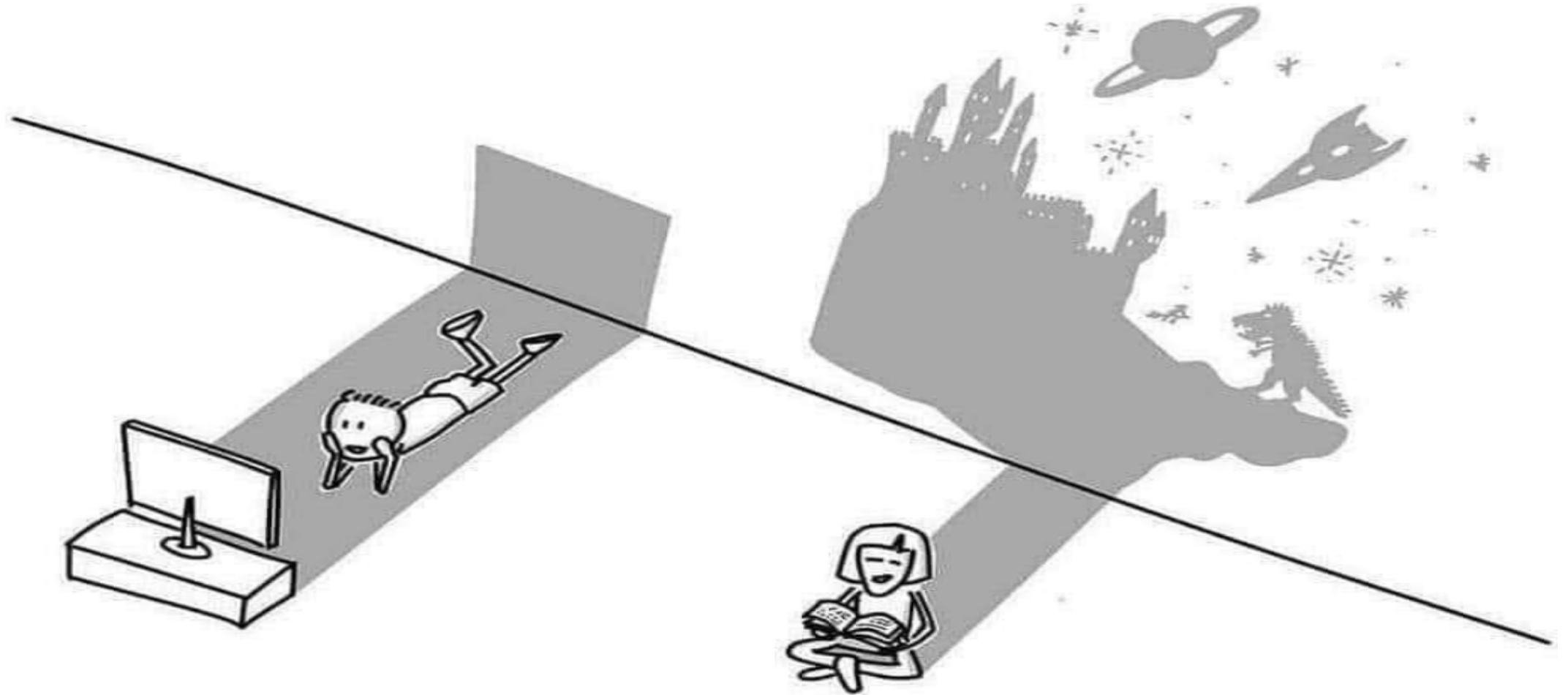


Reading Workshop

Tuesday January 16th 2024

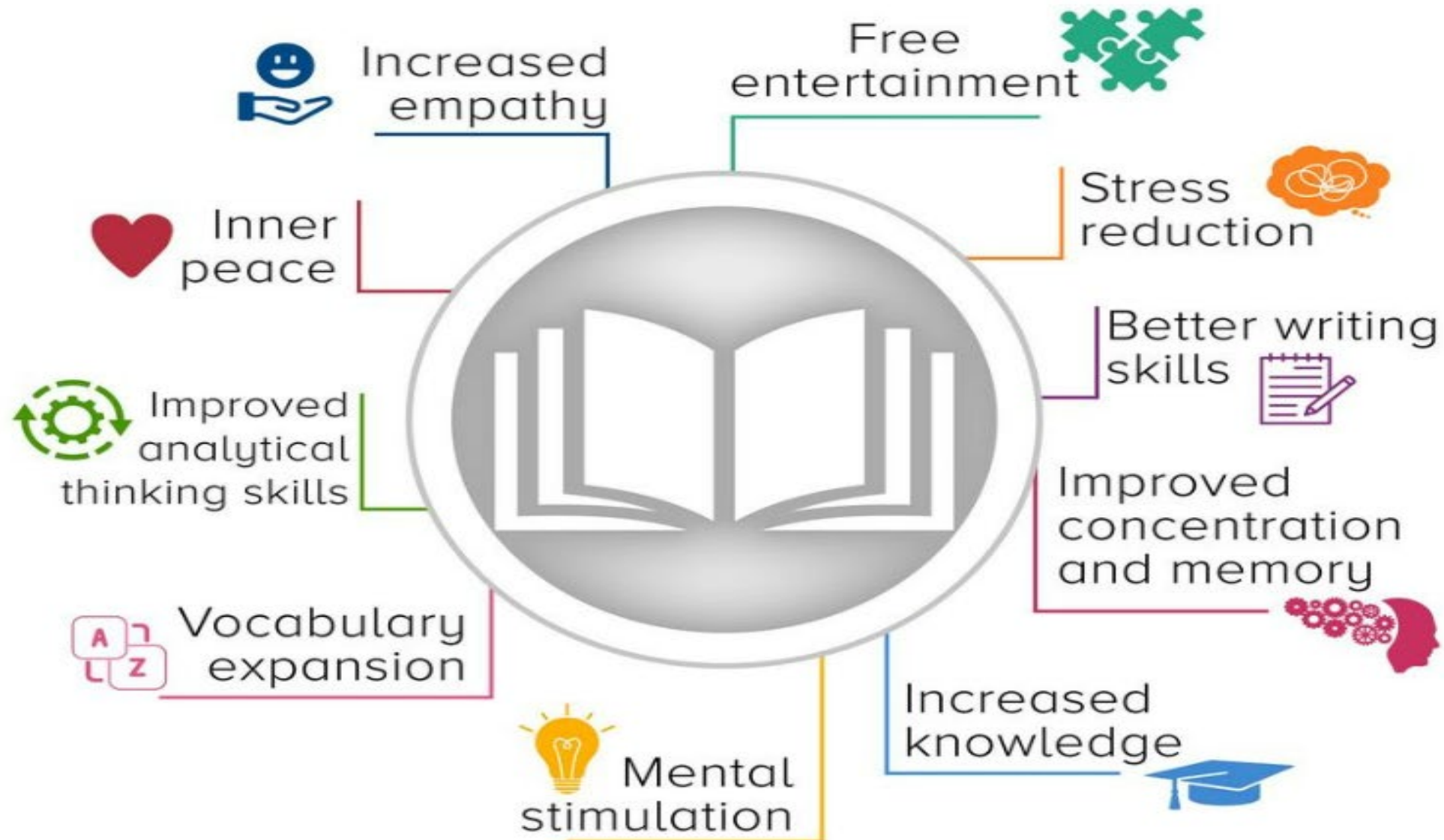


Aims of the Reading Workshop:

- The importance of reading
- VIPERS
- Recommended Reads
- How to help at home
- How we teach Reading
- Can you help?!
- The next Reading Workshop

10 benefits of reading books

Data source: @bella.montreal | Infographic design by @agrassoblog for educational and motivational purposes



HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Reading Every Day

Children should be given the opportunity to read every day. This can either be by themselves or with another person.

It's important to remember that you can still ask questions afterwards even if your child prefers to read on their own. Try asking them to summarise what they've just read or ask them if they've discovered any new words. You can always look up their meaning in a dictionary together.

Why not set up a special reading area in your house? Try to make somewhere quiet and comfortable where reading is fun.

What Can You Do to Help?

As a parent or carer, there are many things that you can do to support your child with understanding what they are reading.

Provide a Choice of Reading Materials

Why not visit the library together or have a look at interesting articles online? Having something that children really want to read can make a huge difference to their motivation.

Ask Lots of Questions

Even if you're not reading together, make sure that you still ask questions about what your child is reading and their opinion on it.

Make Reading Fun

Reading should never seem like a punishment or a chore. Try playing games related to the book or try reading something that you both enjoy. Remember, you do not just have to read 'books': you could enjoy a newspaper, a reference book or even a comic together.

Show That You Read Too

The next time you discover something interesting while reading, share it with your child. It doesn't have to be from a book; just showing that you find reading interesting can provide a real boost for reluctant readers.

