

Reading in Year 2 and 3

21.11.2019

Reading Talk by Mrs Cooper and Miss Corby

- Reading for pleasure
- Importance of reading at home **to** your child
- How you can help your child develop comprehension skills
- Importance of listening to your child read and talking with them about what they are reading
- Importance of encouraging your child to read independently for pleasure

Visit tables for more ideas about promoting reading at home

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Reflections on Reading

Which books have you most enjoyed reading to your child recently?
Why?

What are you doing at home to help your child develop a love of reading?

How often do you read to your child?
And for how long?

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Learning to read is the most important skill children will learn during their early schooling and has far-reaching implications for life-long confidence and well-being.

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Reading in our lives involves a wide range of material, which require a wide range of reading skills.

newspapers	comics	timetables	recipes
story books	poems	cartoons	shopping lists
signs	posters	adverts	internet
e-mails	text messages	maps	guides
letters	reference books	instruction manuals	Social Media!

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You're never too old,
too wacky, too wild,
to pick up a book
and read to a child.

-Dr. Seuss

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The Reading Agency Literature Review: The impact of reading for pleasure and empowerment - June 2015

‘everything changes when we read’

There is strong evidence linking reading for pleasure and educational outcomes.

- Increased empathy,
- Improved relationships with others,
- Reductions in the symptoms of depression and dementia,
- Improved well-being,
- Increases our understanding of our own identity,
- Gives us an insight into the world view of others.

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Tips for reading to your child

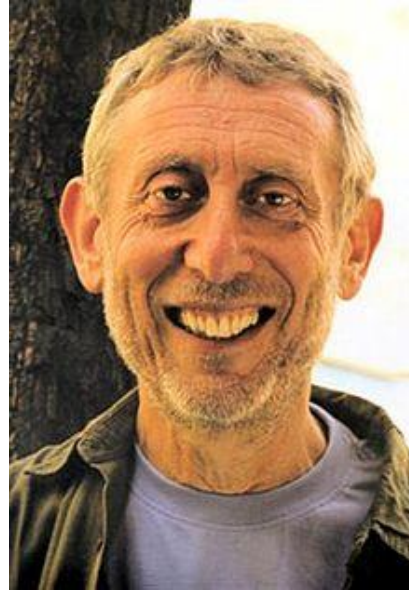
- Create reading rituals and read together everyday;
- Make it a special time – snuggle up close with a book;
- Re-cap what is happening, make predictions and ask questions;
- Share different kinds of books;
- Read with expression;
- Read books in your own language;
- Try to pick books that are more demanding than ones that you child can read themselves;
- Revisit favourite books



*'good readers are made
on the lap of a parent'*

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Michael Rosen's Tips for Reading Bedtime Stories



<https://www.youtube.com/watch?v=azRDNDQUjSk>

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'good readers are made
on the lap of a parent'

"The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went on olden-day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village."

— Roald Dahl, *Matilda*



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What will 'hook' your child into reading?

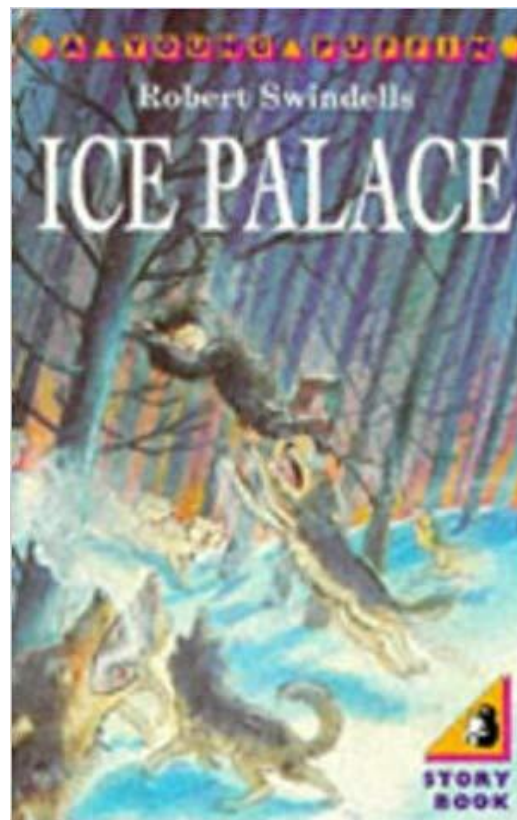
- Help give your child a motivation to want to read for themselves. When something really draws them in then they will have a purpose to want to learn to read.



