



Family Reading and Vocabulary Workshop

Mrs R Forrester
St Wilfrid's Catholic Academy
16th November 2022



Aims of the Session

- To understand the progression of reading throughout the school
- To understand the importance of reading and vocabulary and how we teach them at school
- To know how to support your son/daughter further with their love and enjoyment of reading.



Reading

Learning to read

Reading to learn



Where we want our children to be

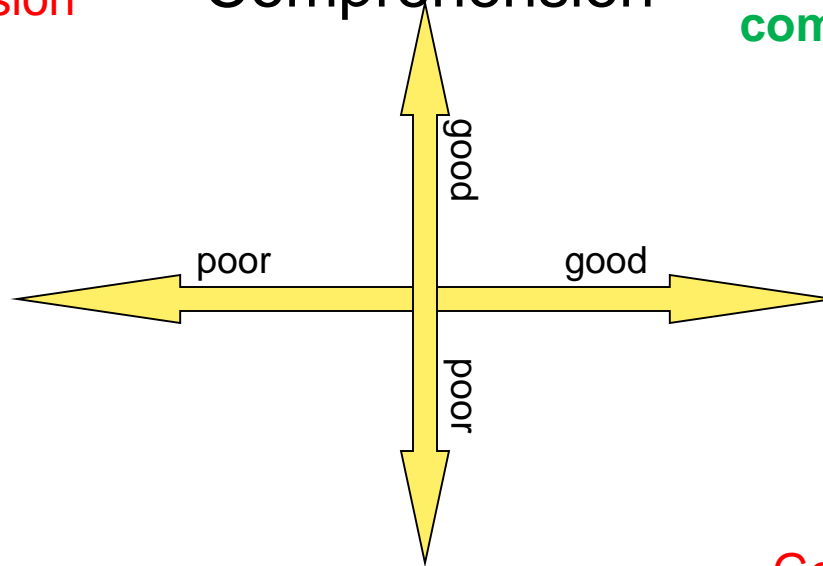


Poor word
recognition: good
comprehension

Understanding/
Comprehension

Good word
recognition: good
comprehension

Word
recognition



Word
recognition

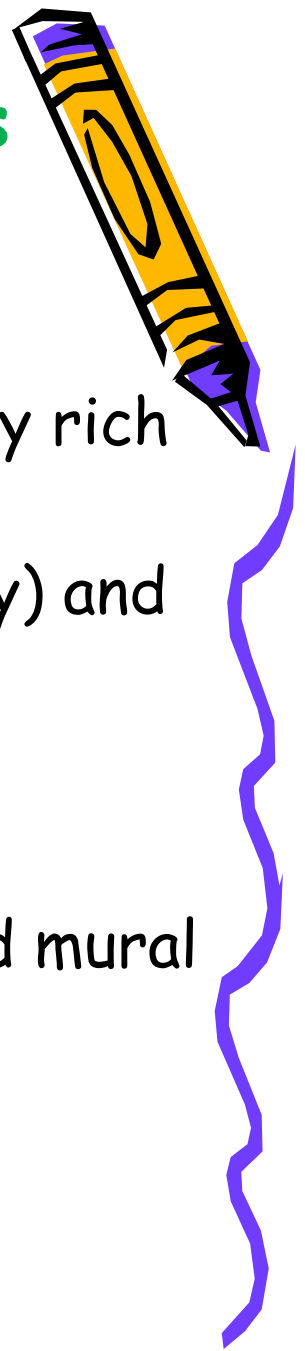
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How we prioritise reading at St Wilfrid's