Recommended Reads

- These are found in each classroom in the Book Nook
- These are good quality texts
- The aim is to read and enjoy these

50 Recommended Reads for ... Reception

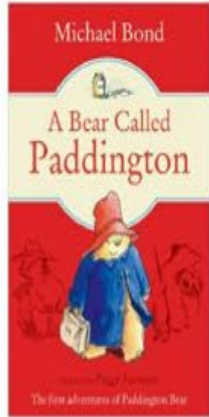
(ages 4-5)

Which ones have you read?

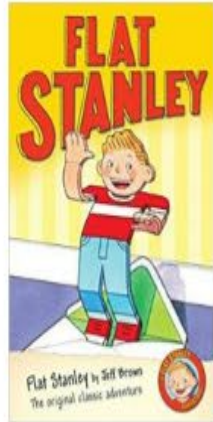


	<input type="checkbox"/> How to Catch a Star Oliver Jeffers		<input type="checkbox"/> Puffin Peter Petr Horacek
	<input type="checkbox"/> Not Now, Noor! Farhana Islam & Nabila Adani		<input type="checkbox"/> The Lost Property Office Emily Rand
	<input type="checkbox"/> Tad Benji Davies		<input type="checkbox"/> Rain Before Rainbows Smriti Halls & David Litchfield
	<input type="checkbox"/> I Definitely Don't Like Winter Fiona Barker & Christine Pym		<input type="checkbox"/> Zog Julia Donaldson & Axel Scheffler
	<input type="checkbox"/> You Choose Pippa Goodhart & Nick Sharratt		<input type="checkbox"/> Fabulous Frankie Simon James Green & Garry Parsons
	<input type="checkbox"/> Super Duper You Sophy Henn		<input type="checkbox"/> The Lion Inside Rachel Bright & Jim Field
	<input type="checkbox"/> My Encyclopedia of Very Important Animals DK		<input type="checkbox"/> Oi Frog! Kes Gray & Jim Field
	<input type="checkbox"/> Never Let a Diplodocus Draw Rashmi Srideshpande & Diane Ewen		<input type="checkbox"/> Mixed Anree Chung
	<input type="checkbox"/> Pumpkin Soup Helen Cooper		<input type="checkbox"/> Counting Creatures Julia Donaldson & Sharon King-Chai
	<input type="checkbox"/> Find Your Happy Emily Coxhead		<input type="checkbox"/> Meet the Weather Caryl Hart & Bethan Woolvin
	<input type="checkbox"/> Ernest Shackleton Isabel Sanchez Vegara & Olivia Holden		<input type="checkbox"/> We Catch The Bus Katie Abey
	<input type="checkbox"/> Clean Up Nathan Bryon & Dapo Adeola		<input type="checkbox"/> On the Way Home Jill Murphy
	<input type="checkbox"/> Supertato Sue Hendra & Paul Linnet		<input type="checkbox"/> Martha Maps it Out Leigh Hodgkinson

