



Reading Skills: Year 2-4

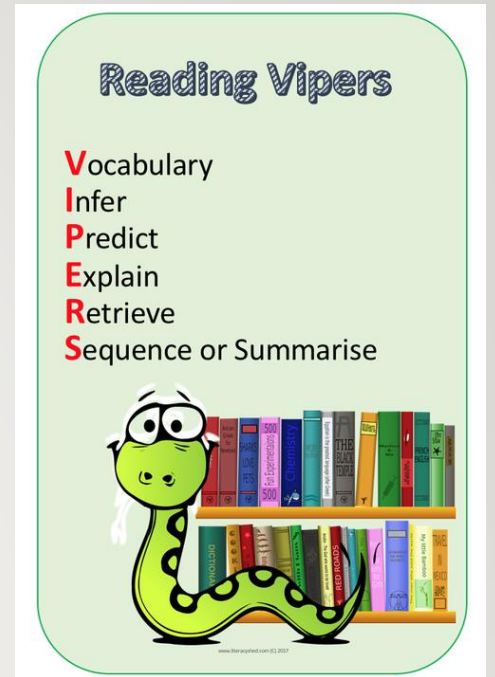
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So why is reading so important?

- It helps children learn about the world in which they live
- Good writing starts with good reading
- It is a key skill needed to progress in all other subjects
- Children learn how language works
- Children develop a love of reading

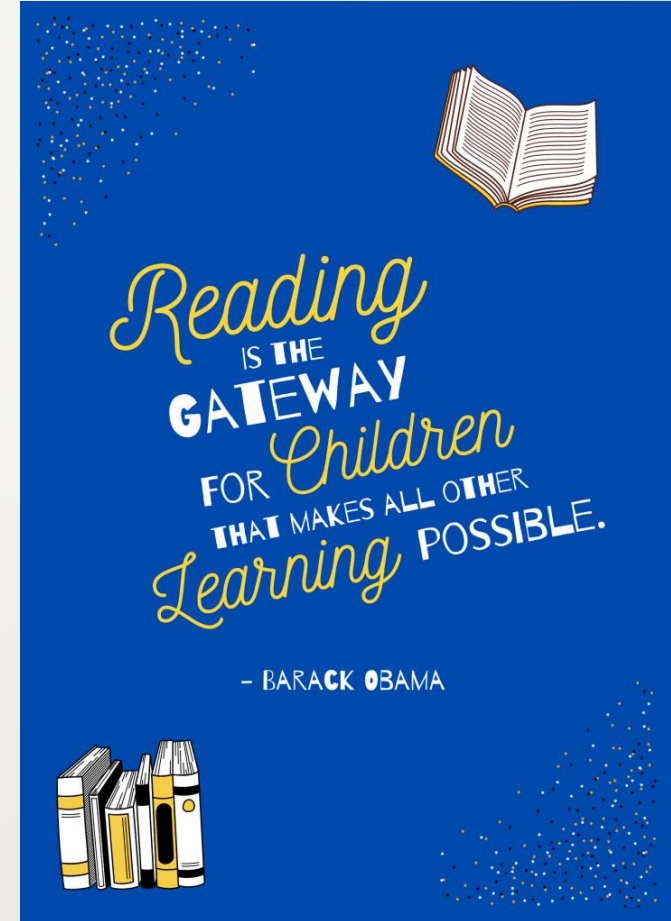
How do we teach reading in our school?

- Phonics scheme (Success for All Phonics)
- Whole class reading approach
- 1:1 reading
- Fluency intervention
- TWLS



