



READING



The national picture

- 1 in 4 children cannot read well by the time they leave primary school (Save the Children, [Read On. Get On.](#)), Sep 2014.
- Children and young people who do not achieve expected levels of literacy are likely to be from disadvantaged backgrounds.
- 14% of children in lower income homes rarely or never read books for pleasure.
- Only 1 in 5 parents easily find the opportunity to read to their children
- 10 to 16 year-olds who read for pleasure do better at school. (2013 research by Dr Alice Sullivan and Matt Brown from the [Institute of Education](#))
- Reading for pleasure is more important for children's cognitive development than their parents' level of education. (2013 research by Dr Alice Sullivan and Matt Brown from the [Institute of Education](#))
- Parents are the most important reading role models for children and young people. (National Literacy Trust, [Reaching Out with Role Models](#), April 2009)
- It is vital that children enjoy reading - motivation is essential for acquiring literacy skills. Reading for pleasure is more important than either wealth or social class as an indicator of success at school. Yet only 40% of England's ten year olds have a positive attitude to reading. The figure for Italy is 64% and 58% for Germany.

Our objectives:

- To be aware of the impact of children's backgrounds on their development as readers
- To understand different approaches to developing children's reading
- To know the requirements of English in the new National Curriculum

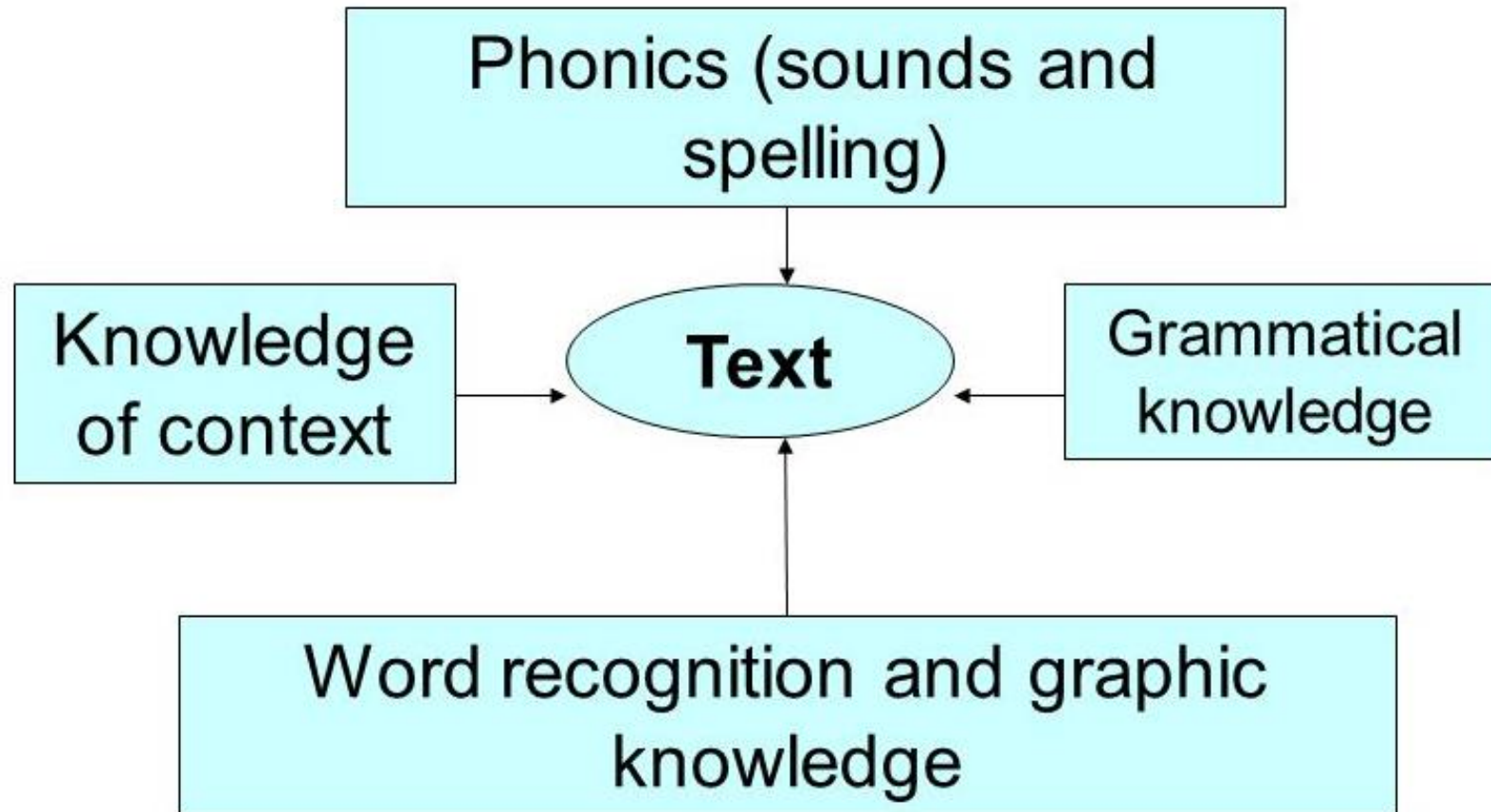
How we got to where we are now?

