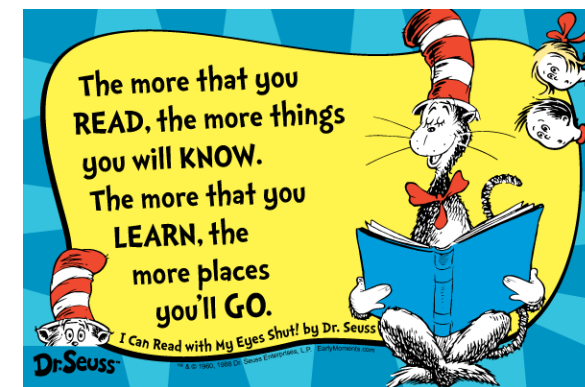




1:1 READING WORKSHOP FOR PARENTS & CARERS



Reading



At Minerva Primary Academy, we ensure that children's **life chances** are maximised by developing a **love of reading** and literature in all children. We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers.

Intent

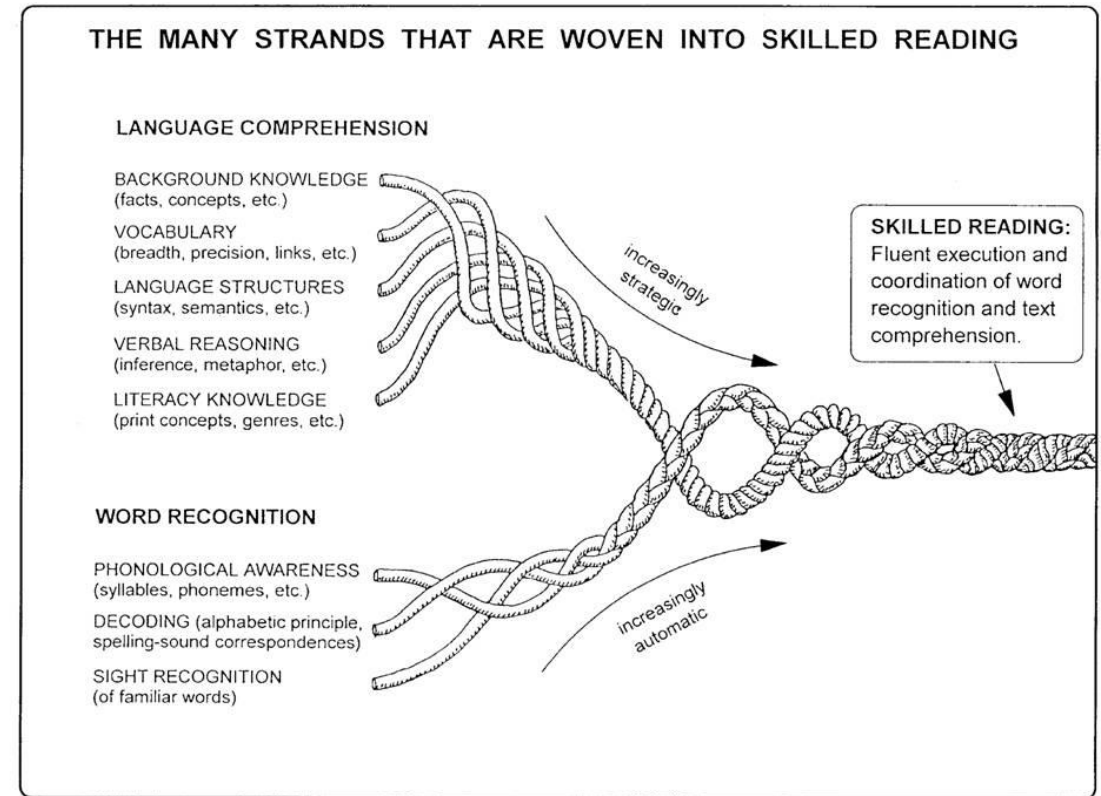
Children learn to decipher the written code in texts of varying length and complexity; they can take meaning from the texts that they read; when they read it is with **fluency, intonation** and at an **appropriate pace**. Reading enables children to **make more sense of the world around them**, it broadens their knowledge, widens their vocabulary and ignites their imagination. In addition to this, we see that both fluency and enjoyment in reading are an integral part of a child's academic progress and success. Reading gives children the power to develop themselves as an individual and as a part of society. We have carefully selected quality texts our children read, both within whole class reading lessons and as independent readers, as our school encourages the use of a wide range of exciting and interesting vocabulary to develop our children's understanding and communication skills. The curriculum aims to provide reading opportunities (fiction and non-fiction) linked to state of being learning in all year groups.

WHAT DOES READING LOOK LIKE AT MPA?

- We teach whole class reading lessons twice per week from year 2 to year 6. Reception and year 1 have daily phonics.
- These are the 7 key concepts/areas of reading that we teach:
- Children up to year 2 read phonetically decodable books, approximately until year 2. Year 2 to Year 6 read levelled books up to 30 then free reader.



- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge
- Phonological Awareness
- Decoding
- Sight Recognition



Lilac	Pink		Red			Yellow			Blue			Green			Orange		Turquoise		Purple	Gold		White		Lime	Brown		Grey	Blue (KS2)	Red (KS2)			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	30+	30+
Phase 1	Phase 2		Phase 3-4			Phase 4 End of R = 8			Phase 4-5			Phase 5			Phase 5		Phase 5	Y1	Phase 6		Phase 6			Y2		Y3		Y4		Y5	Y6	Free reader/ bugclub books

WHAT DOES READING LOOK LIKE AT MPA?

Other areas of reading which we teach are fluency and opportunities to read for pleasure.

Fluency is defined as **the ability to read with speed, accuracy, and proper expression.** In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently.

NAME _____

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency. Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.





GUIDANCE FOR READING AT HOME



Why is reading so important?

The ability to read fluently, with understanding and for pleasure is one of the most important academic gifts we can give our children. Reading at home is crucial in supporting them to be accomplished readers and writers. Please refer to your year group reading expectations in the front of their homework books. Every child is expected to read their levelled books as well as reading on bugclub. This can be done in a variety of ways: Reading books together (shared reading), reading to your child, hearing them read and reading to an older sibling. Remember that children need to read a variety of texts such as fiction books, non-fiction books, reports, information texts, poems, etc.

Here are some general tips for reading and a resource bank of ideas for questions that may help you with sharing books and talking with your children about what they are reading at home.

First... Look at the book, read the title and make predictions based on the front cover. Discuss the genre of the book and the author.

Next... Ask the child to read aloud between 3-6 pages of the book. Remind your child of strategies of what to do when they get stuck: sound out and blend any unfamiliar words, re-read the sentence, use the pictures to help decode. If they are still unsure, tell them the word and explain what it means. Praise their reading strategies and allow time to explain the meaning of new vocabulary. Remind them that they can use the pictures to help add to the meaning.

Then... Ask the child approximately 3 different types of comprehension questions to check their understanding, using the VIPERS. Show them how to go back to the text to find the information.

Reading VIPERS - Sentence frames for comprehension

V - Vocabulary - Find and explain the meaning of words in context.

- Who is.../What is...?
- Find one word in the text which means.....

I - Infer - Make and justify inferences using evidence from the text.

- Why do you think...? How can you tell that...?
- How do these words make the reader feel? How does this paragraph suggest this?

P - Prediction - Predict what might happen from the details given and implied.

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

E - Explain - Explain how meaning is enhanced through choice of language and that themes and patterns develop across the text.

- Why has the author laid out the text this way? What is the purpose of this text feature?
- How does the author engage the reader here?

R - Retrieve - Retrieve and record key information from fiction and non-fiction.

- What did...? How did...? Who is...? Where is...?
- Give one example of.....

S - Summarise the main ideas from more than one paragraph


GUIDANCE FOR YOU TO SUPPORT AT HOME...




Bug Club

Something new ...

KS1 Bookmark



How can you help me with my reading at home?



Every week I will bring home a levelled book to read.

Before reading the book:

- Ask me to look at the front cover & blurb on the back. What do you think this story will be about?
- Ask me, what genre is it? (E.g. Fiction or Non-fiction).

During the reading of the book:

- Encourage me to read **fluently** with appropriate pace, smoothly, using **expression** and intonation.
- Can we shared read? E.g. I read to you, you read to me.
- Remind me to pause for **punctuation** on the page.
- When I am trying to sound out an unfamiliar word give me time to do so.
- Remind me to look closely at the first letter or letters of the word, use my **phonics** to decode. Show me how to break the word up into smaller chunks by segmenting it, then **blend**.
- When I make a mistake, gently point it out to me so I can go back and re-read it so I don't lose the meaning.
- **Re-read** the book, even a few times to improve fluency.

Comprehension questions/ VIPERS

At the end of the book:

Ask me questions to check my comprehension.

V - Vocabulary - Find and explain the meaning of words in context.

- Explain the meaning of ...
- Find one word in the text which means.....

I - Infer - Make and justify inferences using evidence from the text.

- Why do you think...? How can you tell that...?
- How does this paragraph suggest this?

P - Prediction - Predict what might happen from the details given and implied.

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

E - Explain - Explain how meaning is enhanced through choice of language and that themes and

patterns develop across the text.

- Why has the author laid out the text this way? How does the author engage the reader here?

R - Retrieve - Retrieve and record key information from fiction and non-fiction.

- What did...? How did...? Who is...?

- Give one example of.....

S - Summarise the main ideas from more than one paragraph.

- Can you summarise in a sentence the opening/middle/end of the story?

KS2 Bookmark



How can you help me with my reading at home?



Every week I will bring home a levelled book to read.