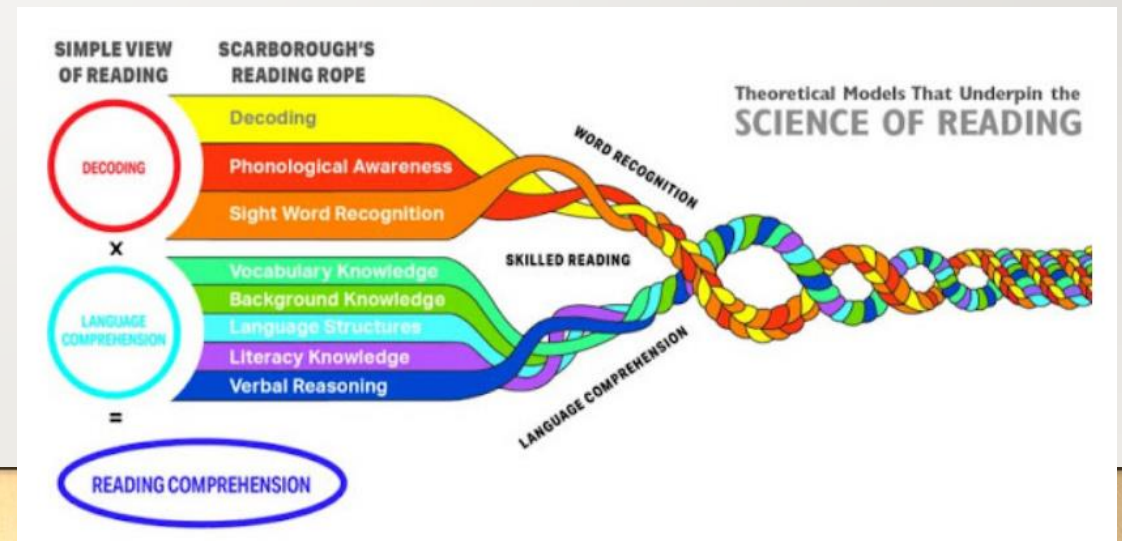
What reading skills do children need to learn to be successful readers?

- Decoding
- Fluency
- Vocabulary
- Comprehension



The Importance of Early Decoding

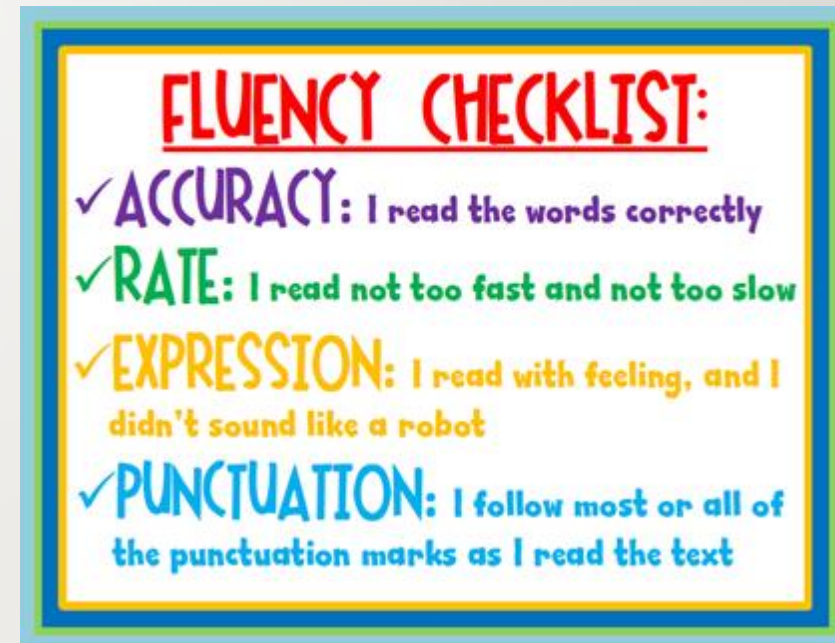
- Learning to recognise sounds in words (phonemes) and the letters that represent them (graphemes) helps fix reading knowledge in the brain.
- Once you know a particular GPC you start to recognise it more and more in words and then you need to pay less and less attention to it until recalling it becomes an automatic response.
- The earlier children become fluent decoders, the more time and cognitive space they have to develop
- Reading stamina
- A competent working memory
- A wide vocabulary
- Comprehension skills
- And the more likely they are to read for pleasure



Reading Skills – Fluency

“Everything she reads sounds exactly the same.”

