



# Reading at Christ Church



# The magic of reading

Polar Bear Polar Bear

<http://www.youtube.com/watch?v=qU97IXT8>

MIs

# The power of reading

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.





# The Facts

There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.

Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly. DfE analysis suggests that if all pupils in England read for enjoyment every day or almost every day, the boost to Key Stage 2 performance would be the equivalent of a rise of eight percentage points

# Reading memories

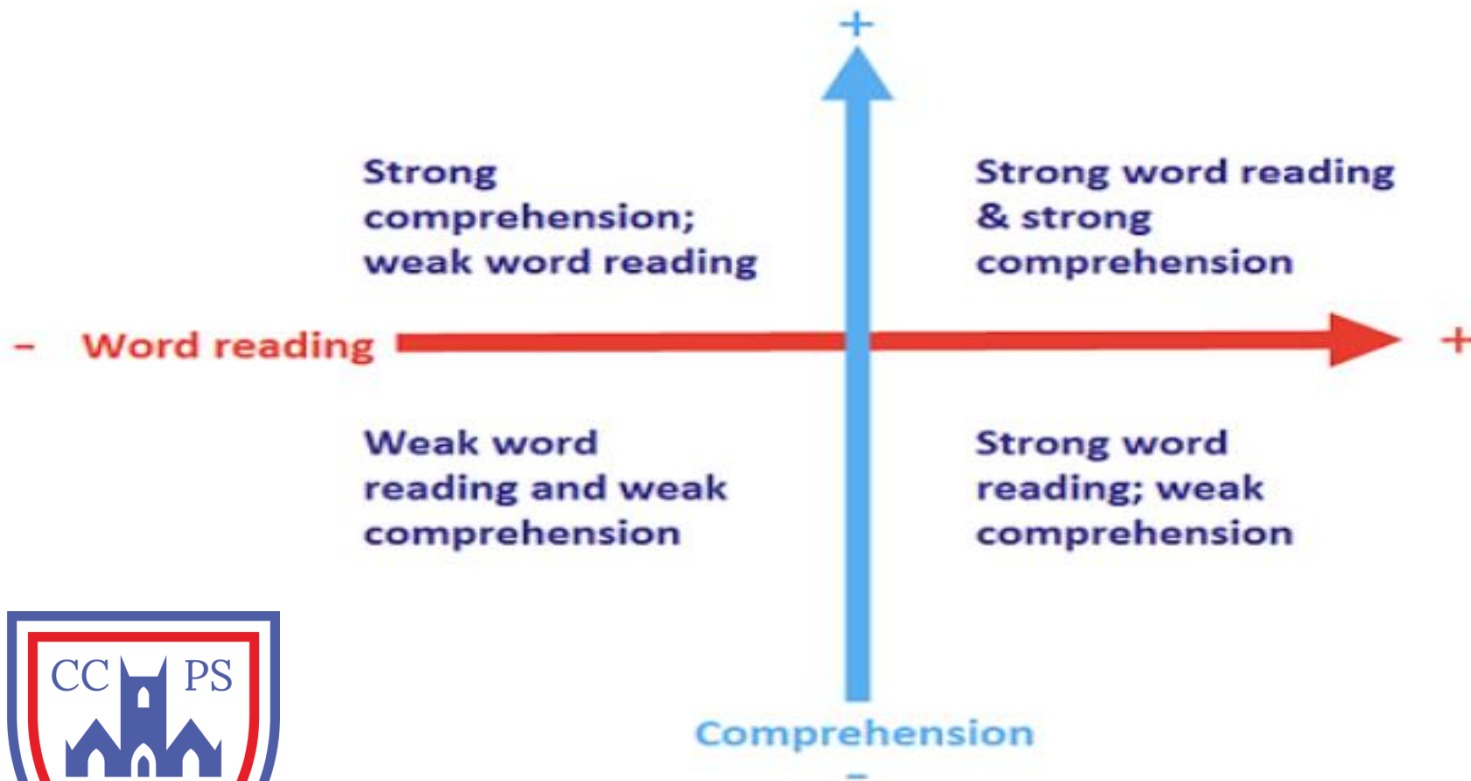
Do you have a good childhood memory about books and reading?

Do you have an unpleasant memory?

It is the conditions and feelings associated with your good memory that should be recreated for reading with your child.