There has always been (and there always will be) discussions and debates about how children learn to read and the best ways schools should be teaching reading.

The difficulty is that there is no one definitive theory or method, we as teachers must inform ourselves by reading current research and finding out about successful practices in the teaching of reading from other schools.

The National Literacy Strategy 1999

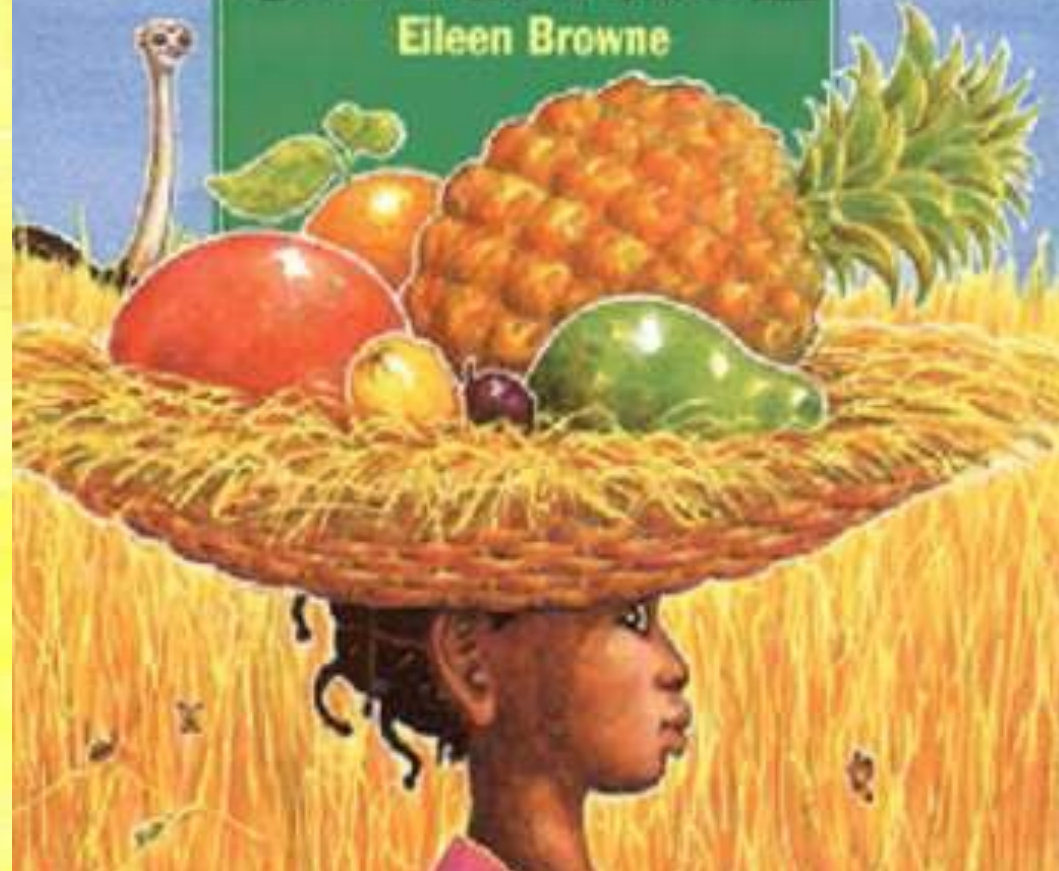
The Searchlight model for reading



WALKER BOOKS

HANDA'S SURPRISE

Eileen Browne



The Independent review of teaching early reading (The Rose Report) – Jim Rose 2006