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Book Recommendations



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Book Recommendations

The Book With No Pictures

B.J. Novak

You might think a book with no pictures would be boring and serious. Except . . . here's how this book works:

Everything written on the page has to be said by the person reading it aloud. Even if the words say BLORK. Or BLUURF.

And even if they have to say things like BLAGGITY BLAGGITY and MY HEAD IS MADE OF BLUEBERRY PIZZA!

That's the rule. That's the deal.

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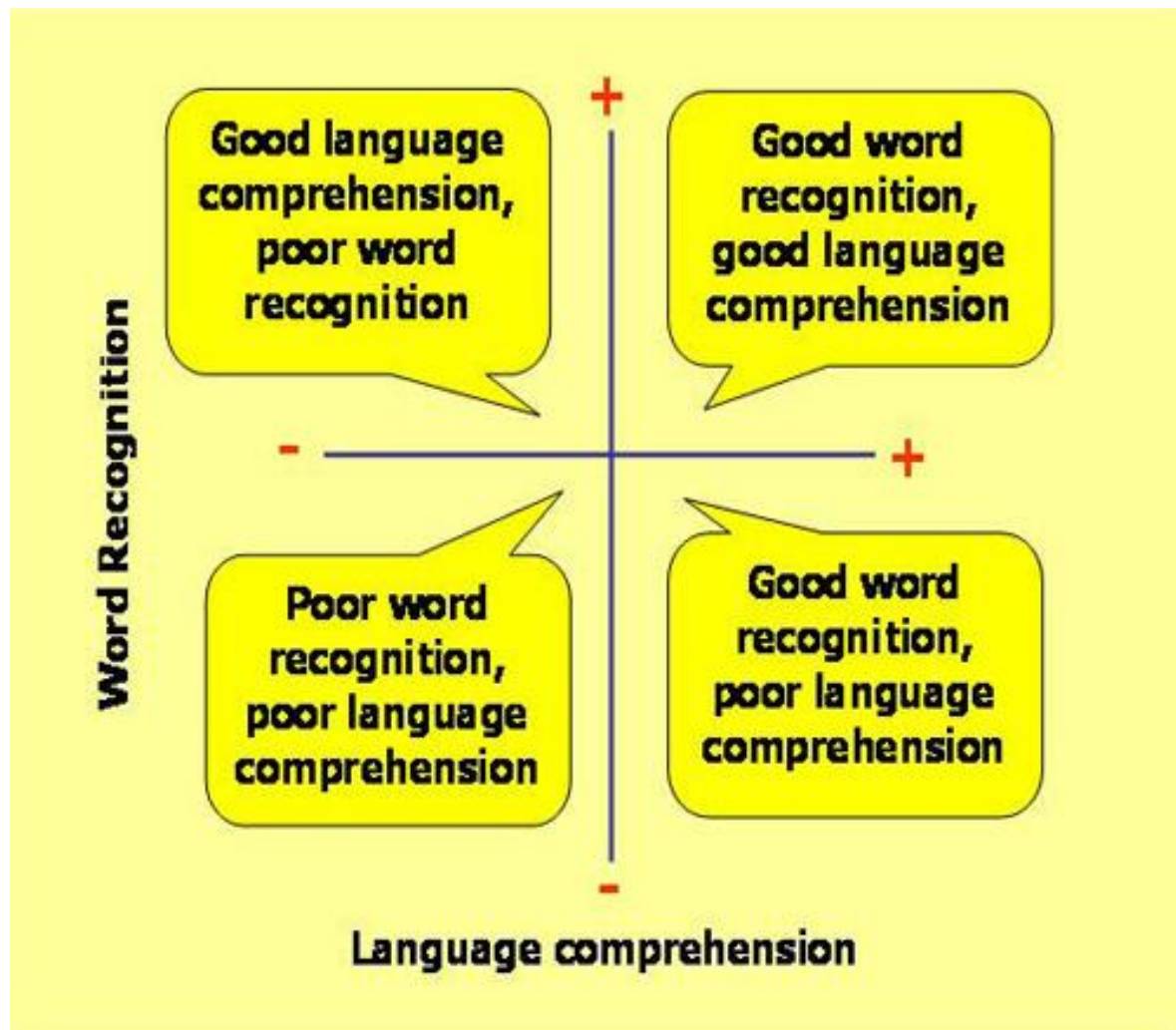