# View of reading



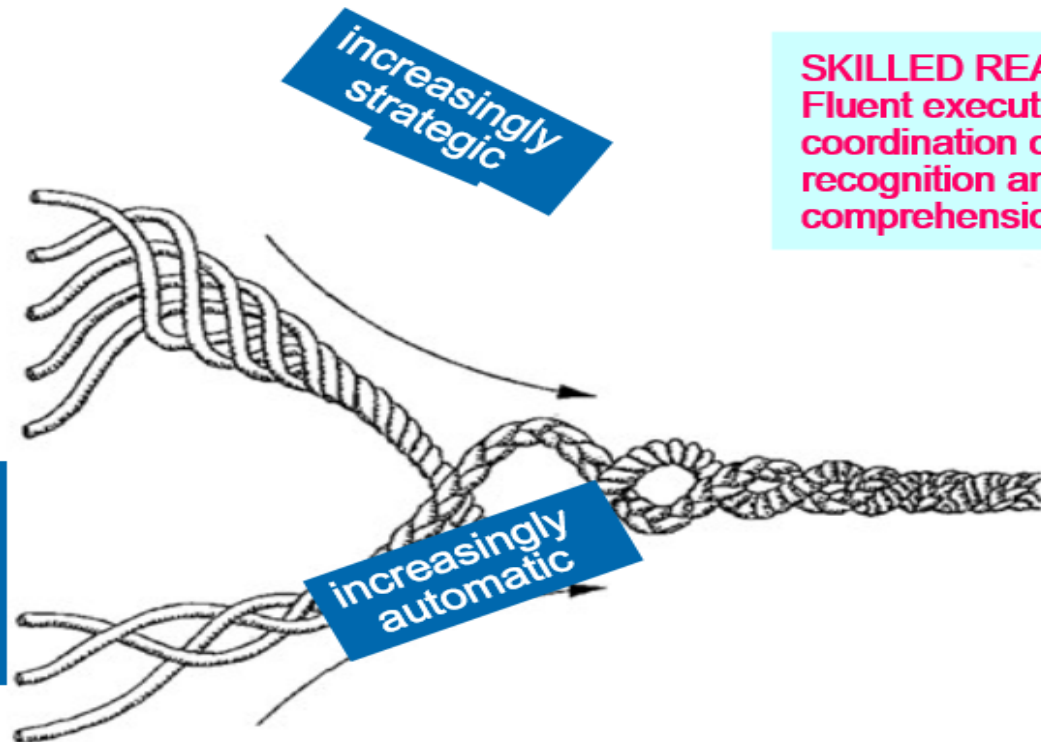
# Scarborough's "Rope" Model of Reading Development

## LANGUAGE COMPREHENSION

**Background Knowledge**  
(facts, concepts, etc.)  
**Vocabulary Knowledge**  
(breadth, precision, links, etc.)  
**Language Structures**  
(syntax, semantics, etc.)  
**Verbal Reasoning**  
(inference, metaphor, etc.)  
**Literacy Knowledge**  
(print concepts, genres, etc.)

## WORD RECOGNITION

**Phonological Awareness**  
(syllables, phonemes, etc.)  
**Decoding** (alphabetic principle,  
spelling-sound correspondence)  
**Sight Recognition** (of familiar words)





## Reading in school and at home

Throughout Foundation Stage, Key Stage 1 and into KS2 we use books aligned to phonic phases. Children's books from a range of publishers have been carefully grouped to provide progression through the phonic phases, from very simple texts to texts for fluent readers. It is important to remember that children do develop as readers at different rates. The chart below shows the progression through the phonic phases and how book bands approximately fit within these.

Teachers have assessed books according to the most appropriate phonic phase so, occasionally, the colours on books brought home will vary.

# Reading in school and home



It is important to ensure that children working in the early bands have secure understanding so that they remain in control of the task and well-motivated as they move on to more challenging texts. This is particularly important for children at the early stages of learning English as an additional language.

A Word of Caution!

Reading is not a race, it is a journey! Children learn at different rates just as they learn to walk, dress themselves etc., at different rates. Reading must not be treated as a competition. If children are rushed through the books they will not achieve the enjoyment and understanding necessary. Books that they find too difficult will soon put them off reading.



# Reading at Home – Expectations

## Why Read 20 Minutes at Home?

STUDENT A	STUDENT B	STUDENT C
<ul style="list-style-type: none"> <li>• Reads an average of 20 minutes per day.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads an average of 5 minutes per day.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads an average of 1 minutes per day.</li> </ul>
<ul style="list-style-type: none"> <li>• 3,600 minutes/school year</li> </ul>	<ul style="list-style-type: none"> <li>• 900 minutes/school year</li> </ul>	<ul style="list-style-type: none"> <li>• 180 minutes/school year</li> </ul>
<ul style="list-style-type: none"> <li>• 1,800,000 words per year</li> </ul>	<ul style="list-style-type: none"> <li>• 282,000 words per year</li> </ul>	<ul style="list-style-type: none"> <li>• 8,000 words per year</li> </ul>
<p>By 6th grade student has read for an equivalent of : <b>60 school days</b></p>	<p>By 6th grade student has read for an equivalent of : <b>12 school days</b></p>	<p>By 6th grade student has read for an equivalent of : <b>3 school days</b></p>
<p>In order for children to become better readers, they need time to read.</p>		

# Reading in School – What do we do?

## The *Teaching* of Reading



**Home readers (please record in the diaries – teachers may not!)**

Sometimes, as parents, there is an expectation that children are heard reading often in school. This may be the case for some, but not all children. The hearing of reading is not the same as the teaching of reading.