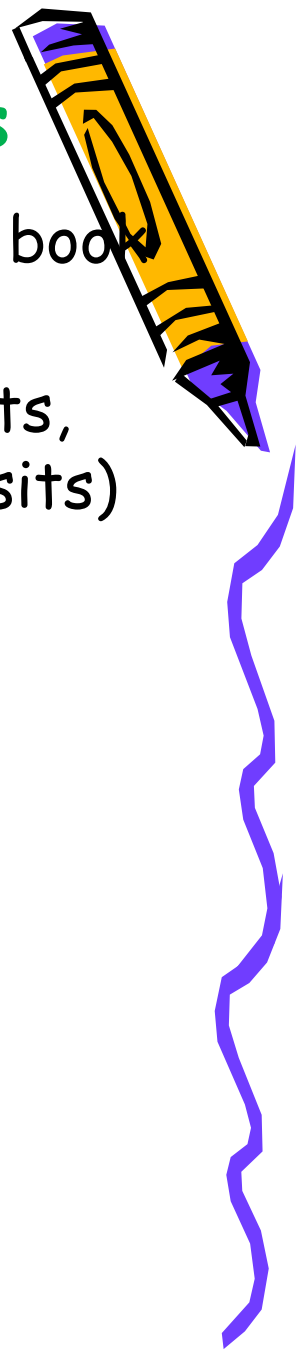


- * The teaching of Phonics begins in Nursery
- * We have purchased class sets of quality, vocabulary rich books for our daily Guided Reading lessons
- * Progression in texts (fiction, non fiction and poetry) and reading skills from Nurs - Y6
- * Key texts drive our English curriculum
- * Teachers read to their classes
- * Development of our libraries - books, furniture and mural
- * Class reading areas/libraries - pupil choice books



How we prioritise reading at St Wilfrid's

- * All children have the opportunity to take a banded book and library book home
- * Reading experiences - World Book Day, author visits, National Poetry day, Book swap, Book Fair, library visits)
- * Vocabulary - big focus in school
- * Many Rewards for daily reading at home
- * Stories being read are posted onto Facebook
- * Older children read to younger children

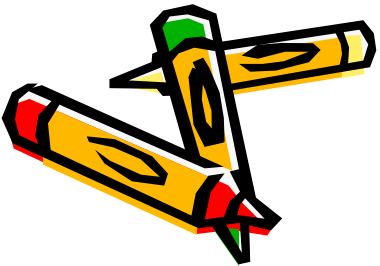
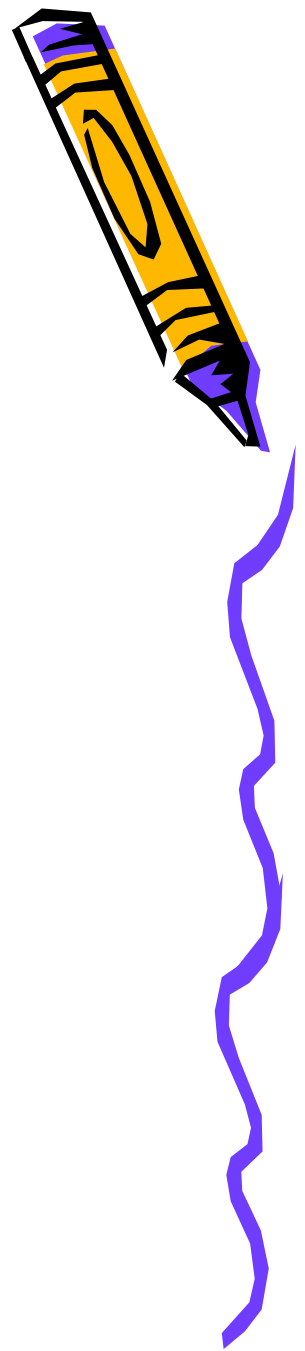


Early Reading

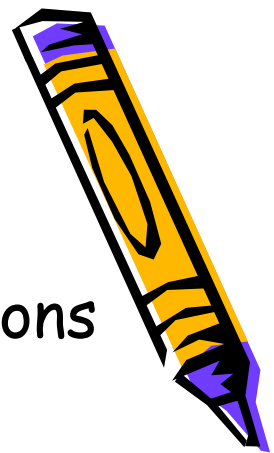
EYFS and KS1

Focus is on:

- * Decoding - Phonics (segment and blend)
Word recognition (Quick words)
- * Comprehension - Understanding text



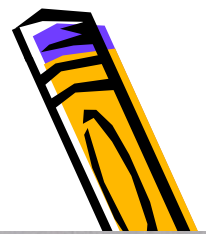
School (EYFS and KS1)



- * Daily Phonics lessons (Bug Club) and catch up lessons (ongoing assessment)
- * Stories are read to the children for enjoyment (puppets/voices)
- * Book of the week (Nursery/Reception)
- * Teachers share reading stories weekly on Facebook
- * Author of the term (Nursery/Reception)
- * Vocabulary is taught explicitly (Word Aware) and displayed
- * Engaging reading areas in the classroom for the children to handle and look at.
- * Children are listened to read by an adult at least once a week



Nursery - Vocabulary



Goldilocks words
I am learning
this week:

Clear



Leaping



Downstream



Ask me about
these words:

Wandered



Couple

2

Twinkling



What did
the character
just do?



Why do you
think that
they did that?



What do you
think will
happen next?

