

Welcome - thank you for coming...

Inspire to Learn; Achieve Together

‘Reading is the one ability, that once set in motion, has the ability to feed itself, grow exponentially and provide a basis from which possibilities are limitless.’

Michael Morpurgo

- Reading at home - without stealing any of Mr. Bell's thunder!



- Prosody: Reading with expression, proper intonation, and phrasing. This helps readers to sound as if they are speaking the part they are reading. It is also this element of fluency that sets it apart from automaticity.

- 75% of our vocabulary comes from reading...flood children with books!
- Largely, children that succeed at the age of 11+ are those that are read to at home most often
- Picture books or magazines work for children of all ages
- Writing flows from reading...
- Wellbeing - exercise, outside and **READING**

A Book is...

A book is a descending wave,
taking you deeper and deeper.
Its plot is a shoal of sardines
twisting and turning,
the salty spray casting
growing stories on the wind.
A book can block out the world
if you dive deep enough and listen to its thoughts.
It's the sea - sometimes a raging torrent -
sometimes a calm current,
but both daring us to drift far away.

Ria

Reading at DSJ



Reading at DSJ



- Reading is the heartbeat of the curriculum. Language development, fluency, vocabulary, creativity and academic advancement is only viable with a secure platform in reading comprehension. Once children have secured this knowledge, their confidence and academic achievement will raise in tandem.
- At Deeping St James Community Primary School we firmly believe that with a creative and engaging methodology, utilising a range of effective teaching approaches, children have the best opportunity to achieve their potential.

Benefits of Reading



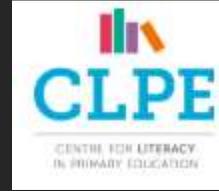
- **Improved literary skills:** Reading aloud to a child from a young age helps with language acquisition and stimulates the part of the brain that processes language.
- **More extensive vocabulary:** A child who has a book read to them everyday will be exposed to over 290,000 more words compared with a child who never reads, by the time they start school.
- **Greater concentration:** Over time, children will be able to sit and focus on tasks for longer, improving their resilience.
- **Higher levels of creativity and imagination:** Used for visualising settings, picturing characters, predicting what happens next. Academic achievement, social skills and empathy develops as a result.

Readers vs Non-Readers



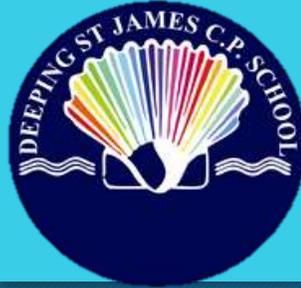
- Children and young people who enjoy reading are three times more likely to read above the level expected for their age than children who don't enjoy reading (30.1% vs 8.1%) Children who read daily in their free time are twice as likely to read above the level expected for their age than children who don't read daily (37.6% vs 14.2%) *National Literacy Trust*

The Power Of Reading

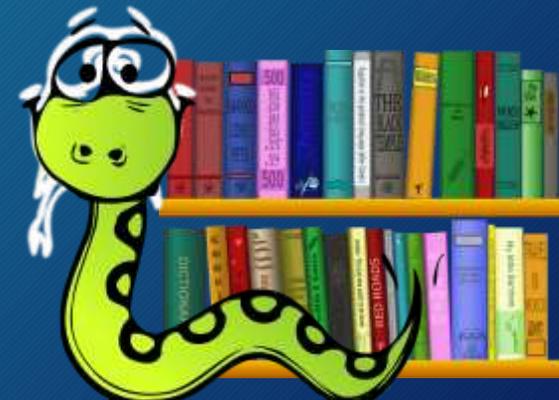


- Utilising a range of teaching approaches including the literacy environment, drama, role-play, reading journals.
- Each child has access to the text.
- Choral reading, partner reading, reading aloud, independent
- Teachers will model write for each writing activity.
- Enhanced discussions of the text to ensure comprehension.
- Wide-ranging texts including poetry, narratives, non-fiction, stories from other cultures, classics to ensure a comprehensive curriculum.

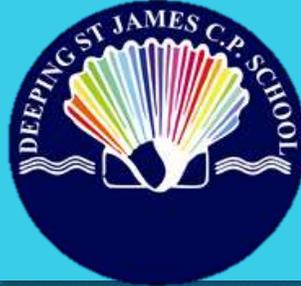
Reading Vipers



- VIPERS is an acronym for the six main reading domains according to the national curriculum.
- Key areas which children need to know and understand to improve their comprehension of texts.
- Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/Summarise
- Used in class during guided reading sessions and also used to answer questions related to the text.



Vocabulary - find and explain the meaning of words in context



- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer - make and justify inferences using evidence from the text



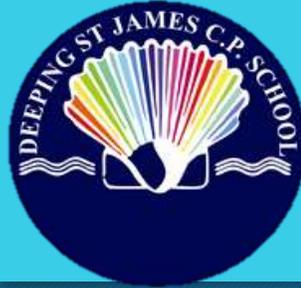
- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters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

Predict - predict what might happen from the details given and implied



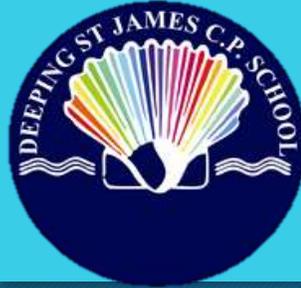
- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain - meaning/language/themes/information



- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Retrieve - retrieve and record information and identify key details from fiction and non-fiction.



- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise - summarise the main ideas from more than one paragraph



- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Reading at DSJ - Collins Big Cat Authors



Collins Big Cat Authors

Behind the Collins Big Cat books is a fantastic team of authors and illustrators from around the world. Meet some of them below.



Michael Rosen

One of the most popular figures in the children's book world and former Children's Laureate, Michael Rosen works as a poet, author, performer and broadcaster. He has written over a hundred books.



Lisa Rajan

Lisa Rajan writes children's books that raise aspirations, promote ambition and challenge gender stereotypes.

She created the Tara Binns series to introduce a range of STEM careers to primary school children through exciting adventure stories. She has also created the Dani Binns series to explore careers with younger children.



Satoshi Kitamura

Award-winning author and illustrator Satoshi Kitamura won the 2009 CLPE Poetry Award for his collaboration with John Agard.

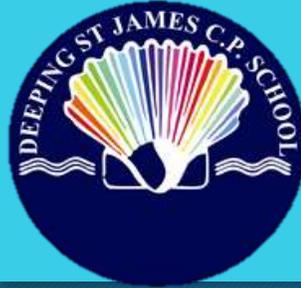


Michael Rosen: Renowned author, poet, playwright and performer who has written over a hundred books.

Lisa Rajan: An author who writes books that raise aspirations, promote ambition and challenge gender stereotypes. She created the Tara Binns series to introduce a range of STEM careers to primary school children through exciting adventure stories. She has also created the Dani Binns series to explore careers with younger children.

Satoshi Kitamura: Award winning author and illustrator who won the CLPE Poetry award in 2009.

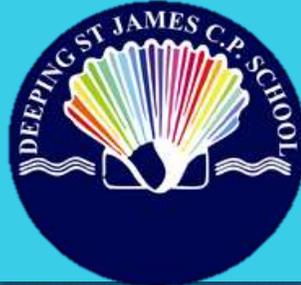
Why choose Collins Big Cat?



- From early phonic development to fluent reading, this whole-school reading program that provides complete support.
- Hundreds of decodable reading books to help with phonics and over 1000 levelled readers featuring beautiful illustrations and stunning photography for every step of a child's reading journey
- **Supports teaching across the curriculum** with high-quality fiction and non-fiction which cover a variety of genres and topics
- **Develop and assess key reading skills, including inference and deduction**, through comprehensive teaching and assessment support



Cross-curricular links



Science

Bring a range of science topics to life with exciting books packed with fascinating facts and detailed images.

65 books
£445.35 £324.20

Pages from Blood, Diamond

Geography

Discover different people and places around the world in these engaging and colourful books.

Reception- KS2/Early Level - Second Level
46 books
£287.75 £230.20

Pages from Living with Climate Change, Diamond

History

Explore history through the ages with your pupils, from the Ancient Greeks to life in the Victorian age.

KS1- KS2/First Level - Second Level
59 books
£448.25 £334.60

Pages from Boudicca, Diamond

Sport

Discover different sports and real-life stories about the world's most inspirational sporting figures.

Level - Second Level
19 books
£25.00 £100.00

Pages from The Story of Football, Diamond

Animals

Learn about creatures from around the world from penguins in Antarctica to Africa's elephants.

Level - Second Level
28 books
£83.75 £123.00

Pages from About Big Three, Topical

Inform

Complete support for your cross-curricular teaching. Includes every book from each non-fiction Curriculum Collection plus additional books linked to key topics.

Reception- KS2/Early Level - Second Level
260 books
£1736.00 £1388.80

Examples of Year 2 questions



Cobweb Morning

Most of the time, spiders' webs are almost invisible. But sometimes, if it is frosty or damp, you can see the webs almost everywhere you look. This is because ice or water drops have stuck to the fine threads of the webs.

On a Monday morning
We do spellings and maths.
And silent reading.

But on the Monday
After the frost
We went straight outside.

Cobwebs hung in the cold air,
Everywhere.
All around the playground,
They clothed the trees,
Dressed every bush
In veils of fine white lace.

Each web,
A wheel of patient spinning.
Each spider,
Hidden,
Waiting.

Inside,
We worked all morning
To capture the outside.

Now
In our patterns and poems
We remember
The cobweb morning.

What do children usually learn on a Monday morning?

What did the children learn about this Monday morning when they went outside?

The poem explains how cold weather...

Tick **one**.

damages cobwebs.

changes how cobwebs look.

makes cobwebs stronger.

helps spiders to make webs.

Examples of Year 6 questions



Gaby to the Rescue

A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes. It cried out. The cat was stuck in the tree in front of her house and, as luck would have it, she had on the nicest cardigan she owned. Gaby pulled the cardigan tighter around her. This was her last good school cardigan until who-knows-when her father would have enough money to buy her a new one. The poor cat cried again. Gaby looked back at her small yellow house. If her mother were here, that cat would already be out of the tree and purring – safe and sound, in her mother's arms.