***The hearing of reading is NOT the teaching of reading***

# Reading in School – What do we do?

## *The Teaching of Reading*



Phonics – daily in the early years at school

Guided Reading

Whole Class Reading

Independent reading

Personal reading

Focused reading activities

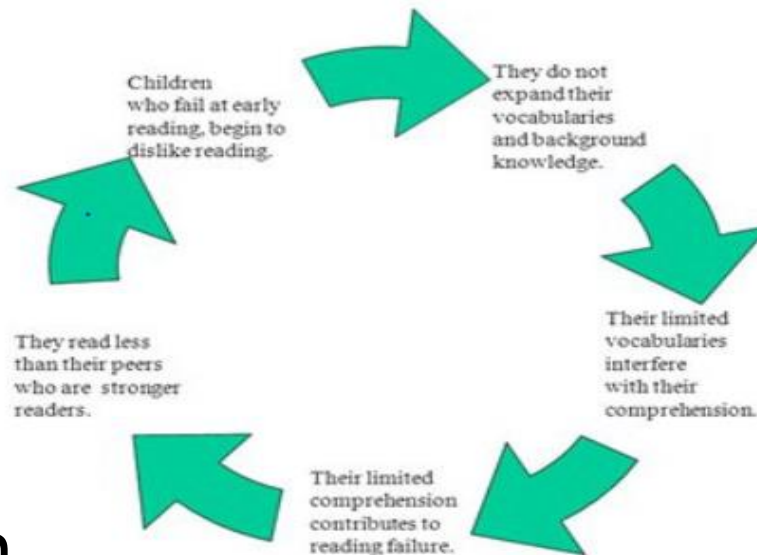
Reading across the curriculum

Class novels and stories



# Poor comprehension

## The Matthew Effect (Stanovich, 1986)



35

The word rich  
get richer but  
the word poor  
get poorer.

**What is the % of words known in a text to ensure effective reading comprehension ?**

50% 55% 60% 75%  
80% 85%  
90% 95%



95 %



# Decoding v Comprehension

- In the mind of pupils, decoding seems to have a much bigger profile than comprehension (barking at print!)
- They think decoding rather than comprehension is the main point of reading
- Studies show that one in ten pupils who decode adequately experience comprehension problems when reading texts (i.e. 3 children in every class!)
- Accurate decoding is crucial but still does not guarantee comprehension

# Understanding (Comprehension)

Being able to read does not mean you understand what you read.

Your child might sound like a good reader but may not necessarily understand what the text means. The best way to develop understanding is to talk about texts.



The next slide is easy to read – does anyone understand what it means?

## **An extract taken from a computer manual**

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.

**“Children do not have a larger vocabulary because they are smarter - they are smarter because they have a larger vocabulary.”**





# Understanding Comprehension

Finding information on the page.

Being able to find information that is *not* on the page. (Inference - Looking for clues)

Thinking about situations and predicting what might happen.

Putting yourself in a character's shoes and understanding what is going on from their viewpoint.

Book talk to make your child think.



# Stamina and Fluency

**Reading stamina is a child's ability to focus and read independently for extended periods of time without being distracted or without distracting others.**

**Fluency is the ability to read a text accurately, quickly, and with expression. Fluency is important because it provides a bridge between word recognition and comprehension. When fluent readers read silently, they recognise words automatically. When reading aloud, fluent readers read in phrases and add intonation appropriately.**

**90% of comprehension problems are due to fluency.**

# Why is it important?



**Stamina and fluency help to embed a love of reading – if it is less laborious, it's more enjoyable!**

**Reading assessments are long and require a great deal of concentration to remain focussed and on task. The end of KS2 Reading SAT paper required the children to read three challenging texts and answer questions on them in a 1 hour time period.**

**Reading is a life-long skill – being a fluent reader who can read for a prolonged length of time prepares children for the future.**

# Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK.

You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

## Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

## Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.



# Tony Ross, in his own words

## Why did you become an illustrator and writer?

It just happened. I didn't like my job at the time and I wanted to do something to cheer myself up. I never thought I'd be an artist as I always wanted to work with horses. I once wrote to an actor to ask if I could be a cowboy in one of his films!



## Where did you write your first book?

I wrote my first book when I was at work. It was called *Tales from Mr Toffy's Circus*.

## How long does it take to write a book?

It can vary. Sometimes, it is as little as a few days to do the story and the pictures, but thinking about the idea can take weeks, months or even years.

## Are there any characters that you really enjoy drawing?

I love drawing Miss Battle-Axe from the Horrid Henry books. She never smiles.

## Is it hard to do illustrations for other writers' books?

It's easier to illustrate your own because every illustrator has things they don't like to draw or can't draw. If you write the story yourself you don't include those things in the story!