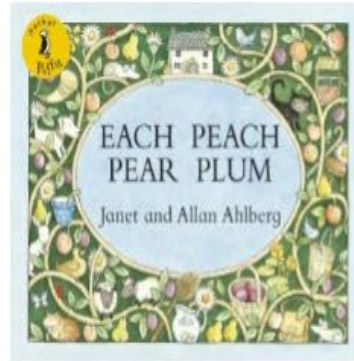
100 Books To Read In Key Stage 1



A Bear Called Paddington
Michael Bond



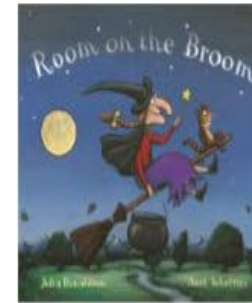
Flat Stanley
Jeff Brown



Each Peach Pear Plum
Janet and Allan Ahlberg



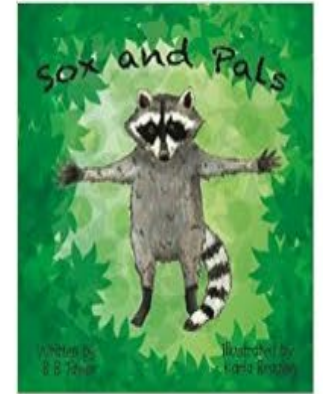
The Snowman
Raymond Briggs



Room On The Broom
Julia Donaldson and Axel Shaffer



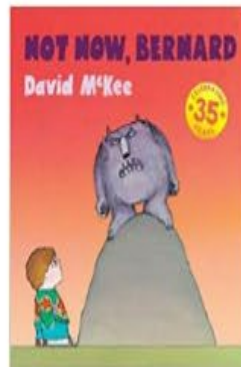
Lost and Found
Oliver Jeffers



Sox and Pals
B B Taylor



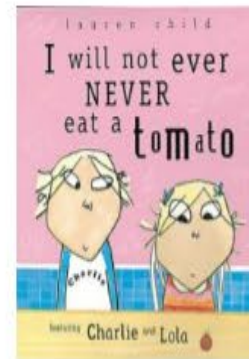
The Tiger Who Came To Tea



Not Now Bernard



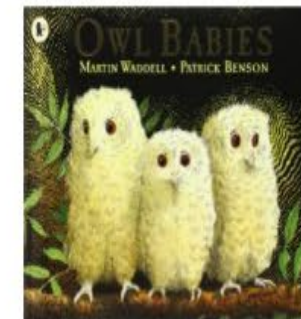
I Want My Hat Back



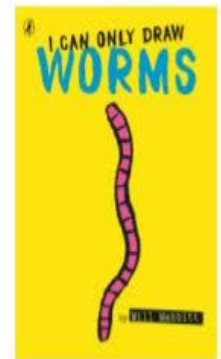
I Will Never Not Eat A Tomato



Where The Wild Things Are

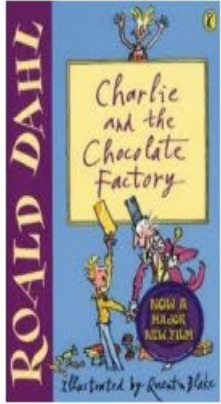


Owl Babies

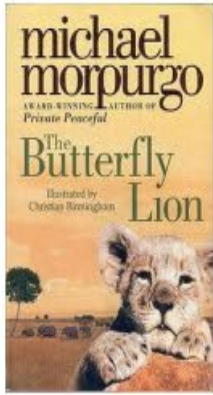


I Can Only Draw Worms

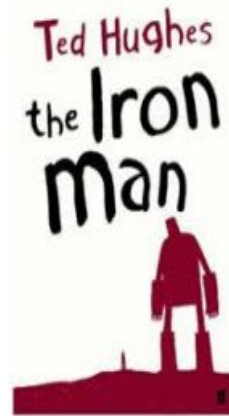
100 Books To Try And Read In Year 3/4



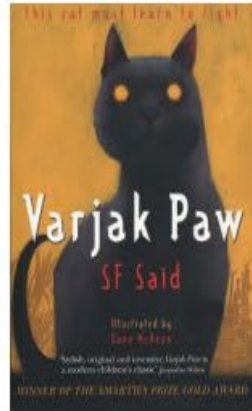
Charlie and the
Chocolate Factory
Roald Dahl



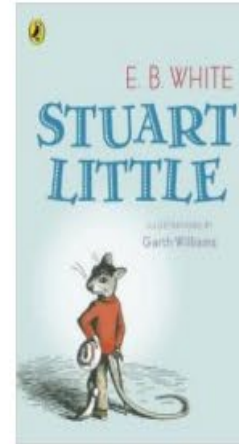
The Butterfly Lion
Michael Morpurgo



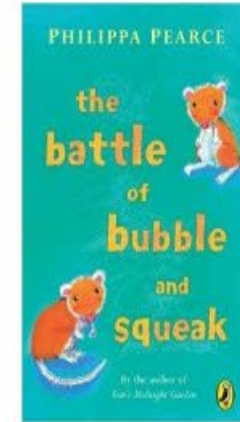
The Iron Man
Ted Hughes



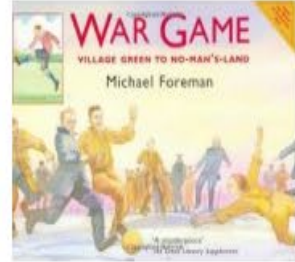
Varjak Paw
S F Said



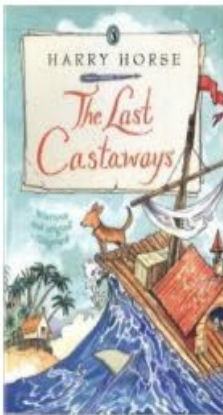
Stuart Little
E B White



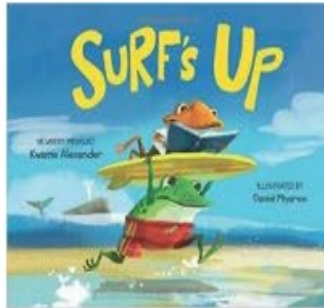
The Battle of Bubble and
Squeak
Phillips Pearce