Mind made up, Gaby pulled off her cardigan and tossed it onto her porch. 'You're out of luck, gato!' she yelled. 'My mom, master tree climber and cat rescuer, isn't back yet.' She rolled up the sleeves of her white shirt. 'But until she is, you've got me.' Gaby grasped the nearest branch and pulled herself up. 'Gaby to the rescue.'

The cat meowed.

'I am hurrying.'

The last time Gaby had climbed the tree was when she and her best friend, Alma, had challenged the boys to a water-balloon fight last summer. Up high was the perfect spot for a full-blown assault on the boys below. Those guys never had a chance.

Gaby secured her feet and hands and climbed higher, until the cat was within arm's reach. 'See? You aren't the only one who can climb.' But then she looked down. Mistake number one.

Look at the first paragraph, beginning: *A Siamese cat...*

Gaby pulled the cardigan tighter around her.

Why does Gaby do this?

Tick one.

- She is thinking of wrapping the cat in her cardigan.
- She is worried about damaging the cardigan.
- She is feeling cold.
- She is worried the cardigan will be difficult to climb in.

A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to *crouched*?

Tick one.

- balanced
- squatted
- trembled
- pounced

In the paragraph beginning: *Mind made up...* Gaby says to the cat, 'You're out of luck...'

In what way does Gaby think the cat is out of luck?

Learning at home



- The expectation is that a child in KS1 should be doing a minimum of ten minutes reading per day, with an adult (not just “word reading”)
- When stamina is improved, the time should rise incrementally and by Year 6, the children should be able to read up to thirty minutes per day.
- Reading journals completed with reference to everything they have read (comics, magazines etc also count)
- Reading books (Big Cat), library books, non-fiction magazines (Week Jnr, Aquilla, Science & Nature)

Useful websites/support at home



Active Learn

Our online learning environment, with lots of fun books for children to read/share.



BBC Nursery songs

A collection of nursery songs from the Early Learning series Listen and Play and Playtime, both of which are currently available on iplayer and as podcasts



Book Trust

Suggested books for children, advice on how to read with your child, book lists, fun games, competitions to win free books, Children's Book Club etc.



Love Reading

Expert recommendations and opening extracts of books.



Oxford Owl

Phonics advice and access to free E-Books. Free to register.



Pearson

Publisher's website designed to give parents help and advice for reading with children.



Phonics

A useful website featuring free resources for KS1 (and the option of subscribing)



Read for my school

Reading competition for Years 3- 4 featuring a great range of books, including those for the struggling reader.

Why doesn't my child like to read?



- Not every child loves to read. Some common reasons children don't like to read include:
- Your child feels like reading is a chore
- Your child has difficulty reading
- Your child thinks reading is boring
- Your child hasn't found the right book yet

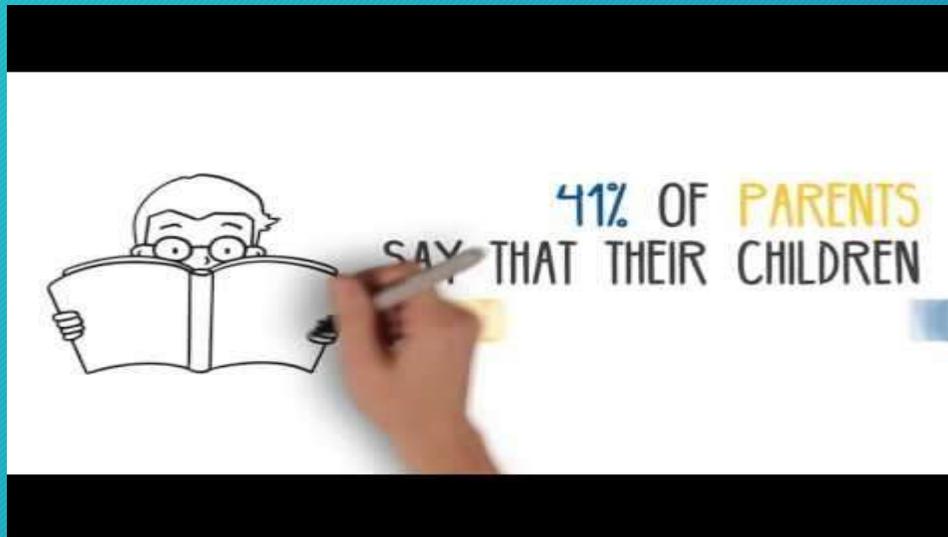
- Identifying the issue means that it can be fixed!

Tips on how to get children to read



- Make reading enjoyable!
- Create a reading area - beanbag chairs, cosy corner etc
- Encourage reading everywhere - road signs, subtitles, menus etc
- Set an example - read in front of them wherever possible
- Easy access to reading materials
- Talk about their books as often as possible
- Routine - set a specific time each day

Tips on how to get children to read



Tips on how to get children to read