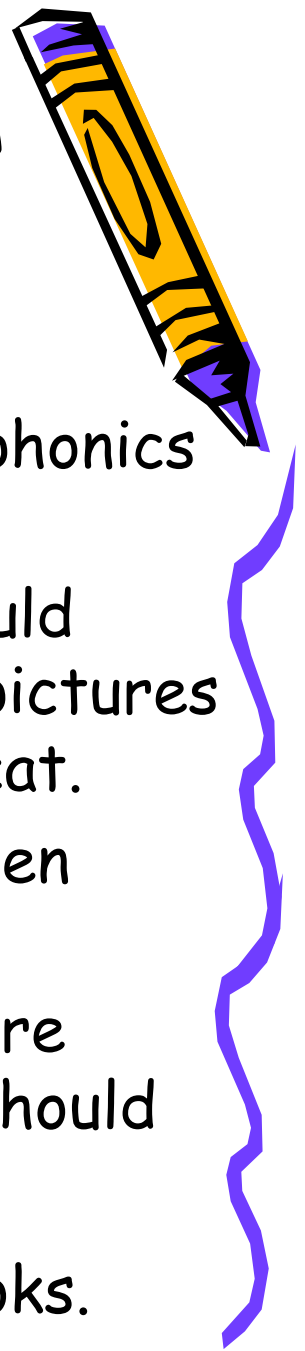


Book of
the Week

Superworm



Home: Nursery and Reception



Books brought home:

Bug Club Book

- * The Bug Club book sent home is about developing phonics knowledge and practicing decoding.
- * For the Bug Club books which are wordless, we would encourage you to ask the children what sounds the pictures they can see start with e.g. 'd' for doll and 'c' for cat.
- * When they progress onto books with words, children need to say the sounds and blend to read.
- * The children need to be encouraged to become more fluent and not sound out words such as it or is and should just recognise these.
- * The children should read the Bug Club books.



Home: Nursery and Reception



Books brought home:

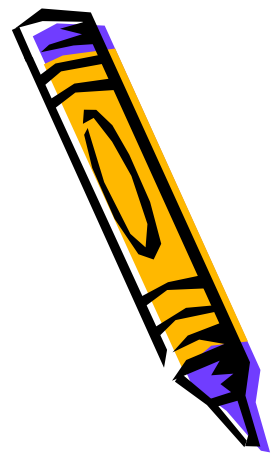
Library Book

This is an age-appropriate picture book which parents/adults should read to your child.

This is to aid development of language and comprehension skills.



Home: KS1 (Yr 1 and Yr 2)



Books bought home and support/tips:

Bug Club Book

- * These are phonetically decodable Bug Club book which match the sounds the children are working on.
- * Books are changed weekly (children assessed regularly)
- * The children should only sound out unfamiliar words and read the words they know confidently to increase their fluency.
- * Allow the children to sound the word out and support them to sound out rather than just telling them the word.



Home: KS1 (Yr 1 and Yr 2)



Books bought home and support/tips:

Library Books

- * These are changed weekly and
- * Share their library book with your children. Discuss the type of book it is (fiction or non fiction) and specific features (index, glossary etc)
- * Be the storytellers - read to your children as they need to hear us read and be positive role models



Early Reading

Supporting Understanding/Comprehension
and building vocabulary



- * Locate and discuss the title/ front cover/ author/ blurb of text (from Nursery we do this)
- * Get children to predict what it might be about and why.
- * Discuss the pictures (What is the weather like?)
- * Encourage children to use the pictures for clues
- * Retell story in own words
- * If they know the word - don't break it down, to enable fluency and understanding
- * Make up stories/characters.



Early Reading



- * Sensory experiences: 'Bear hunt' story (mud - wellies, wellingtons boots, oozy mud, squelch, thick, how it felt or looked, what colour it was - adjectives)
- * Look at coats - talk about the sleeves, buttons, cuffs, pockets, collar,
- * Play games such as 'Headbands' 'Top Trumps
- * Look at words in the environment (shop names, signs)
- * Read for pleasure - fun to play around with refrains -
'run, run as fast as you can, you won't catch me I'm the ...'
'I'll huff, and puff and I'll ...'
- * Create pseudo (made up) words - zat, dat, borg



Building Confidence as Readers

School:

- * Daily guided reading sessions - we teach reading skills such as retrieval, prediction, vocabulary, inference
- * Shared reading in English and across the curriculum (unpick language and organisational features of a text)
- * Teachers read stories to the class
- * Children are listened to read at least once a week
- * Books are recommended to children