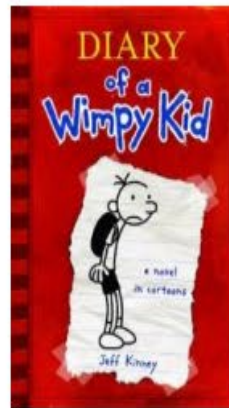
War Game
Michael Foreman



The Last Castaways
Harry Horse



Surf's Up
Kwame Alexander



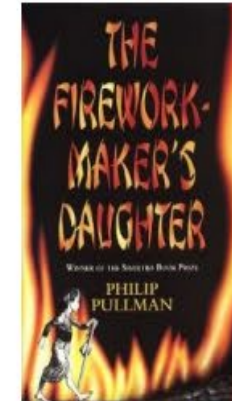
Diary Of A Wimp Kid
Jeff Kinney



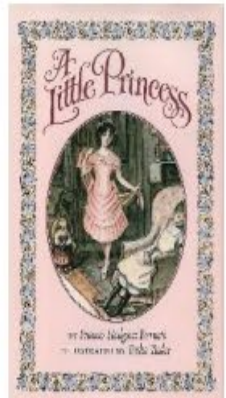
The Railway Children
E Nesbit



The Yearling
Marjorie Kinnan
Rawlings

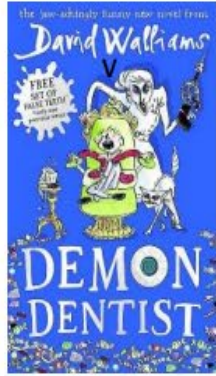


The Firework-Maker's
Daughter
Phillio Pullman

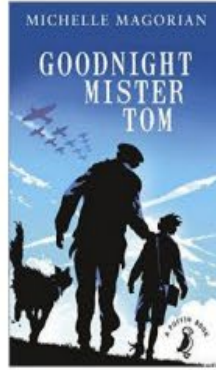


A Little Princess
Frances Hodgson
Burnett

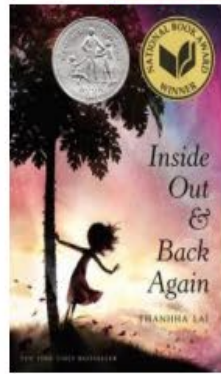
100 Books To Read In Year 5 and 6



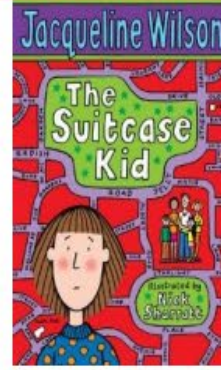
Demon Dentist
David Walliams



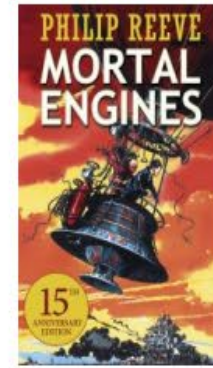
Goodnight Mister Tom
Michelle Magorian



Inside Out and Back Again
Thanhha Lai



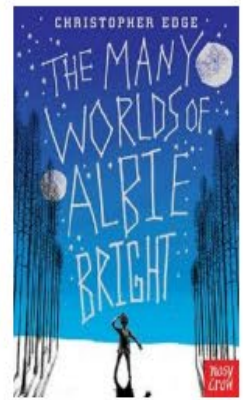
The Suitcase Kid
Jacqueline Wilson



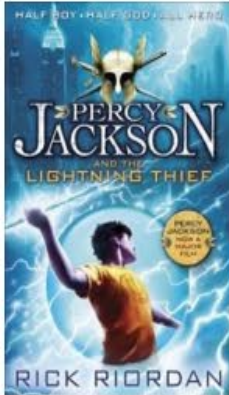
Mortal Engines
Philip Reeve



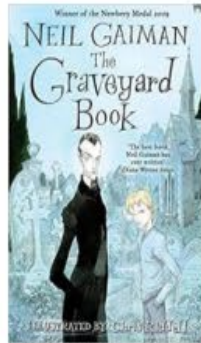
Firegirl
Tony Abbott



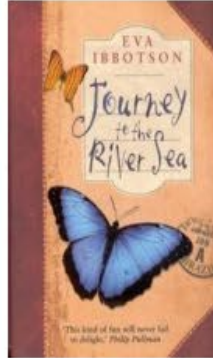
The Many Worlds of Albie Bright
Christopher Edge