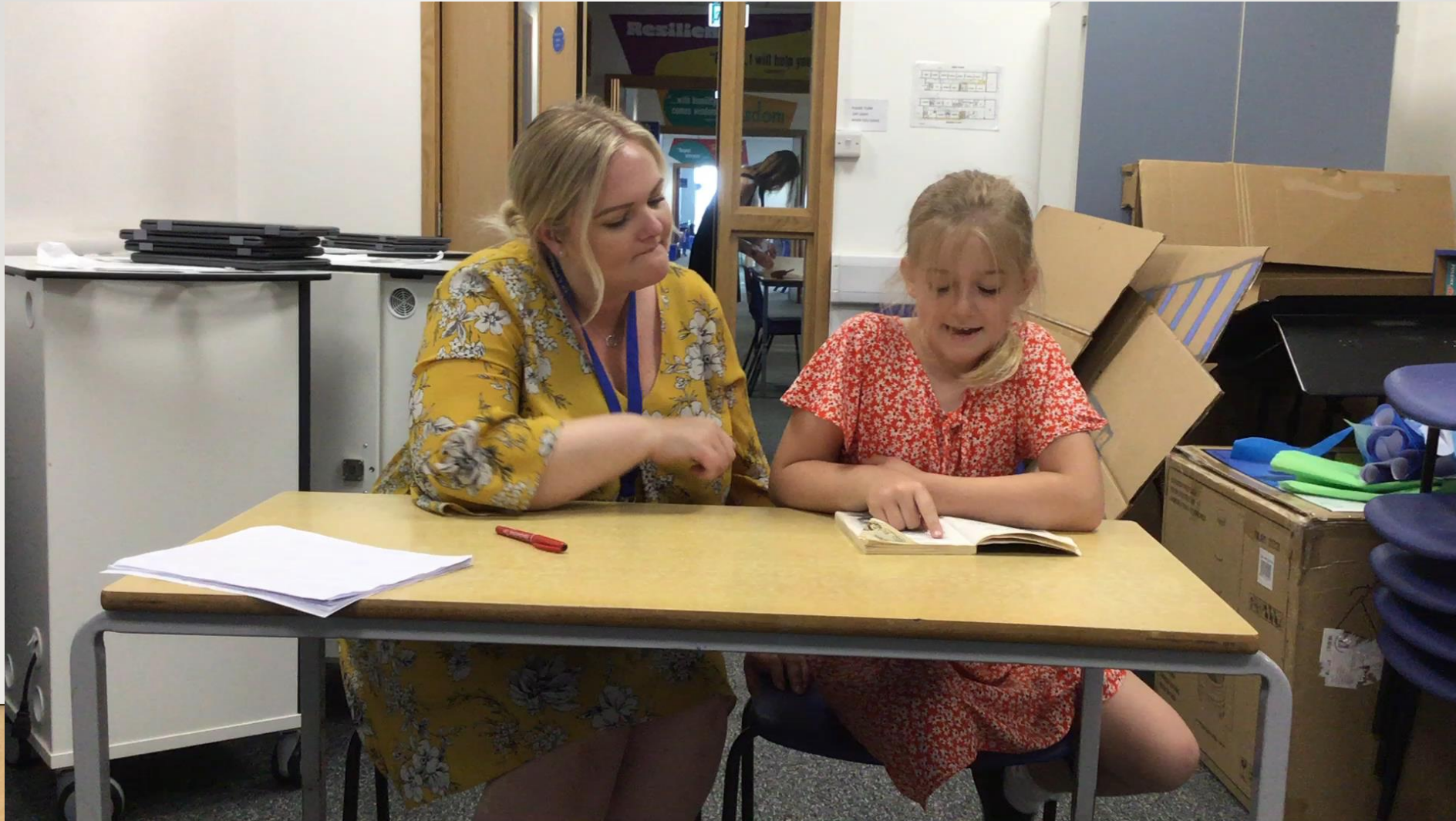
“I always lose my place when I’m reading aloud.”