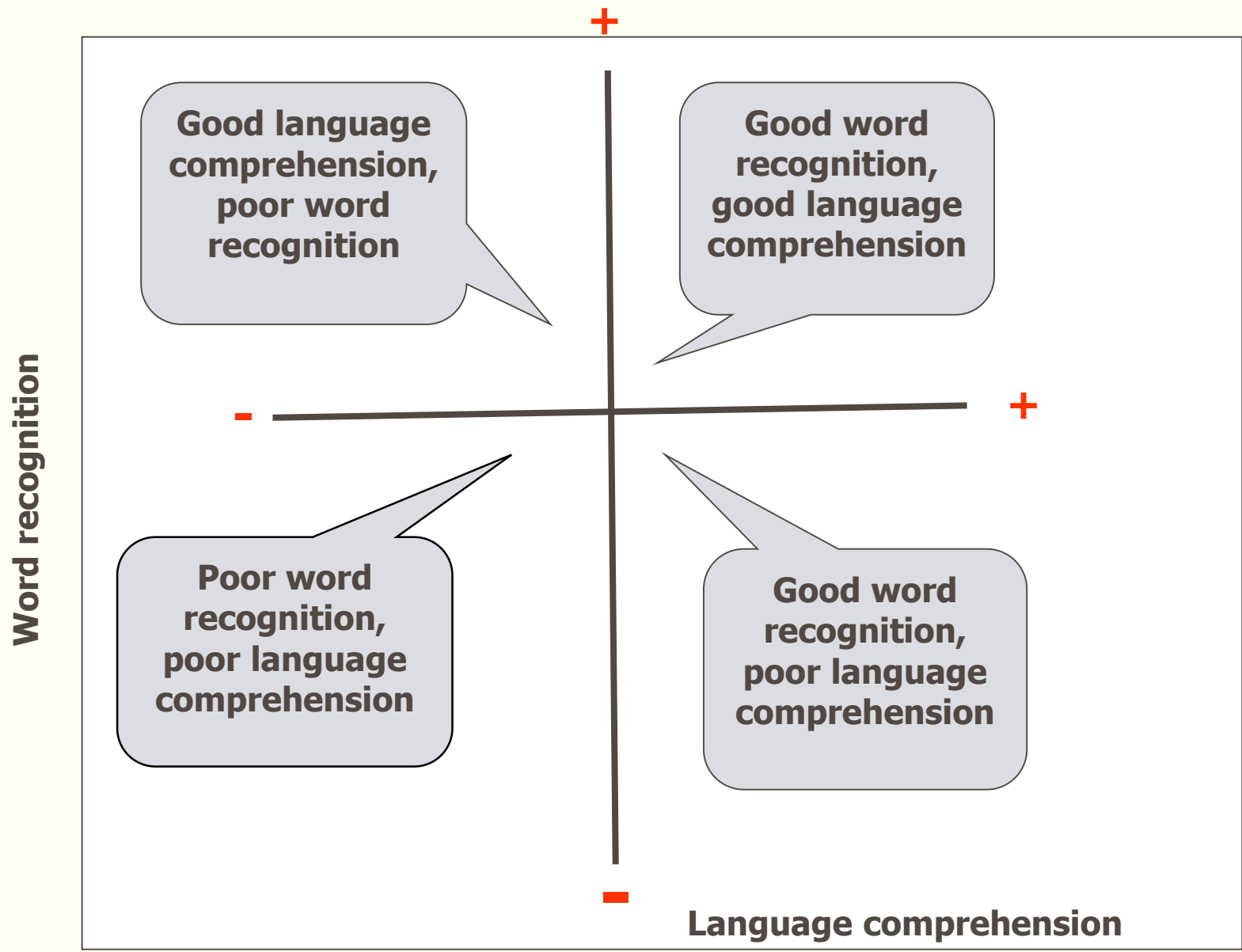
Influenced the current approaches used in schools greatly.

Controversial as it advocates a tightly prescriptive approach to the teaching of phonics.

