



# Family Reading and Vocabulary Workshop

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St Wilfrid's Catholic Academy  
28<sup>th</sup> March 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

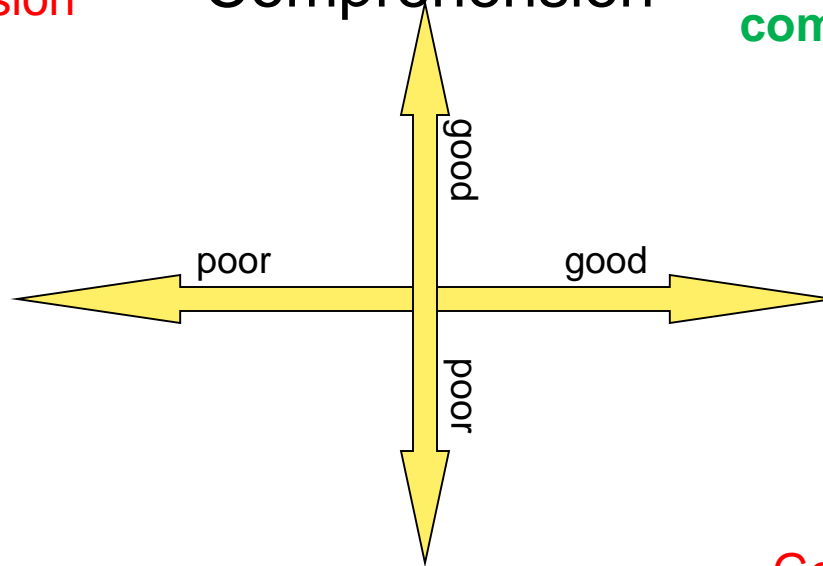


Poor word  
recognition: good  
comprehension

Understanding/  
Comprehension

Good word  
recognition: good  
comprehension

Word  
recognition



Word  
recognition

Poor word  
recognition: poor  
comprehension

Understanding/  
Comprehension

Good word  
recognition: poor  
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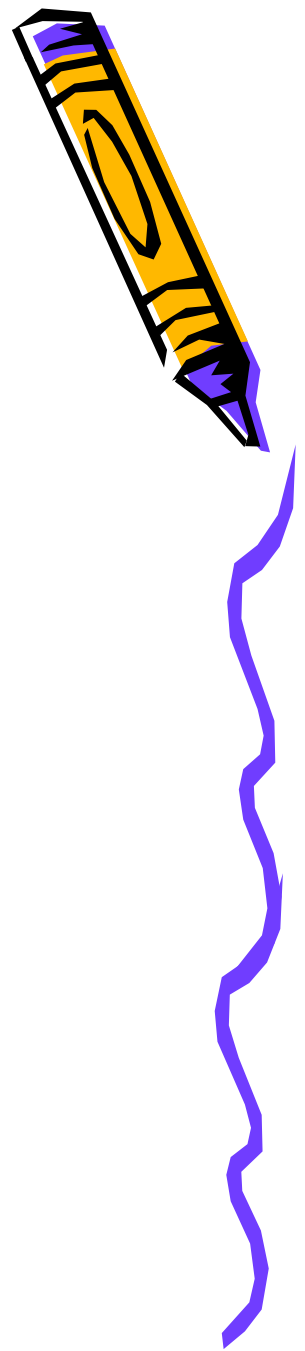


# Early Reading

## EYFS and KS1

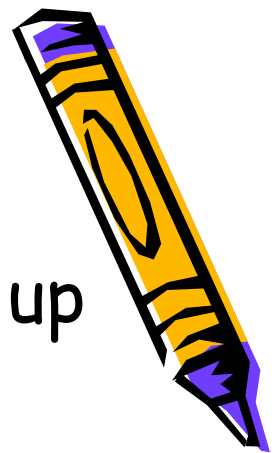
Focus is on:

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

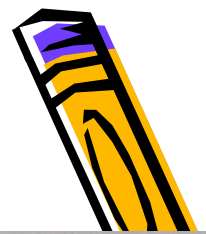


# School

- \* Daily Phonics lessons (Bug Club) and catch up lessons (ongoing assessment)
- \* One to one reading with an adult
- \* Stories are read to the children for enjoyment (puppets/voices)
- \* Book of the week (Nursery/Reception)
- \* Vocabulary is taught explicitly (Word Aware) and displayed
- \* Engaging reading areas in the classroom for the children to handle and look at.



