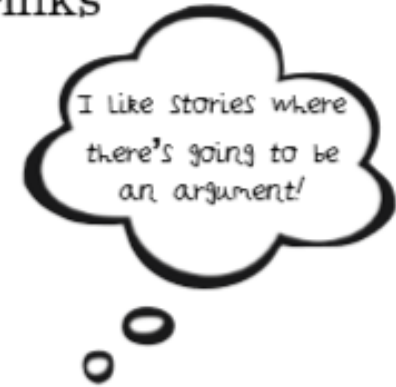
Connecting whilst reading



Chris was excited to be on the coach.



He always looked forward to school trips but this time he was even more excited because the normal coach had broken down and the company had to send a replacement. The replacement was an executive coach with reclining leather seats, TV screens in the headrests and cans of fizzy drinks in a fridge.



Chris pressed the button to recline and settled into his seat.

Just as he was starting to relax, a girl behind him started to kick her toes into the back of his chair to the rhythm of the song that was playing on the radio.

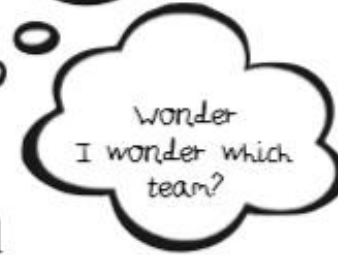
PREDICT:

- From the cover what do you think this text is going to be about?
- What is happening now? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?

V	OCABULARY Explain the meaning of words in context 
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P	REDICT PREDICT what might happen from the details stated and implied 
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Ask, wonder, opine KS2

“She appears at the door, wearing a flower patterned apron and her sister’s Ugg boots. Hanging loosely around her shoulders is a football scarf. She’s holding a spoon full of a mysterious dark-red liquid. She runs her finger along the spoon and tastes it, smacking her lips loudly.”



EXPLAIN:

- Why did the author choose this setting?
- Does the text remind you of anything you have read before?
- What message is the author trying to give?
- Why is the text arranged in this way?

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RETRIEVE:

- Where and when does the story take place?
- Where did they live?
- Who are the main characters?
- What happened after the character said...?

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What are the expectations for reading at home?

- You should read with your child daily (approximately 20 minutes)
- Try to read a balance of fiction, non-fiction and poetry books
- Ask the children questions as you read
- Use Bug Club with your children

What can you do at home?

- Start with the title, look at the cover and briefly chat about what you might find inside.
- At the bottom of each page, encourage your child to summarise what just happened and to predict what might follow.
- If your child gets stuck, ask what word would fit best, ask them to sound it out (if appropriate), or simply supply the word yourself. Encourage your child to record the tricky word in their homework diary and have a go at using the word themselves.
- What happened in the story? Does this remind them of anything in their lives or anything they have read before?

What can you do at home?

- Make sure that your child sees you reading.
- Read with your child every day and sign their homework journal.
- Make up your own stories together.
- Make time for bedtime stories.
- Visit the local library so that your child regularly gets to see new books.
- Remember not all reading is done from a book.

“I don’t want to read”

- Make sure the text isn’t too hard or too easy.
- Are they interested in the book?
- Are they scared of getting it wrong?
- What is the point?
- Give them a reason to read e.g. Turn it into a treasure hunt, help read shopping lists, recipes, brochures, create a set of instructions, look at construction manuals and non-fiction texts.

Strategy 1: connecting