Percy Jackson and the Lightning Thief
Rick Riordan



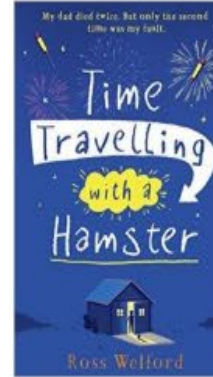
The Graveyard Book
Neil Gaiman



Journey to the River Sea
Eva Ibbotson



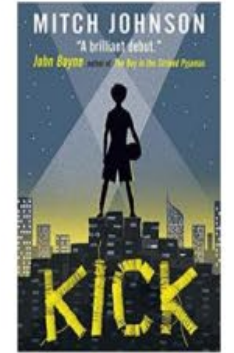
Five On A Treasure Island
Enid Blyton



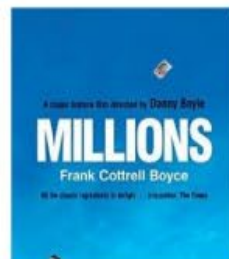
Time Travelling With a Hamster
Ross Welford



Room 13
Robert Swindells



Kick
Mitch Johnson



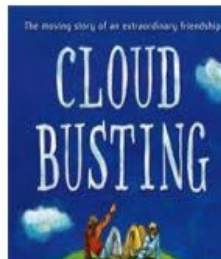
Millions
Frank Cottrell Boyce



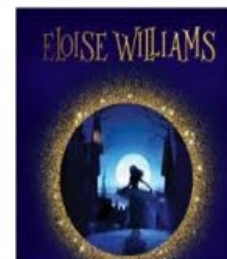
Street Child



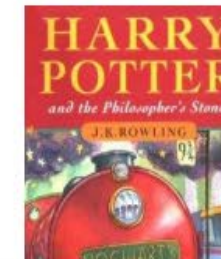
Cogheart



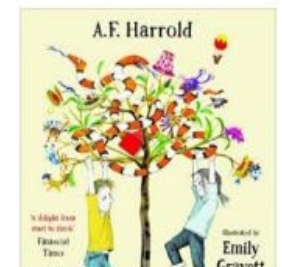
Cloud Busting



Elsie Williams



Harry Potter and the Philosopher's Stone
J.K. Rowling



A.F. Harrold

Vocabulary

-What does the word mean in this sentence?

-Find and copy a word which means ...

-What does this word or phrase tell you about

-Which word in this section do you think is the most important? Why?

-Which of the words best describes the character/setting/mood etc?

-Can you think of any other words the author could have used to describe this?

-Why do you think is repeated in this section?



Explain

-Who is your favourite character? Why?

-Why do you think all the main characters are girls in this book?

-Would you like to live in this setting? Why/why not?

-Is there anything you would change about this story?

-Do you like this text? What do you like about it?

Retrieve

-What kind of text is this?

-Who did.....?

-Where did.....?

-When did.....?

-What happened when.....?

-Why did happen?

-How did?

-How many.....?

-What happened to.....?



Infer

-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?

Predict

-Look at the book cover/blurb - what do you think this book will be about?

-What do you think will happen next? What makes you think this?

-How does the choice of character or setting affect what will happen next?

-What is happening?

-What do you think happened before?

-What do you think will happen after?

-What do you think the last



Sequence

-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 VIPERS



VOCABULARY

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 the word that is closest in meaning to ...

Find a word or phrase which shows/suggests that...



INFER

Find a group of words which show that...

How do these words make the reader feel?

How does this paragraph suggest this?

What impressions of ... do you get from these paragraphs?

What voice might these characters use?

What was ... thinking when...

Who is telling the story?



PREDICT

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.

READING VIPERS



EXPLAIN

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 the phrases that 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 section was the most interesting/exciting part?

How are these sections linked?



RETRIEVE

How would you describe this story/text? What genre is it? How do you know?

How did...? How often...? Who is...?

Who had...? Who did...? How ...is ...?

What happened to ...? What does ... do?

What can you learn from ... from this section?

The story is told from whose perspective?



SUMMARISE

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

"Reading is the gateway for children that makes all other learning possible." - Barack Obama.