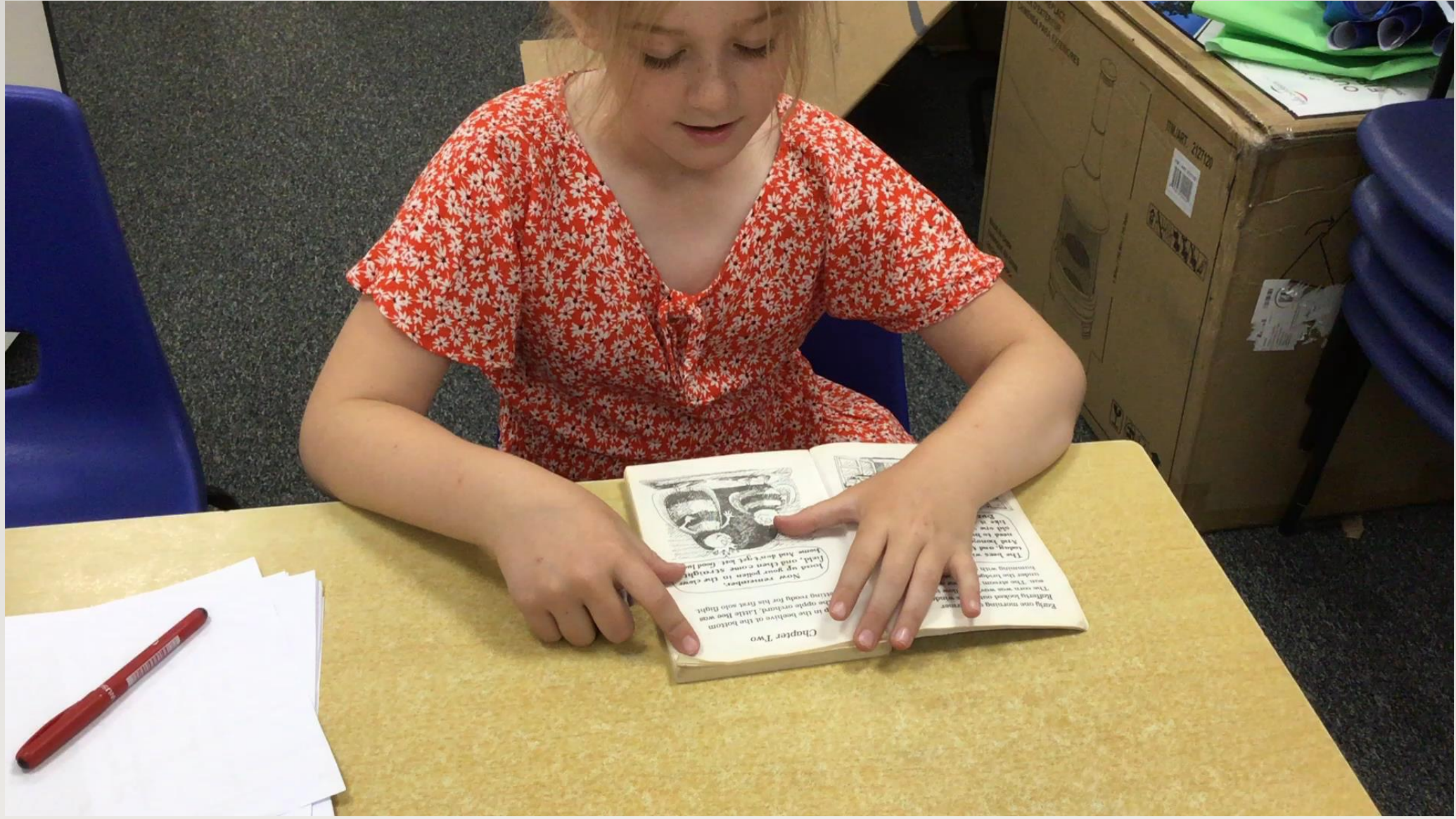
What can you do to help improve your child's fluency?

- Vary the way the reading is done: "read to themselves, read to someone, and listen to reading."
- Choose a page of their reading book and ask your child to read it aloud several times. Each time they read it they will become a little more confident and will read it better. You might choose to ask them to practise reading the same passage on two or three occasions. If you do this each week, your child will gradually start to become more fluent.
- You might also like to show your child how you would read a passage, using punctuation to show where to stop and take a breath. Once they can read quite smoothly you could introduce some expression, reading more loudly or softly for example, if that fits the text.
- Choose "just right" books. If your child is reading with you, choose books that are lively and engaging.
- Set reasonable goals - consider starting with 10-15 minutes of reading time, and work up from there.
- Celebrate progress - share your favourite parts of books read, plan the next visit to the library, and share progress with other family members.

Fluency 1:1 reading – How can we use these techniques to help individual children?







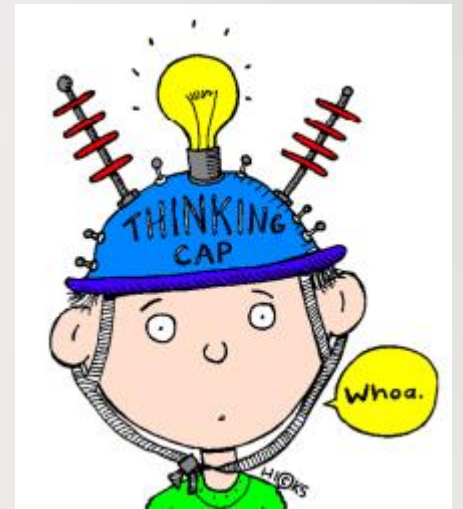
Reading Skills – Vocabulary



- The key to a wide vocabulary is a love of reading. It's important to make reading a routine, with a regular slot everyday.
- Don't just read school books: recognise your child's interests and find books that relate to them, as this will encourage them to read purely for enjoyment.
- **Keep reading aloud to your child, even once they're able to read independently:** kids love to hear stories, and you can build their vocabulary by choosing books that would be too difficult for them to read themselves.