The Simple View model vs Searchlights model



The Simple View of Reading



Reading: the next steps

Supporting higher standards in schools

March 2015

Foreword by Nick Gibb MP, Minister of State for School Reform



Almost six years ago, I had an experience at a primary school in London which has stuck with me ever since. I observed a one-to-one reading lesson with an 11-year-old girl. Her teacher was showing her flashcards of simple words. She was barely literate, despite seven years of primary school. The girl managed to read the word "even". I asked the teacher if the child could read the word with the first "e" covered up. She could not. It became clear that this girl was struggling to read because she did not know the sounds of the alphabet or how to blend them. She had been drilled to recognise the word "even", but not taught how to read.

I do not know where that young person is today. The statistics on child literacy, however, tell a depressing story. Of those children who failed to achieve a level 4 in English at the end of primary school in 2009, only one in 10 went on to achieve five good GCSEs, including English and Maths¹. The sad likelihood is that the girl I met six years ago is now denied the opportunities and possibilities open to those who benefitted from more effective teaching of reading.

The National picture - Reading: the next steps Supporting higher standards in schools March 2015

▪ Why reading matters

- 1. Nothing is more important in education than ensuring that every child can read well. Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. Those who cannot will find themselves at constant disadvantage.
- 2. This gap – between those with a firm grasp of literacy and those without – is established early in a child's education and widens over time².
- In 2014, only one in three pupils who had just reached the current expected standard in English when in key stage 2 achieved five good GCSEs, including English and mathematics.
- By contrast, almost three in four of those with a high level 4 in English achieved this GCSE standard.
- Girls still outperform boys in reading at all key stages, although the gap in attainment at level 4 or above at key stage two is narrowing: between 2011 and 2014 it fell from eight to four percentage points.
- 3. Poor literacy can hold people back throughout their adult lives. Adults with good literacy skills (the equivalent of a good English Language GCSE or better) are much more likely to be in work than those with lower levels of literacy: 83% compared to 55%.
- Data from the recent OECD Survey of Adult Skills show that unemployed adults are twice as likely to have weak literacy skills as those in full-time employment. Better literacy skills are also associated with higher earnings. The same survey found a 14% rise in wages associated with an increase of one standard deviation in literacy proficiency in England⁵.
- 4. Literacy skills are not just important for people's employment and economic prospects; they also have a strong impact on wider social outcomes. For example, adults in England with low literacy levels have twice the odds of reporting low levels of trust as their peers with high literacy, and three times the odds of reporting poor health.

Reading: the next steps Supporting higher standards in schools

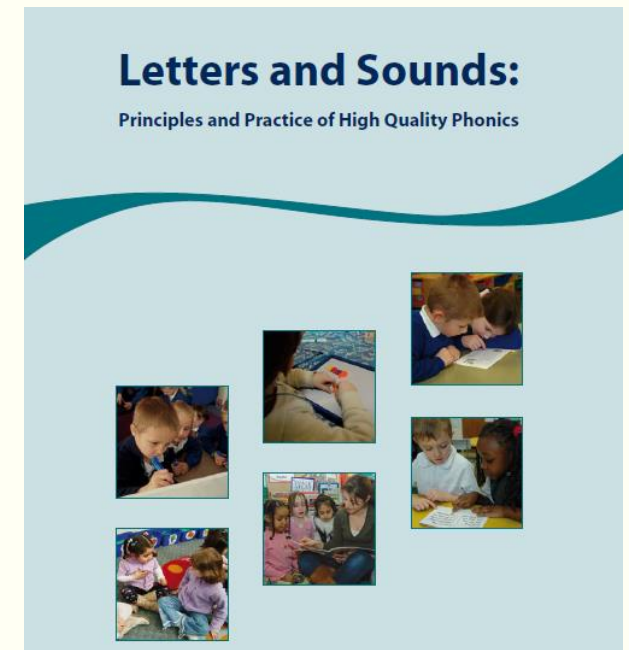
March 2015

‘There is a substantial body of evidence which demonstrates that systematic synthetic phonics is the most effective method for teaching all children to read. Phonics teaches children how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make, and blend these sounds together to make a word. Children can then use this knowledge to decode new words that they see.

This is the first important step in learning to read.

You will probably have heard of ‘Letters and Sounds’ or ‘Read Write Inc’ ?

You will need to find out what your own school is using.