Intent: At Wimbish Primary Academy, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers.

We expect our children to leave Wimbish Primary Academy reading fluently and effortlessly, with understanding at an age appropriate interest level in readiness for Secondary School.

For this to be achieved, carefully planned, systematic, multi-sensory Phonics lessons are taught to enable children to become equipped to decode words accurately; develop an understanding of our complex phonetic code and consequently, become fluent readers. English lessons focus on developing a 'living library' in children's minds, created by engagement with high quality books throughout their Primary years. Our approach to teaching reading is **'Phonics First...but not forever'** as fluency, comprehension and enjoyment of reading across the whole curriculum are our ultimate goals as the children move through the school.

In EYFS, reading is an important feature inside and outside the classroom. We have a range of ways in which we promote reading:

- Book corners that are stimulating and accessible owned and loved by children, indoors and outdoors.
- Using core books to plan for children's interests and class topics
- Children have the opportunity to read to an adult, using phonically decodable reading books. Reading records communicate reading progress between home and school and include teachers' and parents' feedback.
- Having enthusiastic staff who share their excitement of books with children
- Having a range of quality books available in all areas of the classroom
- Having opportunities for independent writing in all areas of the classroom
- Using story props, story sacks, role-play areas and displays to enhance core books and vocabulary
- Involving parents in understanding the importance of early literacy through parents' workshops, newsletters, home shared reading and reading books etc.
- Listening to and joining in a variety of genres, for example, non-fiction, poems, recorded stories, rhymes etc.
- Opportunities to retell and to act out stories using props and story maps.

KS1:

As the children become more confident readers, they participate in reading sessions where they can enjoy stories, poems and non-fiction, often linked to past and present topics. The books are used to teach specific reading skills and enable the children to develop language and ideas for their own writing as well discussing new words and their meanings. They are taught a range of strategies to decode words, with an emphasis on phonological knowledge and word building skills. They are encouraged to express their opinions about the books they read, giving reasons for their answers and indicate their comprehension of texts through adult questioning and group discussion.

- Individual reading and whole class/shared reading happens throughout the week or 30 minutes to further develop word recognition and comprehension skills.
- In all these activities, the teaching teams will look for opportunities to deepen 'book talk' and to develop the children's spoken vocabulary.

KS2

-Most children are reading fluently by the time they start Key Stage 2. Our task now is to make sure the children's understanding of the text is keeping up with their ability to read fluently.

-The teaching team will be asking highly focused questions that challenge children's ideas:

- In fiction, we will be developing their ability to infer, deduce and to speculate on the reasons for authors' character, setting and plot choices. We will be using new texts as an opportunity to grow a rich spoken vocabulary.
- We will use non-fiction texts to deepen the children's understanding of subjects across the curriculum. We are seeking to ensure children appreciate reading helps them to understand the world around them. Again, we aim to use reading as a tool to increase the children's vocabulary across every subject area.

This is how we present the reading domains

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence



KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

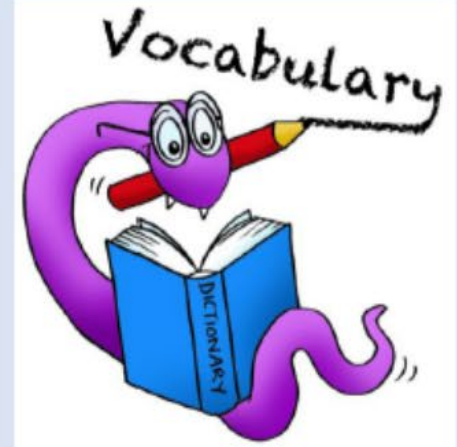
Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



Key Stage 2

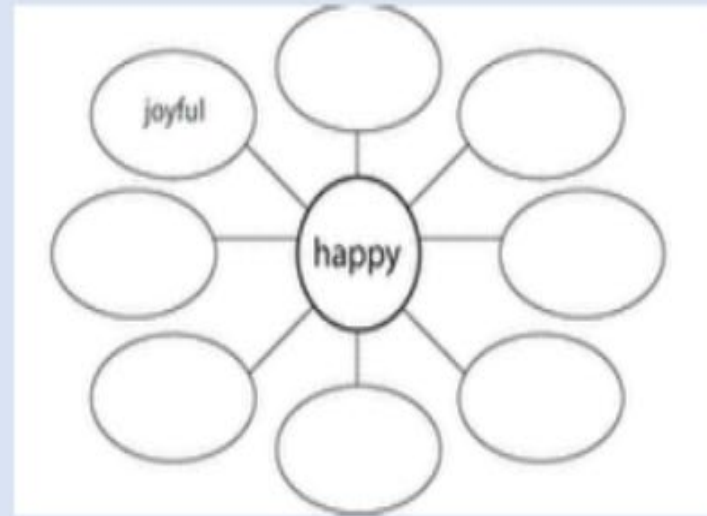
This VIPER involves analysing vocabulary choices and making links to known vocabulary.