Reading Skills - Comprehension

I may have been able to confidently read (decode) the previous slide but I didn't really understand it!



Reading VIPERS is our way of supporting children with their reading comprehension skills. VIPERS can be used on any text that a child is reading, as well as on pictures, picture books and films! All children will be working on VIPERS during class reading, whether it is reading as a class, in a small group, or one-to-one with an adult. It would be fantastic if parents could also be referring to VIPERS when they listen to their child read at home.

Up to the end of Year 2, the 'S' stands for 'Sequence'. Once children move into Year 3, the 'S' stands for 'Summarise', which is a more demanding skill.

Reading Vipers

Vocabulary

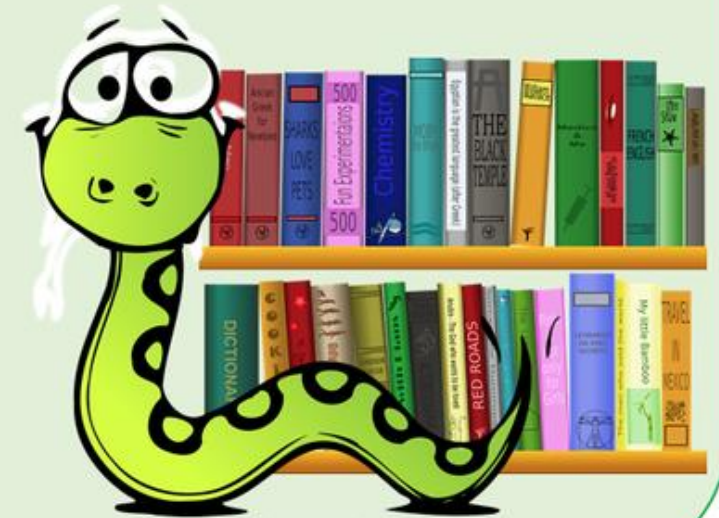
Infer

Predict

Explain

Retrieve

Sequence or Summarise



KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?

KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

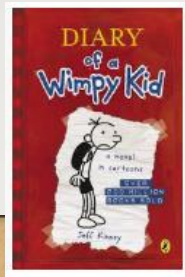
- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters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

Reluctant Readers



- Reading for pleasure

- Think outside the bookbag



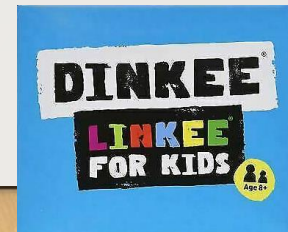
- Collect and share



- Read for a purpose

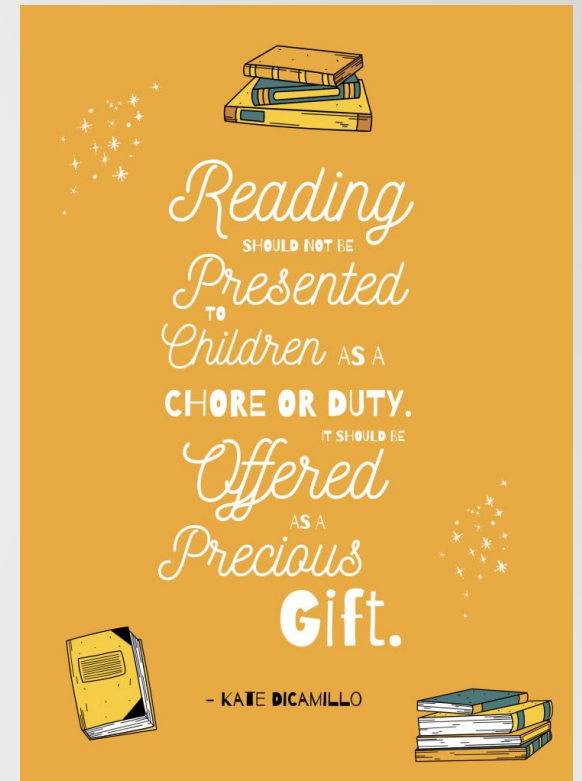


- "Make it funny"