Ofsted – Deep dives

All primary schools will have a deep dive in reading

‘The intent of the ‘deep dive’ is to seek to interrogate and establish a coherent evidence base on quality of education’. Ofsted 2019

Interview the reading lead, listen to children read and observe reading sessions

Phonics phase to be linked to children’s reading book – individual and guided

Word reading - Comprehension

‘The strong push on phonics in schools has increased the level of decoding skills amongst children in the first two years of school. However, children are failing to gain the equivalent of level 4b in reading at the age of 11 predominantly because of poor comprehension skills.’ Vision for literacy 2025 (The literacy trust)

Phonics is not the end of learning to read.

Comprehension is also key.

Our role as teachers of reading

- Teaching reading is our principal task!
- Motivating children to read and getting them excited about reading is our job and one of the best things about teaching primary school aged children.
- Aims for the rest of the session:
- Focus on class reading routines that really make an impact on children's engagement, motivation and subsequently their progress. – comprehension.
- Shared reading experiences.
- Guided reading – next session with me.

What is shared reading and what is the value?

- It used to look like this!



Shared reading

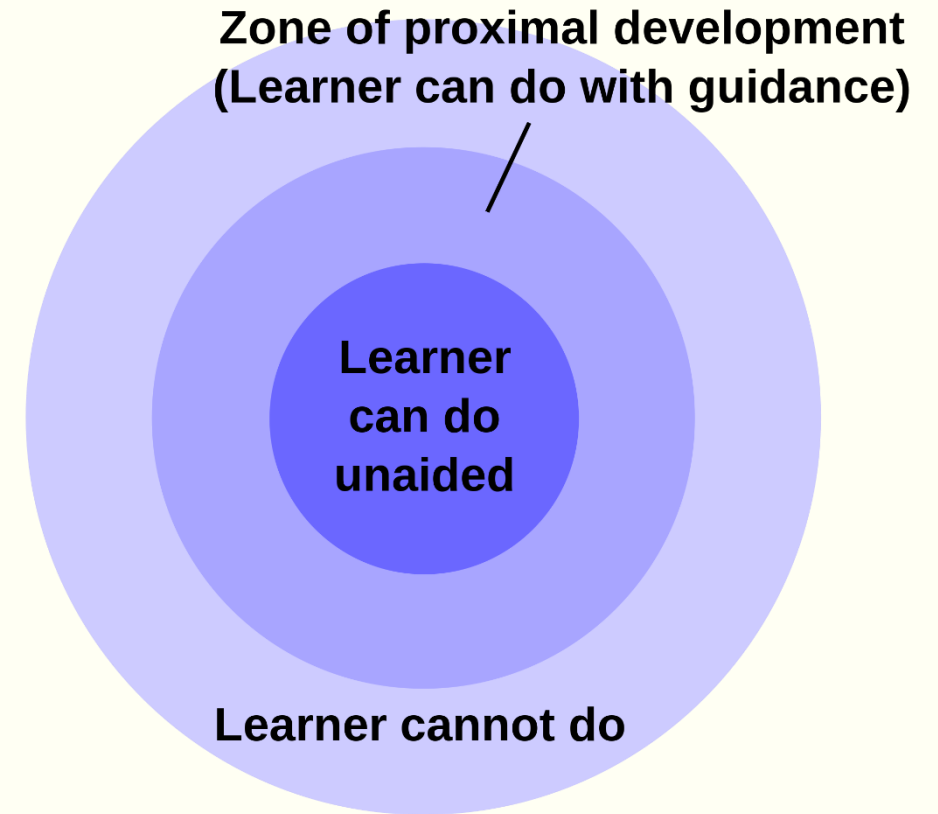
What is Shared reading?

Any whole class, collaborative, teacher led sessions of reading.

Shared reading provides children with experiences and activities that they cannot readily do alone – yet! But through teacher modelling and demonstration and the collaboration of their peers they will begin to move forward and gain increasing independence.

Vgotsky

- The Zone of proximal development



- 'what the child can do in collaboration today, he can do alone tomorrow.'

Benefits of shared reading

- Modelling fluent reading.
- Making an element of the reading process explicit be it word reading or comprehension.
- Supporting the less able to read beyond their current ability level.
- Challenging the more able through skilful teacher questioning etc
- As an aside, children will see that you love of reading.