Don't assume that your child knows the meanings of words that they can read or decode. Question them about vocabulary and encourage them to note down unfamiliar words. Look these up in a dictionary together.

EXPAND VOCABULARY

Helping children to develop their vocabulary is vital. Creating 'word webs' together can be a good way of finding synonyms for words that children come across in texts read.



Classroom visits

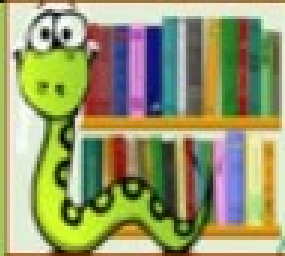
- Wander around and find your child/children reading and ask them what they are reading?
- KS1: will be reading one of the Recommended Reads and the adult will be asking questions from the VIPERS bookmark
- KS2: will be 'Book Tasting' and reading a Recommended Read; finding delicious/interesting words in the book and completing a book review.

At 9.30am, you will return to the hall and will have the opportunity to ask questions.

KS1

Vocabulary


- What does the word mean in this sentence?
- Find and copy a word which means ...
- What does this word or phrase tell you about?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



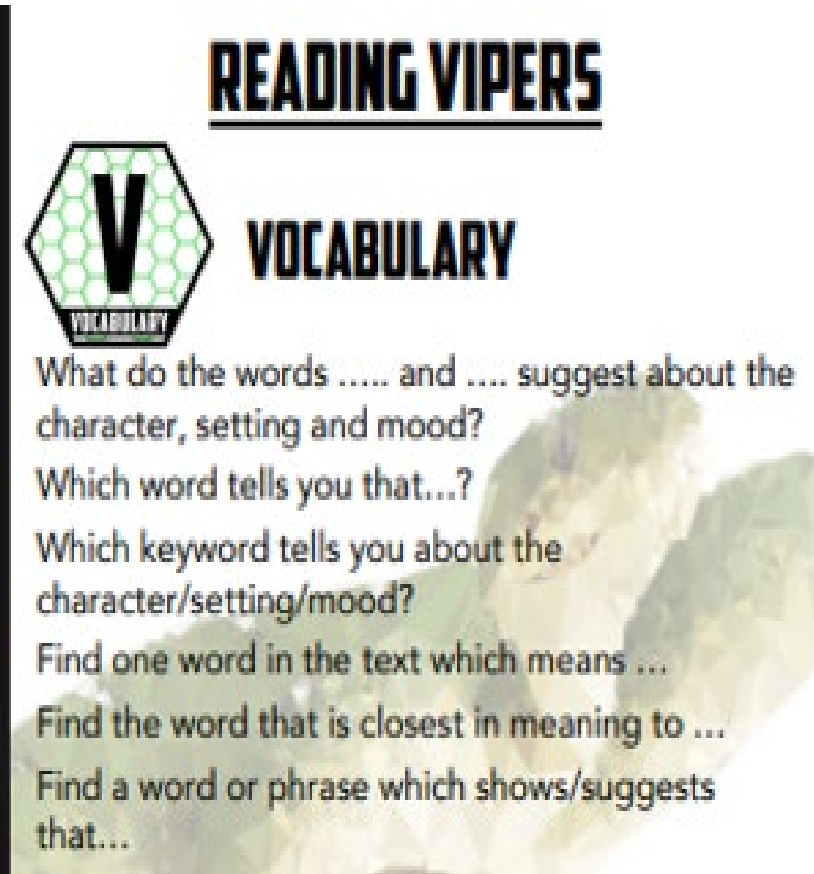
KS2 (Y3-6)

READING VIPERS

V **VOCABULARY**



- 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 the word that is closest in meaning to ...
- Find a word or phrase which shows/suggests that...



What would you like...?

- Add your child's name and class to the list if you would like any of the following:
- Another Recommended Reads booklet
- Bookmark
- To come and hear individual children read (DBS and 2 references will be needed)
- Ideas for the next reading workshop