



ST. TERESA'S

# English workshop

(Key Stage Two)



The **more** that  
you read, the  
**more** things  
you will know.  
The **more** that  
you learn, the  
**more** places  
you'll go.

**Dr. Seuss**

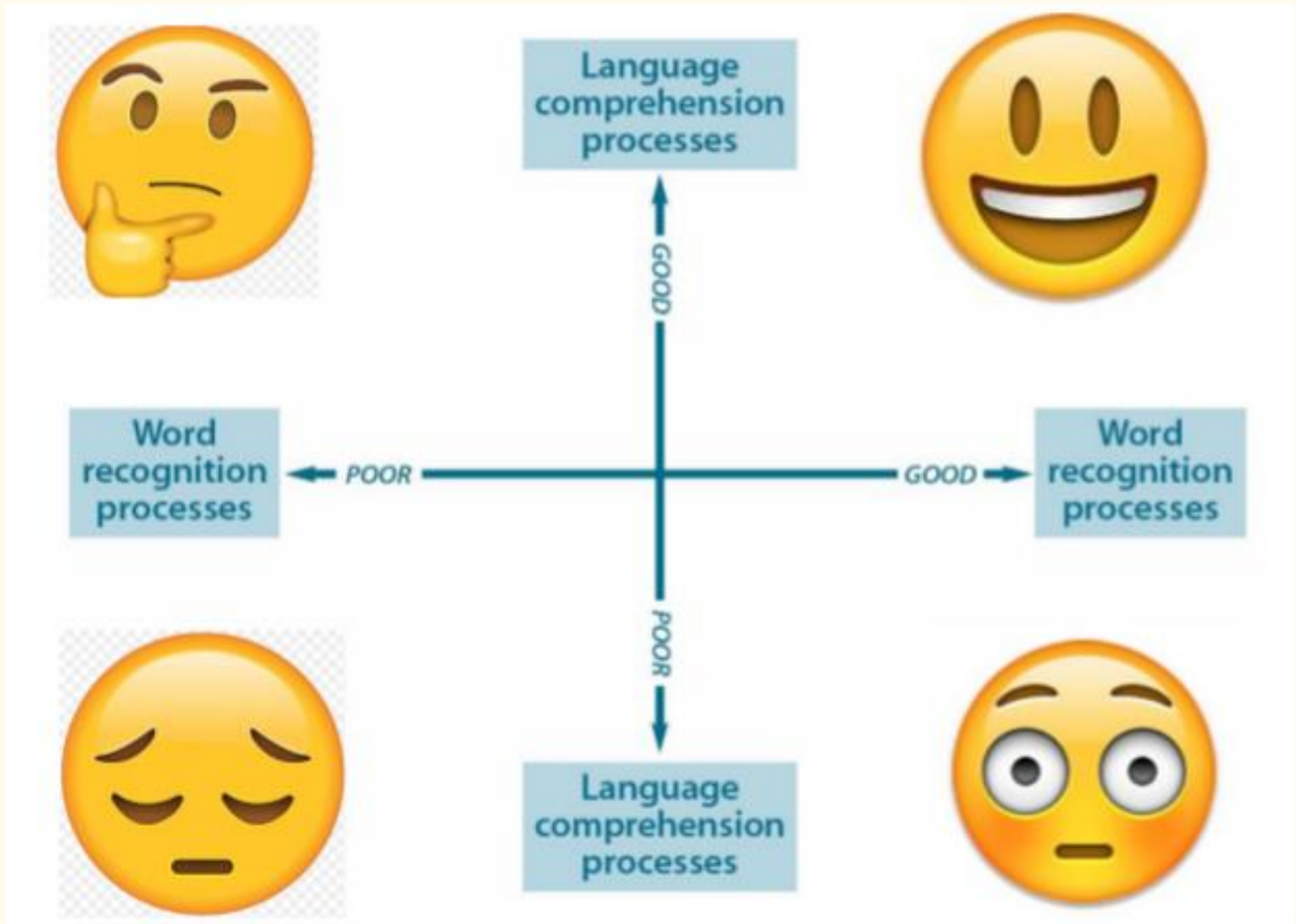
Why do we  
want our  
children to  
read well?

- To pass the tests!
- To be able to access the curriculum
- To develop a love of stories
- To be able to read a wide range of texts for information
- To extend vocabulary
- To understand grammar and punctuation so they can apply it to their own writing
- To build confidence

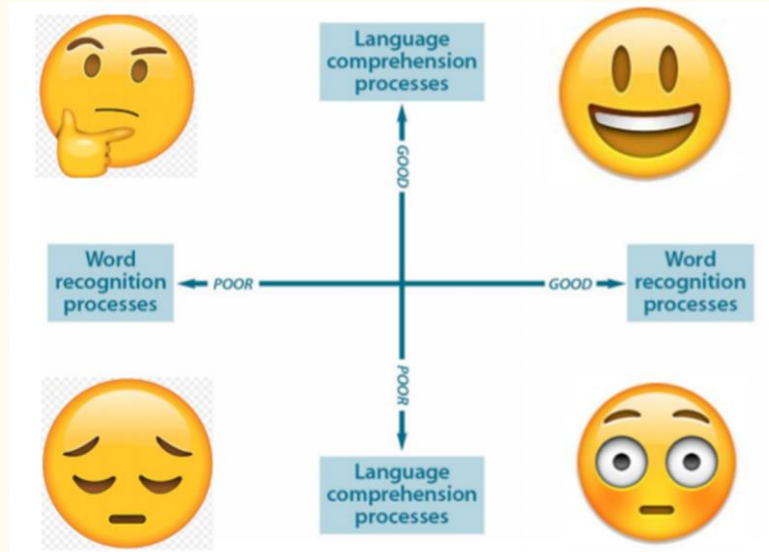


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# Simple view of reading



# What type of reader is your child?



- If a child is finding reading difficult, ask yourself this question –
- “If I read this to him, would he understand it?”
- If the answer is yes, its very likely that he is finding word reading difficult not comprehension