Home

- * Children will bring home a book at their own level (up to Pearl and then Green Stickered Free Reader books)
- * Orange stickered Library books - non fiction, poetry, plays, historical fictions, biographies
- * Look at how words are put together in sentences and how punctuation helps the reader. Be aware of punctuation.
- * Encourage children to skim and scan to locate information quickly - referring quickly back to the text is a SATs requirement (KS1 and KS2)
- * Ask lots of questions (see examples)

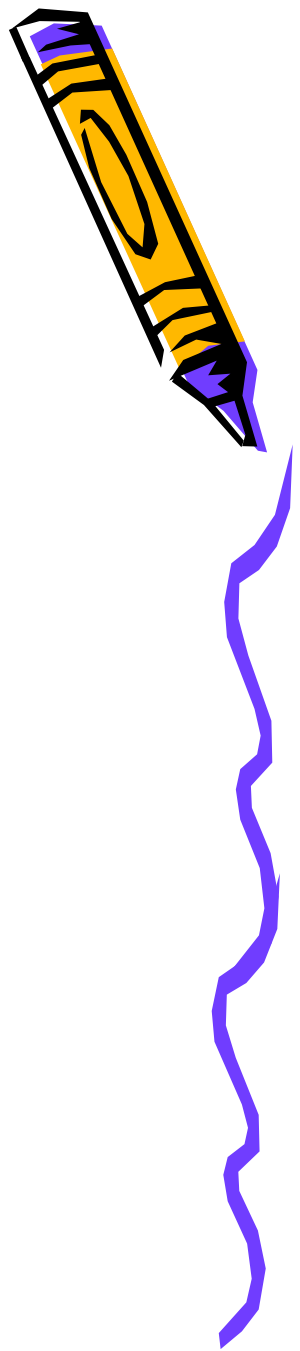


Confident Readers - Home

- * Encourage the children to read as much as possible for pleasure every day
- * Read a wide range of texts for enjoyment and interest (comics, magazines, leaflets, letters, poems, story and information books)
- * Play games such as Top Trumps, Articulate, Guess Who to build vocabulary
- * Read book reviews on the internet (Love reading 4 kids, Newsround) to keep up to date with new authors and books and check recommendations
- * Re-read favourite books
- * Develop skimming and scanning techniques (word searches, contents page, menu prices)



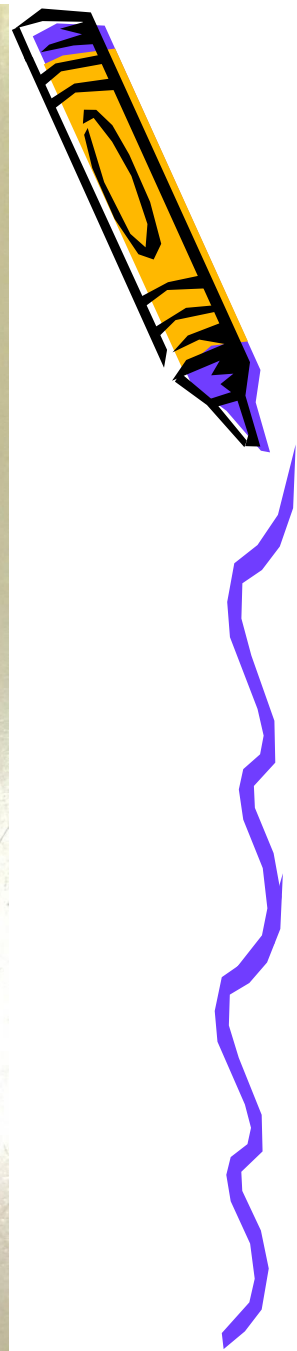
Reading Skills which we teach



Skimming and Scanning

Non Fiction
books

Menus



Types of Questions to help understanding



Literal:

The answer is in the text and you can just pick it out.

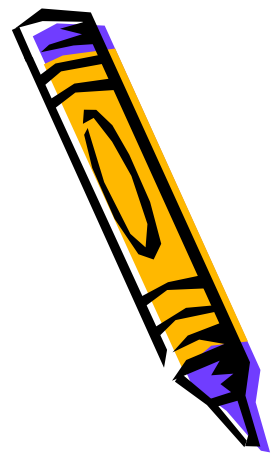
SATs questions:

KS1 retrieval (Order events) Apple Juice

KS2 retrieval (Order events) Grannie



Types of Questions to help understanding



Inferential: (Infer)

You have to 'read between the lines' and find clues in the text to give you the answer.