Reading Initiatives At West Lodge This Year

- KS1 and KS2 Author of the Month – See the Website
- Book Bingos
- Mrs Cooper's Book Challenge – KS1
- Links with Pinner Library and Brooks Bookshop
- Author visit from Michal Rosen
- Book cafes
- New basket books, library and guided reading books ... watch this space!
- FOWLs bookfairs

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There is no such thing
as a child who hates
to read; there are
only children who have
not found the right
book.



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Reading in Year 2 and 3

- The curriculum shift: an emphasis on ensuring children are reading to **understand**.
- Comprehension is a key part of reading in Year 2 and 3
 - Guided Reading and Comprehension sessions are used to help to develop these skills.
- Book bands – yellow, blue, green, orange, turquoise and purple continue to take guided reading books home.
 - Class library slot.

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The Reading Record

- When your child is read with at school, adults record this in their reading record.
- There is space in the reading record for parents/carers to make any comments that they feel are necessary after reading a book with their children – use this as a form of communication with the teacher.
- Where possible, begin to encourage your child to write their own comments in their reading record about what they thought about the book.
- In your child's reading record there will be a bookmark that reflects the colour band they are on.
- Children can begin logging books in reading records.



Books I have read		
No.	Book Title	Review
1	I could be a whale swim to the	😊
2	Don't call me Sweet	😊
3	I capture light for a moment	😊
4	The book machine that read	😊
5	Where the wild things are	😊
6	Little Miss Muffet	😊
7		
8		
9		
10		
11		
12		
13		
14		
15		

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What does the curriculum say about reading?

- Comprehension skills develop through pupils' experience of high-quality discussion with teachers and adults alike, as well as from reading and discussing a range of stories, poems and non-fiction texts. This helps to establish an appreciation and love of reading, and to gain knowledge across the curriculum.
- Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously.
- Pupils should be reading widely and frequently, ***outside as well as in school***, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

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The Main Strands of Comprehension

- Retrieval
- Vocabulary
- Predictions
- Retelling, recalling, summarising
- Inference



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Retrieval

- Comprehension begins here.
- Find it, prove it.
- The answer is in the text, it just has to be retrieved.

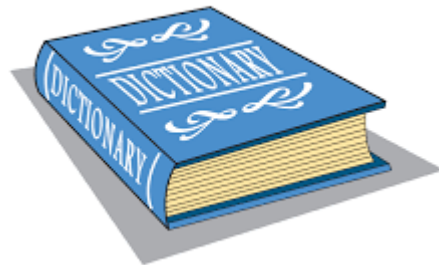


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Vocabulary

- Using the context and story to try and work out what words and phrases mean.
- Discussing an author's choice of language.
- Talking about unknown words with peers and adults.
- Looking words up in dictionaries.



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Predictions

- Logical and reasonable guesses about what could happen next.
- Looking at what has already happened, what the characters may have hinted is coming up or what has been implied by the author's use of language.

EG. If someone brought a cake lit with candles into a birthday party, what would **logically** happen next?