Shared reading experience – Year 1 style!

Bear Hunt Map



What clues does this picture snippet give us about the story?

Does it suggest anything about the setting?

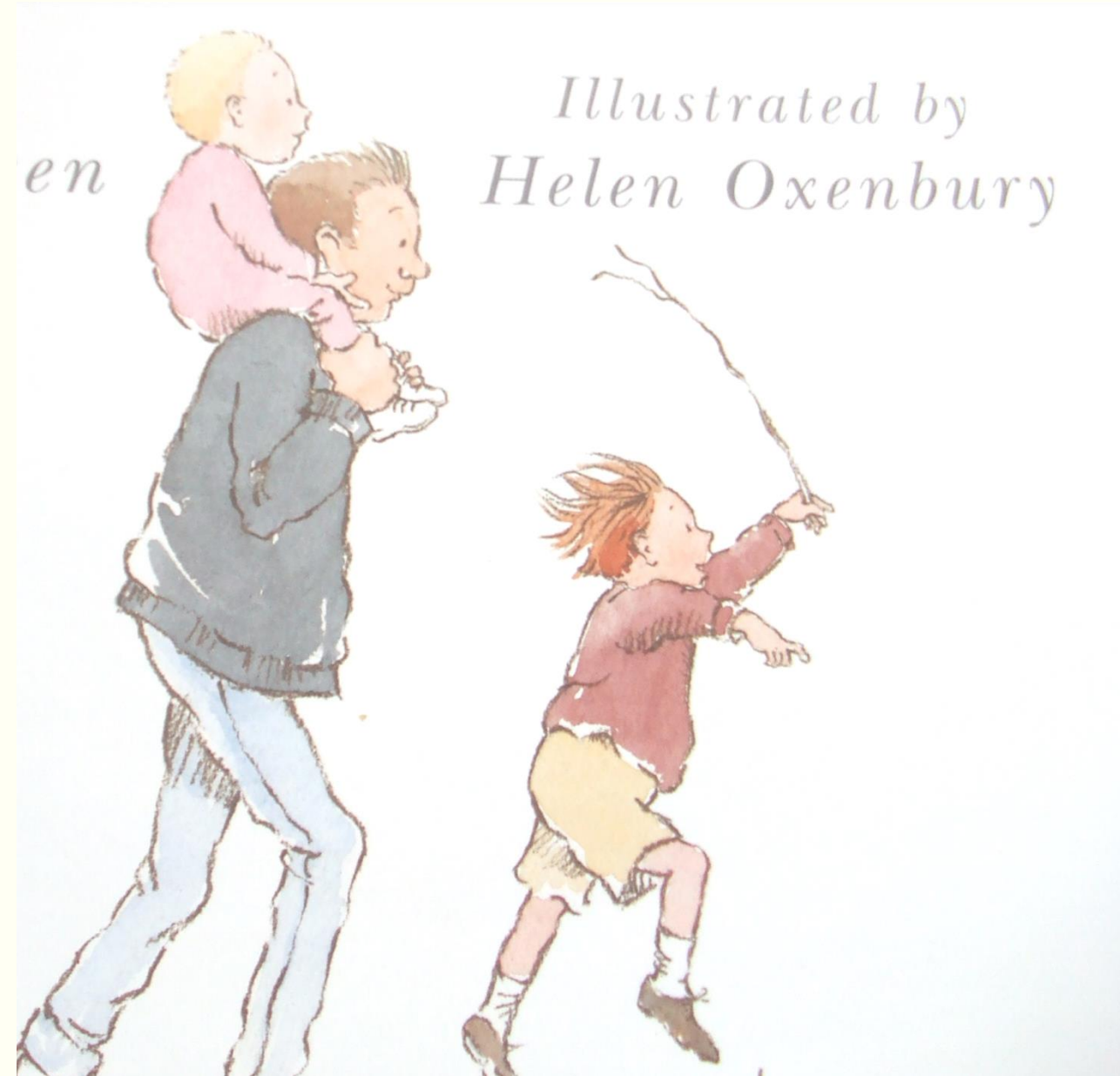
The characters?

The feeling created?



How does this change your opinion?

What do you think might be happening now?



Who could these characters be?

Where could they be going?