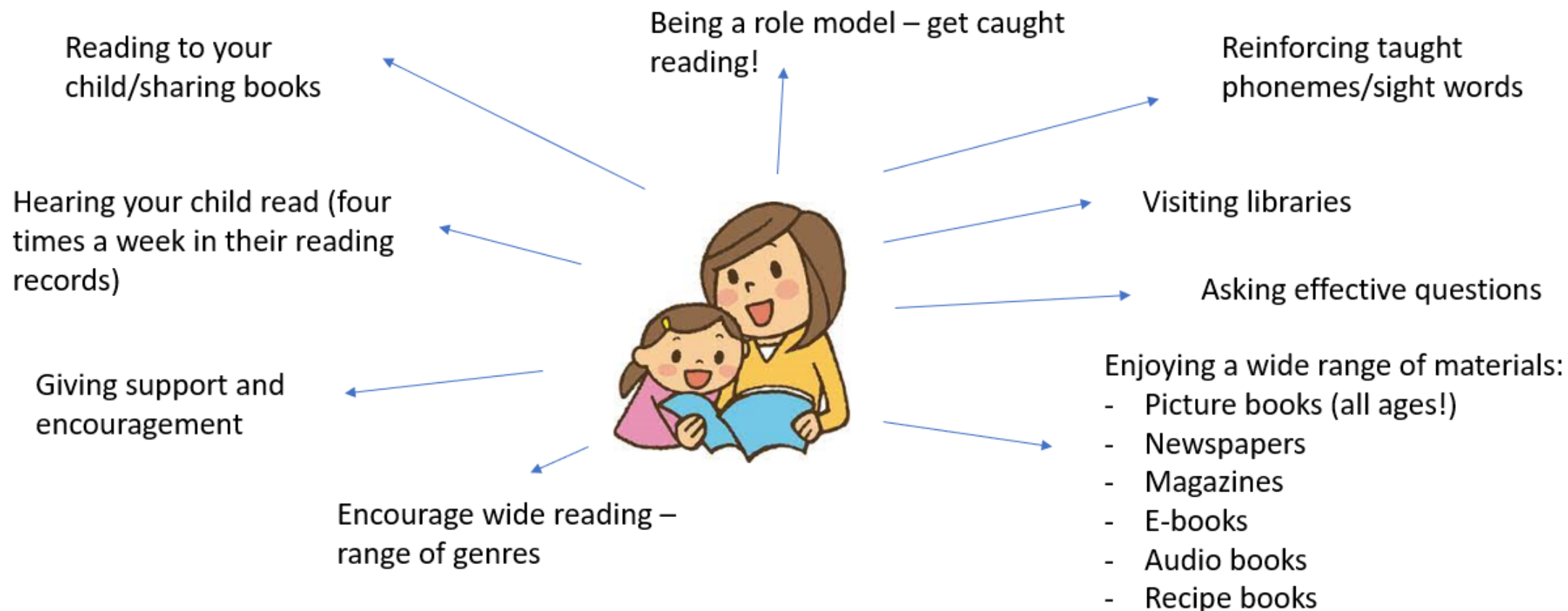


What If my child doesn't want to read at home?

- Find the best time of day that works for you (before bed is not always the best time)
- Make it fun and a time to bond and connect
- If it becomes a chore – stop!
- Read for success – practise the same page each day so they feel the success
- Model reading to them. Model sounding out and blending the words.
- Take the pressure off but build a routine
- Talk to your child's teacher to let them know



How can I support my child with reading at home?



Your child is never too old to read to you or for you to read to them!

Make reading a pleasure! Make it fun!

Encourage your child to enjoy books everyday!

What makes successful readers?

- Large vocabulary – children with the largest vocabulary are most successful with comprehension.
- Being able to identify new vocabulary.
- Being able to make predictions. (What do you think will happen next? Why do you think that? What clues in the text lead you to think that?)
- Self monitoring – to seek clarification. (I'm puzzled by...can anyone explain why?)
- Readers need to ask questions – during and after reading. (Good readers internalise questions – adult support can draw these out and develop these skills.)
- Asking/answering different types of questions. (Literal, inference/ deduction/ opinion.)
- Summarising – a good indication someone has understood what they have read. (Plot/theme/character.)
- **Reading sessions at school are rich and meaningful contexts in which children develop these skills. These skills can also be developed at home with your support.**



Any questions?