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Retelling, recalling, summarizing

- Recalling what has been read.
- Sequencing the events in a story.
- Picking out the key points that are really important and recall the main events and ideas.



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Inference

- Picking up ideas from the text that are not always written in the text itself.
 - Reading the text as if you are a detective.
- Not looking for what is there –looking for what is meant by it.

EG. if the text says 'Jenni's face was red – she wrinkled her brow and began to shout', what could you infer about how Jenni feels?



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How often does your
child log in to bug
club?



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Reading teaches you lots of new things.



Reading is fun!

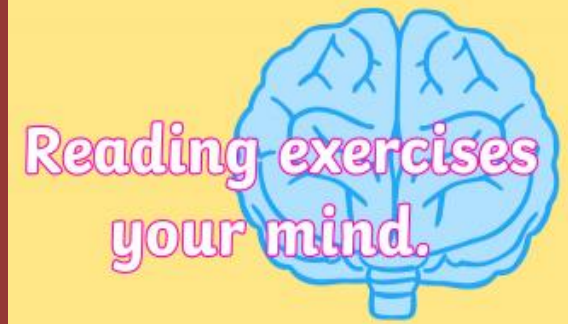
Reading makes you smarter.



Reading allows you to live many lives.



Reading relaxes you.



Reading exercises your mind.

Reading ignites your imagination.



Reading takes you to new worlds.



Reading is entertaining.



Reading takes you on exciting adventures.



Reading will help you to be better at writing.



Reading improves your focus and concentration.

Tips for supporting your child read at home

- Ensure that it is quality time – finding a quiet time and space is very important.
- It should be an **enjoyable** experience – ensure you use lots of praise and encouragement.
- When stuck on a word or when it is misread, encourage your child to sound out, use the pictures or context to help them work out the word.
- Talk about new vocabulary, look up words in a dictionary and make lists of interesting new words that could inform their writing.
- Question your child about what they have read (see handout for tips on how to do this).
- Find other fun, memorable places to read – in a tent with a torch, on the beach, in a café, in a library.
- Encourage your child to read proudly to siblings, other family members, friends or even the pet!

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*'good readers are made
on the lap of a parent'*

What do I do if my child doesn't want to read at home?

- Model being a reader yourself (if you read at home it is more likely that your child will want to)
- Try to avoid confrontation.
- Offer alternative reading material, e.g. internet access, bug club, Kindle, magazines, non-fiction, newspapers, etc.
- Encourage reading at different times of the day or week.
- Buy/borrow books on CD from the local library and then. You can listen whilst in the car or before bedtime.
- Allow children to read and re-read the same book more than once.

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I Opened a Book

"I opened a book and in I strode.
Now nobody can find me.
I've left my chair, my house, my road,
My town and my world behind me.
I'm wearing the cloak, I've slipped on the ring,
I've swallowed the magic potion.
I've fought with a dragon, dined with a king
And dived in a bottomless ocean.
I opened a book and made some friends.
I shared their tears and laughter
And followed their road with its bumps and bends
To the happily ever after.
I finished my book and out I came.
The cloak can no longer hide me.
My chair and my house are just the same,
But I have a book inside me."