*Retold by
Michael Rosen*

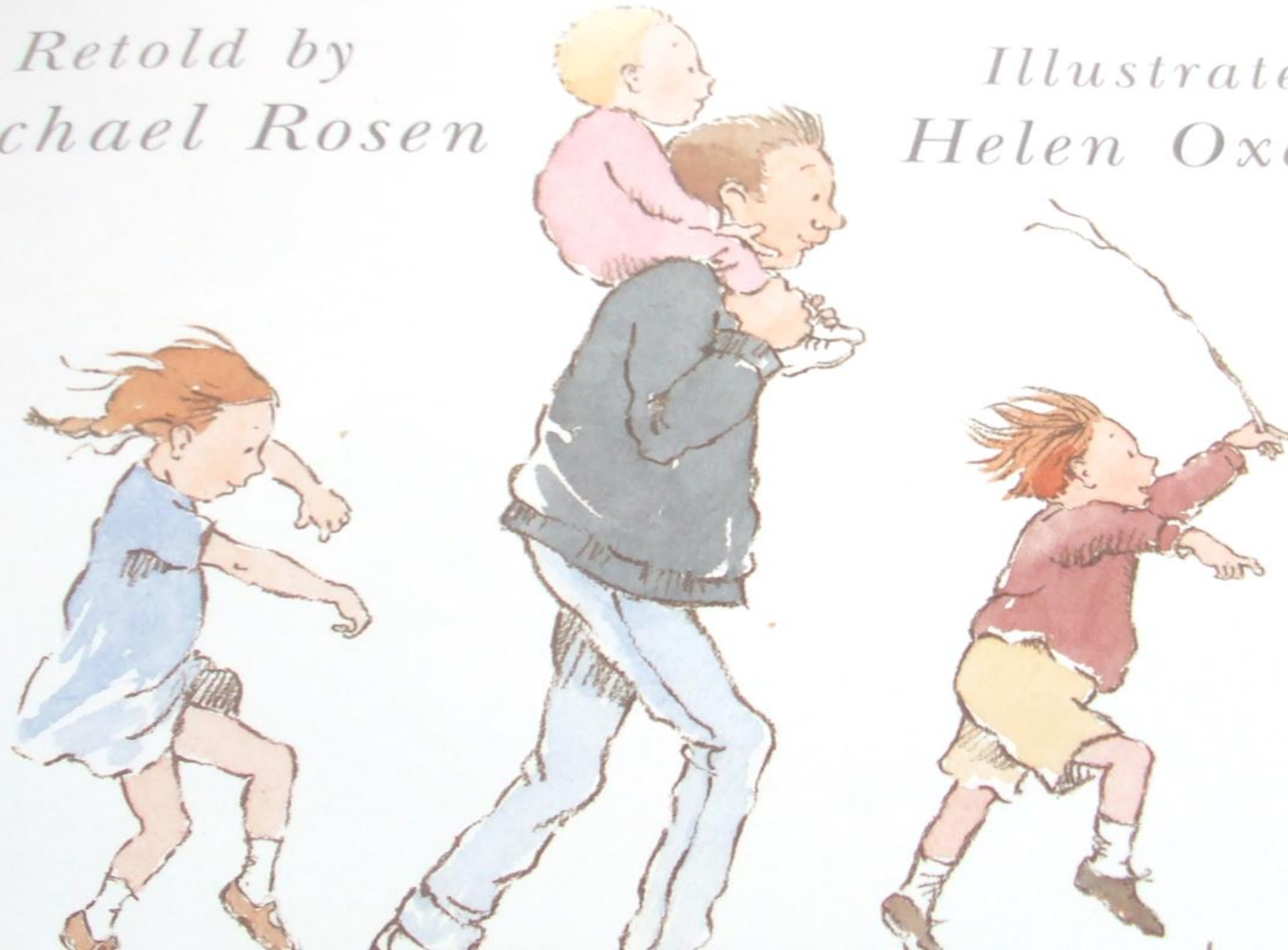
*Illustrated by
Helen Oxenbury*



We're Going on a Bear Hunt

*Retold by
Michael Rosen*

*Illustrated by
Helen Oxenbury*



Suggested after reading activities

- Discuss comprehension questions such as: Was their trip all make believe? How can you tell?
- Can you sequence the story?
- Can you draw a story map of the story?
- Can you retell the story?
- Make up your own version of the story – We're going on a zoo trip perhaps!
- Use as a stimulus for role play.
- Use as a stimulus for further topic work and reading on bears etc

The National Curriculum for reading

- Use the NC document for year 1 to review the shared reading experience.
- What objectives were covered?
- Discuss in your table groups:
 - How can teacher's develop children's phonological awareness through song, role play, rhyme and story in shared reading?
 - What examples have you seen in school?