# The Greedy Man

**A long time ago** in China, there were two neighbours, a kind farmer and a greedy merchant. One evening, when they were walking along a riverbank, they saw a wounded bird. The tiny sparrow was hurt and its body was throbbing in pain. The farmer stopped to pick it up and stroked its ruffled feathers.

"Why bother with a creature that is half dead? It will be nothing but trouble to you," said the greedy man impatiently.

"You go on ahead," said the farmer.

He brought the bird home to care for it, talking to it each day as if it were a little child. When the bird's broken wing was better, he knew he must let it go, although he was sad to say goodbye.



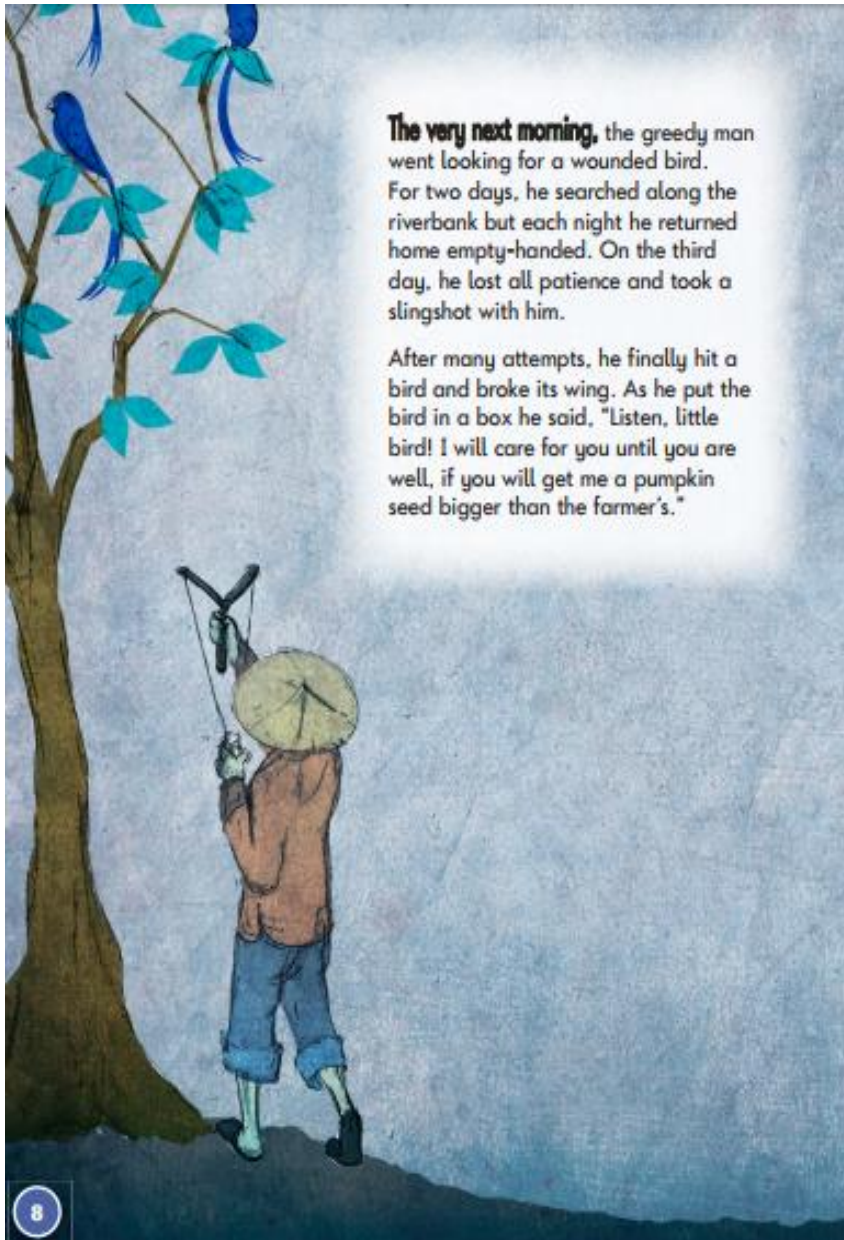
"Go, little one, fly away," he said, gently.

And then an odd thing happened. The bird spoke. "You were so kind to me and expected nothing in return. I shall return with your reward."

**Later that day**, the little bird returned carrying a large pumpkin seed for the farmer to plant. The seed grew into a long vine with many little pumpkins on it. Delighted, the farmer watched the pumpkins ripen, then he split one open to eat. It burst, not with pumpkin flesh but with gold! Every single pumpkin he cut was filled with riches. The farmer was so pleased with his good fortune that he rushed to tell everyone.