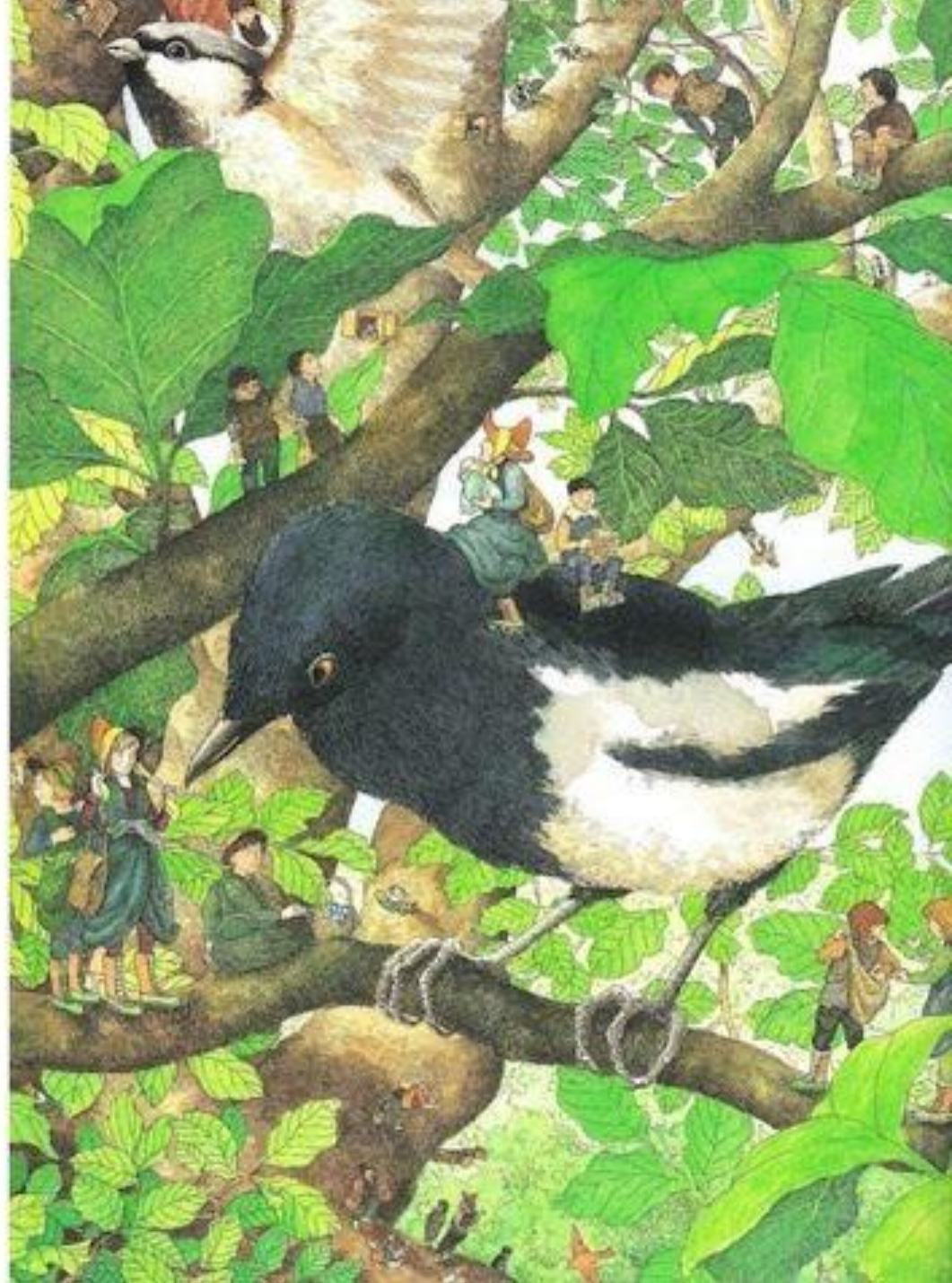
— Julia Donaldson

"Above all, watch with glittering eyes the whole world around you, because the greatest secrets are always hidden in the most unlikely places.



Those who don't believe in magic will never find it."

from *The Minpins*
Roald Dahl, 1916-1990



Useful links

Pie Corbett Reading Spines

<https://www.scholastic.co.uk/piecorbett/resources>

Interesting information on the importance of reading for pleasure

<https://readingagency.org.uk/news/blog/why-is-reading-for-pleasure-important.html>

Use the bookfinder tool on this website to find books for specific ages & genres

www.booktrust.org.uk

Free ebooks available on this website

www.oxfordowl.co.uk

www.lovereadings4kids.co.uk

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What do you want to find out more about?

- Comprehension
- Bug Club / Oxford Owl
- Author of the Month
- Recommended texts
- Reading Assessments

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