Shared reading experiences at Year 6

MINI PICS!

-
-
- Watch the pictures closely.
 - What themes or ideas do they give you?
 - Can you make any links between the pictures you see?
 - Can you see any contrasts?
 - Can you infer what the text could be about?

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-
- What ideas do they give you about the possible setting, characters, plot and events in the novel?
 - What questions would you like to ask?
 - What puzzles you about the pictures?







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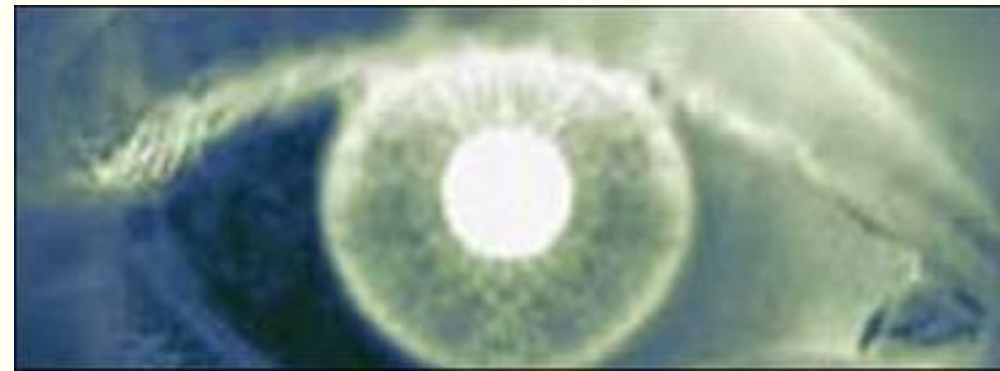
















Look again again...

- Now talk with your partner about your ideas.
- Can you note down your thoughts and questions as you discuss the pictures?
- Can you connect any pictures?
- Which pictures contrast?
- What themes, characters, setting could this novel have?

Tiny Texts

- contrast?
- Analyse the extracts for clues as to the characters, plot and events in the story.
- What picture of the story do these create?
- Feedback as a class – use ABC cards for children to join the discussion.
- Can they use examples of the text to support their ideas? characters, setting could this novel have?

Tiny Texts

"I am blind in one eye, but life is still good."

Neither moves, neither speaks.

...with his haunted eyes, and rich red coat. He flickers through the trees like a tongue of fire...

...scorches through woodlands, across dusty plains and out into the hot desert.

Through the charred forest, over hot ash, runs dog, with a bird clamped in his big, gentle mouth.

Reflected in the water are clouds and sky and trees- And something else.

"Hop on my back," he says. "Look into the water and tell me what you see."

...streak past ancient trees, rip through long grass, pelt over rocks.

At night his smell seems to fill the cave – a smell of rage and envy and loneliness.

...a scruff of feathers adrift in the heat. She can feel herself burning into nothingness.

Magpie hears a faraway scream. She cannot tell if it is a scream of triumph or despair.

"I will be your missing eye, and you will be my wings."

Days, perhaps a week later, she wakes with a rush of grief.

"He belongs nowhere, he loves no one."



FOX

Margaret Wild
and
Ron Brooks

The National Curriculum at Year 6

- How did this shared reading experience address the objectives for year 6?
- How did the activities develop children's ability to become reflective readers?

Feedback

Reading aloud

- One of the most enduring and well loved activities when it comes to teaching reading is reading aloud – the class reading book.
 - Its power should not be underestimated!
 - The key thing involved is active listening – a time when the children can be engaged in a book and enjoy the words and images while the act of reading is taken over by you – the more experienced reader.
 - This is all about fostering positive attitudes to reading for pleasure.
 - The texts chosen must be high quality, language rich and suitably challenging
- Before next time please try to find the time to select a book that you would choose to read aloud to your class. Please bring it to our next session and be ready to share with your group why you have chosen it.