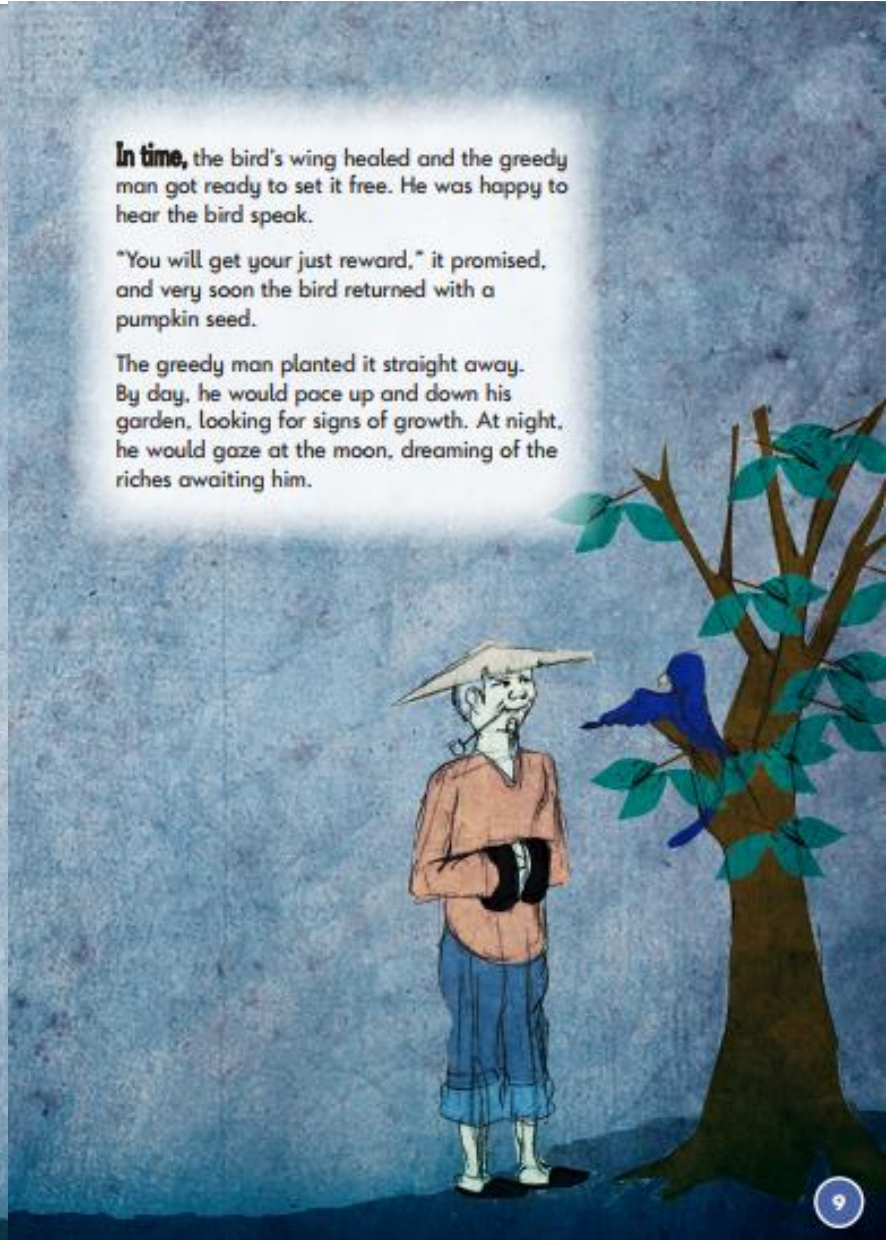
The greedy man was so jealous that he felt sick. He was determined to get rich in the same way.





**The very next morning**, the greedy man went looking for a wounded bird. For two days, he searched along the riverbank but each night he returned home empty-handed. On the third day, he lost all patience and took a slingshot with him.

After many attempts, he finally hit a bird and broke its wing. As he put the bird in a box he said, "Listen, little bird! I will care for you until you are well, if you will get me a pumpkin seed bigger than the farmer's."



**In time**, the bird's wing healed and the greedy man got ready to set it free. He was happy to hear the bird speak.

"You will get your just reward," it promised, and very soon the bird returned with a pumpkin seed.

The greedy man planted it straight away. By day, he would pace up and down his garden, looking for signs of growth. At night, he would gaze at the moon, dreaming of the riches awaiting him.

**Before long,** the seed had grown into a strong vine. Every day, it grew higher and higher. It seemed to the greedy man that the vine was reaching up to the moon itself! But why were there no pumpkins on the vine?

"Maybe my reward is going to be greater than the farmer's. Perhaps I am meant to go up to the moon itself and collect my riches," he said to himself, clapping his hands in delight.

The greedy man began to climb the vine, which did indeed lead to the moon. He immediately began searching for the glint of gold or silver, but found nothing. He felt sure that the bird had cheated him. "Wait till I get my hands on that bird!" he cried.



He looked around for the vine, but he was in for another surprise. The whole plant had vanished. Gone! He moaned and groaned and beat his head with his fists. He was stranded on the moon.

And he has lived there to this day.