Before reading the book:

- Ask me to look at the front cover & blurb on the back. What do you think this story will be about?
- Ask me, what genre is it? (E.g. Fiction = fantasy, adventure or Non-fiction).
- Discuss any vocabulary that may appear with me before we read.

During the reading of the book:

- Encourage me to read **fluently**, with appropriate pace, smoothly, using **expression** and intonation.
- Can we shared read? E.g. I read to you, you read to me.
- Remind me to pause for **punctuation** on the page. E.g. Remind me how I need to read it when I see an exclamation mark.
- When I am trying to sound out an unfamiliar word give me **time** to do so.
- Remind me to look closely at the first letter or letters of the word, use my **phonics** to **decode**. Show me how to break the word up into smaller chunks by segmenting it, then **blend**.
- When I make a mistake, gently point it out to me so I can go back and **re-read** it to improve my accuracy so I don't lose the meaning.
- **Re-read** the book, even a few times to improve fluency.
- Ask me: What has happened so far? What might happen next? Is the theme similar to any other books you have read?

Comprehension questions/ VIPERS - Key Stage 2

At the end of the book:

Ask me questions to check my comprehension.

V - Vocabulary - Find and explain the meaning of words in context.

- Explain the meaning of ...
- Find one word in the text which means.....

I - Infer - Make and justify inferences using evidence from the text.

- Why do you think...? How can you tell that...?
- How does this paragraph suggest this?

P - Prediction - Predict what might happen from the details given and implied.

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

E - Explain - Explain how meaning is enhanced through choice of language and that themes and patterns develop across the text.

- Why has the author laid out the text this way? How does the author engage the reader here?
- R - Retrieve** - Retrieve and record key information from fiction and non-fiction.

- What did...? How did...? Who is...?

• Give one example of.....

S - Summarise the main ideas from more than one paragraph.

- Can you summarise in a sentence the opening/middle/end of the story?

1:1 READING VIDEO TO DEMONSTRATE HOW TO USE THE BOOKMARK

[Pre-recorded video 1:1 reading](#)



How can you help me with my reading at home?



Every week I will bring home a levelled book to read.

Before reading the book:

- Ask me to look at the front cover & blurb on the back. What do you think this story will be about?
- Ask me, what genre is it? (E.g. Fiction = fantasy, adventure or Non-fiction).
- Discuss any vocabulary that may appear with me before we read.

During the reading of the book:

- Encourage me to read **fluently** with appropriate pace, smoothly, using **expression** and intonation.
- Can we shared read? E.g. I read to you, you read to me.
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- When I make a mistake, gently point it out to me so I can go back and **re-read** it to improve my accuracy so I don't lose the meaning.
- **Re-read** the book, even a few times to improve fluency.
- Ask me: What has happened so far? What might happen next? Is the theme similar to any other books you have read?

Comprehension questions/ VIPERS – Key Stage 2

At the end of the book:

Ask me questions to check my comprehension.

V – Vocabulary - Find and explain the meaning of words in context.

- Explain the meaning of ...
- Find one word in the text which means.....

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- Why do you think...? How can you tell that...?
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- Why has the author laid out the text this way? How does the author engage the reader here?
- R – Retrieve** - Retrieve and record key information from fiction and non-fiction.

- What did...? How did...? Who is...?

S – Summarise the main ideas from more than one paragraph.

- Can you summarise in a sentence the opening/middle/end of the story?



ANY QUESTIONS?

USEFUL LINKS

- glossary of

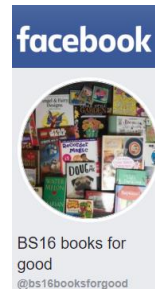
terms: <https://clfacademies.sharepoint.com/:w:/r/sites/mpastaffsharedfiles/Shared%20Documents/Teaching%20%26%20Learning%20Documents/INSET%20and%20PLM/INSET%202021-22/Reading%20workshop%2019th%20Jan%20for%20parents%20and%20carers/Phonics%20glossary%20for%20parents.docx?d=w96b7171f252d44a0abfd81584d677dbf&csf=1&web=1&e=x1A78G>

year group recommended book lists <https://www.booksfortopics.com/key-stage-book-lists>

- phonics lesson links: E.g. <https://www.youtube.com/watch?v=YucB13mMXzs>

- library

- BS16 free books available on facebook >



- year group book band level

strip: <https://clfacademies.sharepoint.com/:w:/r/sites/mpastaffsharedfiles/Shared%20Documents/Teaching%20%26%20Learning%20Documents/Key%20documents%20for%20planning/Documents%20to%20support%20T%20%26%20L%20of%20Reading/Book%20band%20colours%20%26%20levels%20strip.docx?d=we6dfa7cf750445298c1797ad0556ec93&csf=1&web=1&e=ytLdud>

- Bugclub: <https://www.activelearnprimary.co.uk/login?c=0>