# 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?

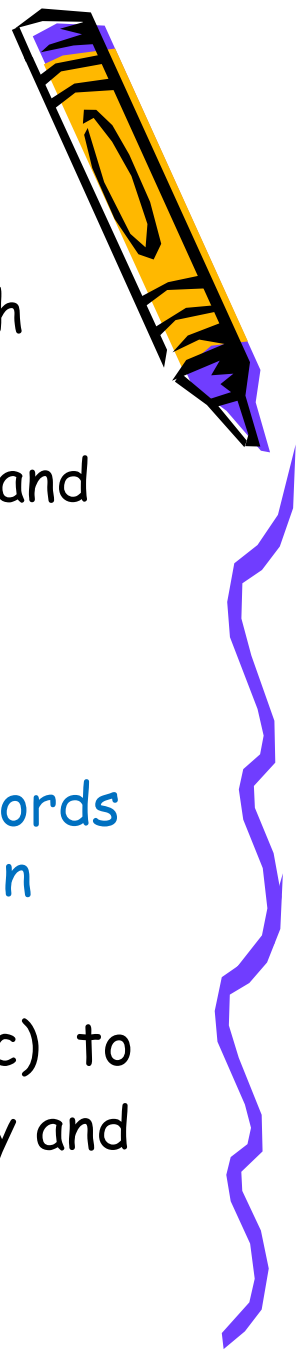


Book of  
the Week

Superworm



# Home: Nursery



\* Storybooks sent home weekly for parents to share with their children

\* Read stories to them and discuss characters, pictures and unfamiliar words.

Try to follow the same model as in school:

1) Read all the way through first - try expressions

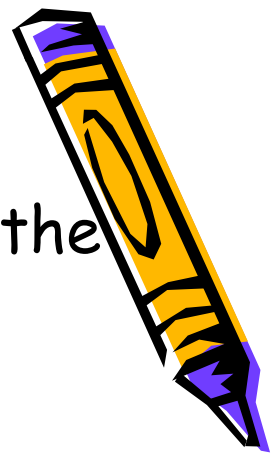
2) Then re-read and analyse, explaining the meaning of words and discussing the story. Encourage children to join in

\* Discussion books (wordless) sent home (Lilac) to share. These build understanding (vocabulary and inference skills)



# Home: Reception - Y2

- \* Phonetically decodable Bug Cub book which match the sounds the children are working on.
- \* Books changed every Monday (children assessed regularly)
- \* Sound out word and blend. (s - a - t = sat) Re-read sentence to build fluency. At the front of the book it shows the phonemes covered. Recap before reading.
- \* Quick words - read on sight (some can be phonetically built up, but should be practised 'look and say.' ) Play Games to make it fun - hide words around the room, use magnetic letters on fridge/radiators
- \* Share their library book with them - be storytellers - read to 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 words - hat, bat, sat, zat, pat, dat



# Building Confidence as Readers

School:

- \* Class texts

<http://www.stwilfridsnewman.co.uk/the-school-curriculum/English/>

- \* Daily guided reading sessions - teach reading skills such as retrieval, prediction, vocabulary, inference

- \* Shared reading - English (unpick language and organisational features of a text)

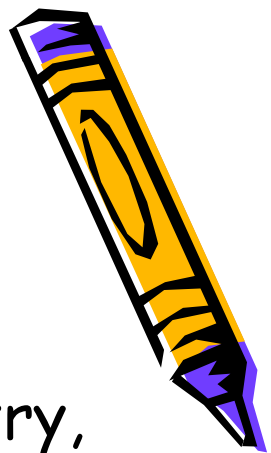
- \* Teachers read stories to the class

- \* Rewards for reading 5 times a week



# Home

- \* Children will bring home a book at 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)
- \* Please sign their diary whenever they read. Our school target it 5 x week.