That is how the old tale explains why, on some nights, you too may see this greedy man on the moon.

*Maria and Oliver are attending a party in the garden of a house that used to belong to Maria's family. They sneak away to explore the grounds.*

## *The Lost Queen*

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

"Come on," Maria said impatiently.

Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. The oars made a click-clack sound in the hush and haze of the summer afternoon. Ripples of water fanned out behind them as they crossed the glassy surface of the lake.

The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.

Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.

It was a name.

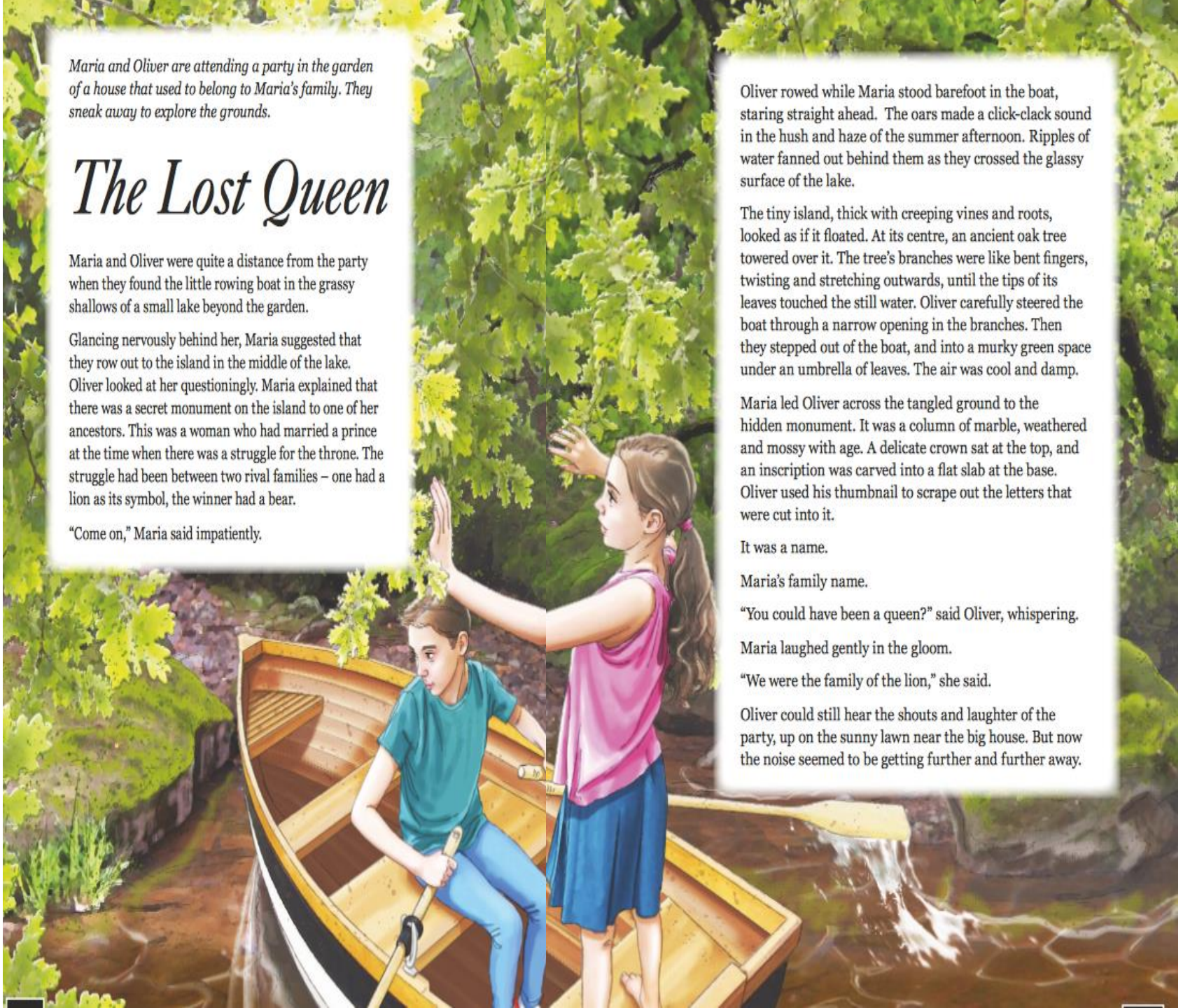
Maria's family name.

"You could have been a queen?" said Oliver, whispering.

Maria laughed gently in the gloom.