Pictures are a great way to develop this skill

SATs questions:

KS1 Inference (Vocabulary) Story

KS2 Inference (Impression) Story



The Importance of Vocabulary



Children's early experiences of language have a significant impact on their future development.

We can't teach our children every word, but we can give them strategies to help understand unfamiliar vocabulary



Strategies to support reading and vocabulary



Teach children to be language detectives:

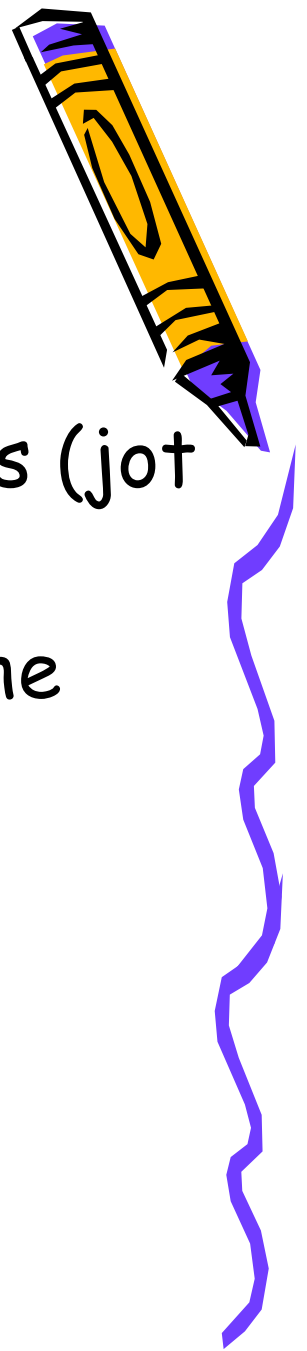
- * Be aware of when they don't understand something - this is what all readers do
- * Do they recognise any words within the word (root word - 'aqua' means water)
- * Look at prefixes and suffixes (un - 'not')
- * Can they work out the word class (is it a verb, a noun etc?)



* Encourage to read on to support understanding

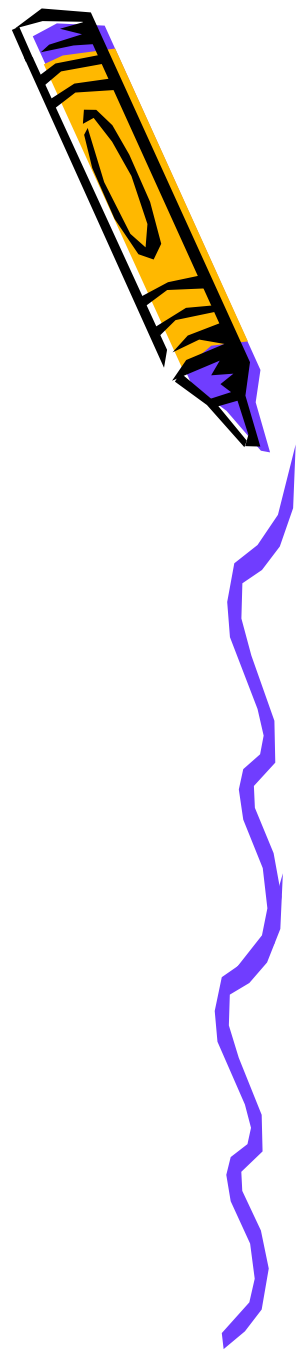
* Encourage children to ask and be curious (jot down unfamiliar words on paper)

* Use prior knowledge of characters or the text to help the make sense of the words



Deepen understanding of known vocabulary

- Discuss synonyms of words (thesaurus)
- What image does it create?
- Idioms/Expressions
- What does it tell us about the character?
- Where have they heard the word before?
- Alternative meanings? (trunk, bat, lie)



The Importance of Vocabulary

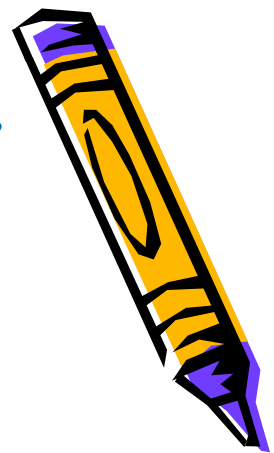


SATs questions:

**KS2 Explain Vocabulary and Find and Copy
(Grannie Poem)**



Language Acquisition - Word Aware



Tier 1 Words (Anchor words)
Everyday talk

Tier 2 Words (Goldilocks words)
These words can be used in lots of lessons and subjects.