- Children will not necessarily progress at the same rate in both dimensions
- Some will have difficulties with word reading but have good understanding of language
- Some will have difficulties with language comprehension, even when they don't find word reading difficult





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## Reading in school

- Phonics and spelling sessions
- Shared reading
- Paired reading
- Independent reading
- Focused reading activities
- Reading across the curriculum
- Class stories



# Reading at home

- It is **not a test**, it is **not a race**
- Create a quiet and comfortable reading environment
- **Make reading visible**; have books available in your home for different purposes (cook books, newspapers, novels, instruction manuals, diaries)
- **Boys need to see that reading is something men do**
- **Share books** every day – plan reading into your daily routine
- **Talk about books**, don't just read them
- **Sit and listen** – don't do chores around the reader

## The Parts of a Parent Reader



# Reading requires two skills

## De-coding words using phonics and word recognition

- To recognise words presented in and out of context
- To blend letter sounds (phonemes) together to read words

## Understanding

- To understand the meaning of the words and sentences in a text
- To understand the ideas, information and themes in a text



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# Reading for understanding

(Comprehension)

- **Being able to read, does not mean you understand what you read**
- Your child might sound like a good reader but may not necessarily understand what the text means
- The best way to develop understanding is to talk about texts

## **A child with good comprehension skills can –**

- Find information on the page
- Find information that is not on the page – look for clues
- Think about situations and predict what might happen
- Put themselves in a character's shoes and understand what is going on from their viewpoint

**Good book talk will make your child think!**



Before they  
start to read...

- Build prior knowledge about the subject
- Connect the story to personal experiences
- Develop vocabulary
- Take a 'picture walk' through the book
- Make predictions

## During reading...

- Question and monitor what they are reading and thinking about
- Check understanding of vocabulary – words and phrases
- Make inferences
- Visualise what is happening
- Continue to make connections
- Continue to set predictions



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# Comprehension skills

- Teach children to recognise if they have understood what they have read, and to stop and ask if they don't
  - Use synonyms (words that have the same meaning) to understand tricky vocabulary
  - Interrogate key vocabulary and phrases, to understand the intention of the author and to improve their own writing
  - Explain idioms i.e. pull your socks up
- Use an **AQE** approach for written comprehension questions
  - **A**nswer
  - **Q**uote
  - **E**xplain

Reading the  
lines

(literal understanding)

Reading through  
the lines

(inferential and deductive  
reading)

Reading beyond  
the lines

(evaluative and comparative  
reading)



**Inference and deduction** – a subjective process, where the reader determines what the author is suggesting, using background knowledge and prior experience.

To use inference, we must read like a detective. We find the clues, across the text and use them to add layers of understanding, building a rich picture in our head.

Reading through  
the lines

(inferential and deductive  
reading)

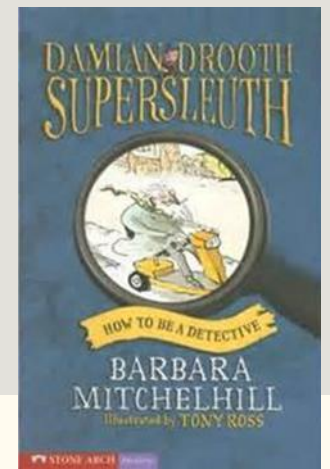




**Evaluative and comparative** – to make connections, integrate meaning and summarise.

In order to be able to compare and contrast across texts, you need to have a wide range of text experience. You need skills to be able to know something that is the same or different. You need to know what you like and why and to have an opinion.

Reading beyond  
the lines  
(evaluative and comparative  
reading)



Take a look at  
comprehension tasks  
and discuss...

## Facts about readers

- 2011 - only 37% of 10 year-olds in England read for pleasure, rising to 44% at aged 16 to 24
- 2014 - 30% of 5-15 year-olds had not visited a library in the last year
- Reading for pleasure is more important for children's cognitive development than their parents' level of education
- A difference equivalent to just over a year's schooling in reading performance between those who never read for enjoyment and those who read for up to 30 minutes a day

## Facts about readers

- Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly
- Those that read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations; they are more able to empathise; it increases relaxation and concentration

*“Study after study has shown that performance on tests of reading comprehension is heavily influenced by the amount of **self-selected free voluntary reading** that children do” Michael Rosen*





# How can you help?

Inference depends on a child bringing their knowledge and experience of the world to help interpret the text...

and read...

and read...

and read some more!

**Get out and about!**





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## Encouraging reading for pleasure

- Encourage your children to read different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction and comics.
- Read them the book that was your favourite when you were a child. (By reading to children we give them access to higher level texts, than they can read themselves which helps extend vocabulary.)
- Model reading – and not just texts and emails!
- Let them chose – visit the library, charity shops and book shops
- School Book Swap?



Thank you!  
Any questions?  
Next session?