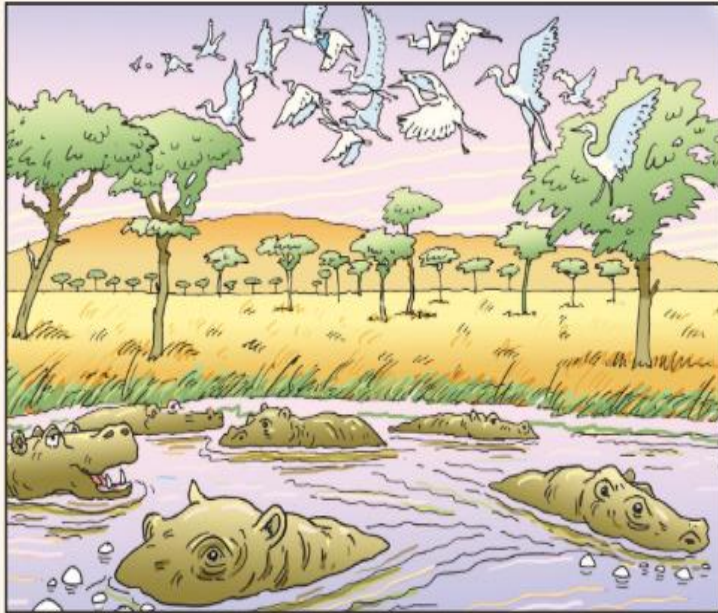
"We were the family of the lion," she said.

Oliver could still hear the shouts and laughter of the party, up on the sunny lawn near the big house. But now the noise seemed to be getting further and further away.



This story takes place in a huge grassland area in southern Africa. The grasslands there are called 'savannah'.

# Wild Ride



Dawn was casting spun-gold threads across a rosy sky over Sawubona Game Reserve as Martine Allen took a last look around to ensure there weren't any witnesses. She leaned forward like a jockey on the track, wound her fingers through a silver mane, and cried, 'Go, Jemmy, go.'

The white giraffe sprang forward so suddenly that she was almost unseated, but she recovered and, wrapping her arms around his neck, quickly adjusted to the familiar rhythm of Jemmy's rocking-horse stride. They swept past the dam and a herd of bubble-blowing hippos, past a flock of startled egrets lifting from the trees like white glitter, and out onto the open savannah plain. An early morning African chorus of doves, crickets and go-away birds provided a soundtrack.

For a long time Martine had only ever ridden Jemmy at night and in secret, but when her grandmother had found out about their nocturnal adventures she'd promptly banned them, on the grounds that the game reserve's deadliest animals were all in search of dinner after dark and there was nothing they'd like more than to feast on a giraffe-riding eleven-year-old. For a while Martine had defied her, but after several close calls and one terrible row with her grandmother, she had come to accept that the old lady was right. When lions were on the hunt, the game reserve was best avoided.

Another of her grandmother's rules was that Martine ride sedately at all times. 'No faster than a trot and, in fact, I'd rather you stuck to a walk,' she'd counselled sternly.

Martine had paid almost no attention. The way she saw it, Jemmy was a wild animal and it was only fair that he should have the freedom to do what came naturally, and if that meant tearing across the savannah at a giraffe's top speed of thirty-five kilometres per hour, well, there wasn't a lot she could do about it. It wasn't as if she had reins to stop him. Besides, what was the point of riding a giraffe if the most he was permitted to do was plod along like some arthritic pony from the local stables?

Jemmy clearly agreed. They flew across the grassy plain with the spring breeze singing in Martine's ears. 'Faster, Jemmy!' she yelled. 'Run for your life.' And she laughed out loud at the heart-pounding thrill of it, of racing a wild giraffe.

Continued on the next page

A streak of grey cut across her vision, accompanied by a furious, nasal squeal: 'Mmwheehh!'. Jemmy swerved. In the instant before her body parted company with the white giraffe's, Martine caught a glimpse of a warthog charging from its burrow, yellow tusks thrust forward. Had her arms not been wrapped so tightly around the giraffe's neck, she would have crashed ten feet to the ground. As it was, she just sort of swung under his chest like a human necklace. There she dangled while Jemmy pranced skittishly and the warthog, intent on defending her young, let out enraged squeals from below. Five baby warthogs milled around in bewilderment, spindly tails pointing heavenwards.



The pain in Martine's arms was nearly unbearable, but she didn't let go. She adored warthogs – warts, rough skin, ugly ears and all – but their Hollywood movie star eyelashes didn't fool her. In a blink of those lashes, their tusks could reduce her limbs to bloody ribbons.

'Jemmy,' she said through gritted teeth, 'walk on. Good boy.'

Confused, the white giraffe started to lower his neck as he backed away from the warthog.

'No, Jemmy!' shrieked Martine as the warthog nipped at the toe of one of her boots. 'Walk! Walk on!'

Jemmy snatched his head up to evade the warthog's sharp tusks, and Martine was able to use the momentum to hook her legs around his neck. From there, she was able to haul herself onto his back and urge him into a sprint. Soon the warthog family was a grey blur in the distance, although the mother's grunts of triumph took longer to fade.