Tier 3 Words (Step On words)
These words are specific to a subject. They are more advanced words
(photosynthesis - Science
mellifluous - descriptive)



Word Aware

WHAT IS PROPAGANDA?
Dictionary definition:
Information, especially of a biased or misleading nature, used to promote or publicise a particular point of view.

accumulated


hinder


listlessly

deft


inexorably

power


 deter

 accuse


timid

 detect

berating

 climate

haranguing

symbol
Noun
 π £ %  <

barren

 zone

abolish



[Redacted]

isolated

diminutive

cacophony

How we teach the Tier 2 (Goldilocks) words throughout school

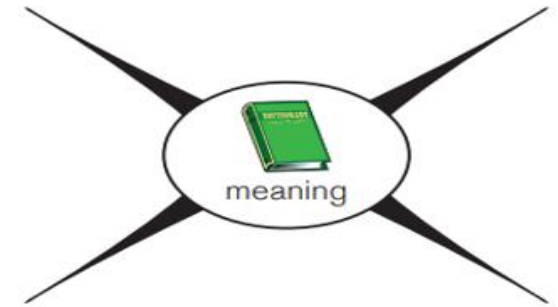




climate



climate



- Climate is a description of the average weather conditions in a certain place for the past 30 or so years.
e.g. He had grown up in a hot climate.

- The current trend of public opinion or of another aspect of life

e.g. Business owners are concerned about the current economic climate

climate



b, c, t It starts with **C**

climate



It rhymes with ...



climate

2 syllables

cli-mate



climate



Say the word to your partner

Word Rap



Say the word ...



Clap the word ...



Read the word ...



Act the word ...



Shout the word ...



Whisper the word ...

climate
cli-mate
climate
climate
climate
climate





climate

Use the word in a sentence.



climate

Add to word pot.



Add to word wall.



Importance of talking



- * Many words have more than one meaning.
- * Talk to children all of the time to ensure they understand

*(I am always **therefore** my friends.)*

* *Ask about their Word Aware or goldilocks words*

* *Big Write Homework*

* *Share school letters with your children*



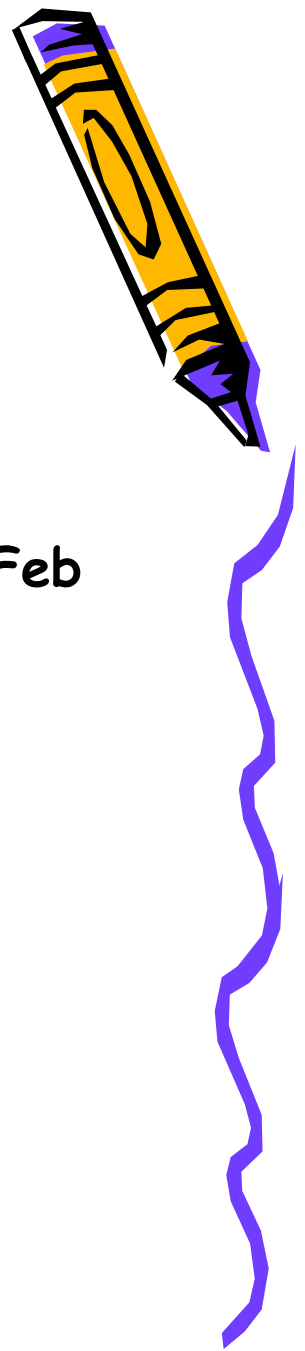
Top Tips

- * Encourage reading for fun and pleasure
- * Try to be role models for reading (male and female)
- * Choose a time of day to read which suits you and your child.
(5 - 10 minutes each day will help)
- * Make it fun - treasure hunts and clues
- * Read in a comfortable, quiet place to allow for focus.
- * If children read independently, read ahead so you are able to question them.
- * Read with and to your children, no matter their age.
- * Read road signs, street names, menus, leaflets - make it fun.
- * Encourage children to share their library books with you
- * Use the reading prompts when reading with your children



Events coming up:

- * Book swap - 30th November
- * Bringing Books to Life Drama Workshop - 27th and 28th Feb
- * World Book Day - Thurs 2nd March
- * Usbourne Book Fair - Thurs 9th and Fri 10th March



**Thank you for coming
today and supporting your
child's education.**

**Please can you fill in an
evaluation form**