Martine rode the rest of the way home at a gentle walk, a thoughtful smile on her lips. That would teach her to show off – even if it was only to an audience of hippos. At the game reserve gate, Jemmy dipped his head and Martine slid down his silvery neck as though she was shooting down a waterslide. That, too, wasn't the safest way of dismounting, but it was fun. She gave the white giraffe a parting hug, and strolled through the mango trees to the thatched house.

This is an article about the dodo,  
a bird that is now extinct.

# The Way of the Dodo



An artist's impression of the  
dodo from 300 years ago.

The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by their own animals – dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.

One of the victims was a large, flightless relative of the pigeon. The island invaders started to call the bird a 'dodo', which meant 'silly bird'.

Although the dodo was hunted for food, this was not the main reason it died out. It is more likely that having never faced predators before, and unable to fly away, the adult birds fell prey to dogs and cats. Meanwhile, their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats.

Less than 100 years after man's arrival, the dodo, which had once numbered in the hundreds of thousands, slipped into the pages of folklore.



A drawing of a dodo from around 1646.

Until a few years ago, all knowledge of the dodo came from secondary reports from the time that were not always reliable, a handful of remains and just one complete skeleton. Nobody knew what the dodo really looked like. Before cameras, newly discovered animals could only be drawn or painted. However, many of the artists had no knowledge of natural history and were more interested in producing colourful paintings of animals than recording their true likeness.

Then, in 2005, a team of scientists unearthed thousands of dodo bones in some mud flats in Mauritius. The remains date back to over 4,000 years ago, when the island was suffering from a lengthy drought. The mud flats would have formed a freshwater oasis in an otherwise parched environment. It is thought that most of the animals, while trying to reach the slowly receding waters of the lake, became stuck and died of thirst or suffocation. However, clearly some dodos survived as they did not become extinct until much later.

This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.

As scientists learn more about the dodo, and begin to see the bird in a new light, we are reminded that the dodo was badly misjudged. Maybe it is humans who should be judged, as we can have a devastating impact on the natural world. No other creature should be allowed to go the way of the dodo.



A modern reconstruction  
of a dodo.





# Helping at home

# Modelled reading



## **‘Strictly Come Reading’**

*Take it in turns to listen to one another read, providing marks out of 10 for each other’s reading. Provide feedback on what was good e.g. expression, phrase reading etc.*

**Listen** to audio books, whilst following the texts.

**Watch** videos of poets reading their own material.

**Adult** read a page using appropriate expression, child read the following page mirroring what was heard before.

# Repeated reading



**Research over the past two decades has identified repeated reading as the key strategy for improving children's fluency skills (NICHD, 2000).**

**Give children the opportunity to:**

- read and then re-read the same text;
- re-read favourite books and familiar poems;
- re-visit easier texts;
- share texts they read when they were younger;
- practise silently reading familiar material, using their 'inner voice'.

# Eco and choral reading



## Echo Reading

*Read a line and ask your child to read a line back to you in exactly the same way. Practise this with pairs of lines/verses from a poem.*

## Choral Reading

*Read together/as a family. You will find that the children naturally mirror the adult's voice, using expression in the same places. It also makes children less apprehensive about making a mistake as they are not reading alone.*

It's not what you say, it's the way that  
you say it!



**Lucy borrowed my new bike.**

**Read it as if:**

**You've got other bikes.**

Lucy borrowed my *new* bike.

**You don't think she planned to give it back.**

Lucy 'borrowed' my new bike.

**You can't believe Lucy would do such a thing.**

*Lucy* borrowed my new bike.

# Other strategies



**I read a page, you read a page.**

**Follow the leader – I'll read, you follow.**

**Record our reading.**

**Silly voices – read in a whisper, squeaky voices.**

**Direct speech detectives – play different characters.**

**Read in the dark – with a torch.**

**Guess the next word – stop reading mid-sentence.**

**Change the word – spot which one has changed.**

# Reading at Home – Enjoy!



Make reading visible; have books available in your home

Share books every day;

Boys need to see that reading is something men do.

Talk about books.

Sit and listen – avoid doing chores around the reader.

Respect choices.



## Reading at Home – Enjoy!

Evidence suggests that parents and the home environment are essential to the early teaching of reading and fostering a love of reading. Key findings from the evidence include:

- Parental involvement in a child’s literacy has been reported as a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri and Buchanan, 2004 – cited in Clark and Rumbold, 2006);
- Children whose home experiences promote the view that reading is a source of entertainment are likely to become intrinsically motivated to read (Baker, Serpell and Sonnenschein, 1995 – cited in Clark and Rumbold, 2006);
- Children are more likely to continue to be readers in homes where books and reading are valued (Baker and Scher, 2002 – cited in Clark and Rumbold, 2006).

# What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together. Have we heard that word before?
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

# How to use these strategies at home

John let his pet frog go.

It \*\*\*\*\*across the grass.

*What is the first sound?*

It **h**\*\*\*\*\* across the grass.

*What would make sense?*

It **hopping** across the grass.

*Does that sound right?*

It **hopped** across the grass.