# Confident Readers: School

- \* Daily guided reading sessions (comprehension, vocabulary, high quality books and novels)
- \* Termly whole class novel linked to English and other curriculum areas
- \* Teachers read stories to the children
- \* Listen to children read aloud at least once each week.
- \* Daily opportunities to read own books for pleasure as well as banded book and First News (children's newspaper delivered weekly to Y6)

*As children's writing advances, it will often be influenced by their favourite author or genre types.*



# 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)



# Skimming and Scanning



**Yellow Pages**

**PACKED  
FULL OF USEFUL  
STUFF**

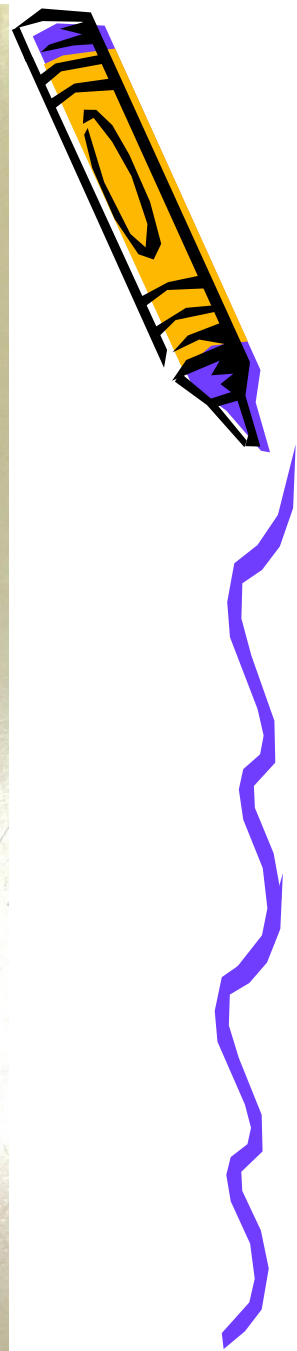
*Jam packed  
with local  
businesses for  
all your needs*

**1000's**  
of names  
and numbers

**Find**  
addresses and  
web addresses

**Businesses**  
you know and  
many you don't

Free App  
Info on the go  
[apps.yell.com](http://apps.yell.com)  
(More QR codes inside)



# Types of Questions to help understanding



## Literal:

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

## 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

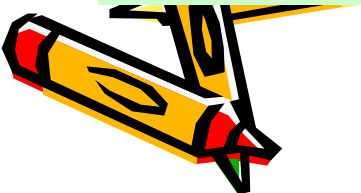
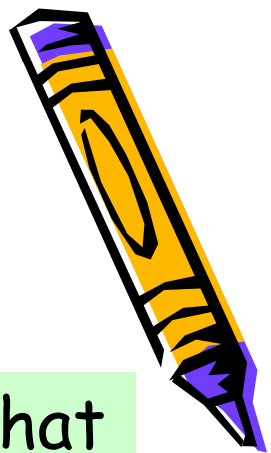


What happened to the turtle?

## *Infer*

1. The river was narrow. A beaver hit the log that a turtle was sitting on and the log flipped over from the shock. The turtle was very surprised by the event.

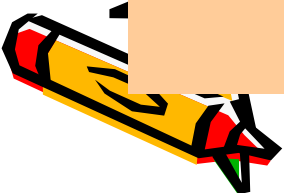
2. The river was narrow. A beaver hit the log that a turtle was sitting beside and the log flipped over from the shock. The turtle was very surprised by the event.



Sleepy Tom was late for school again.



- What do we know about the person in this sentence?
- Why was he sleepy?
- How do we know that he is often late for school?



# 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



# Importance of Vocabulary: Extract from the 2016 Reading test

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.**



# 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)
- \* Look at prefixes and suffixes (un - 'not')
- \* Can they work out the word class (is it a verb, a noun etc?)

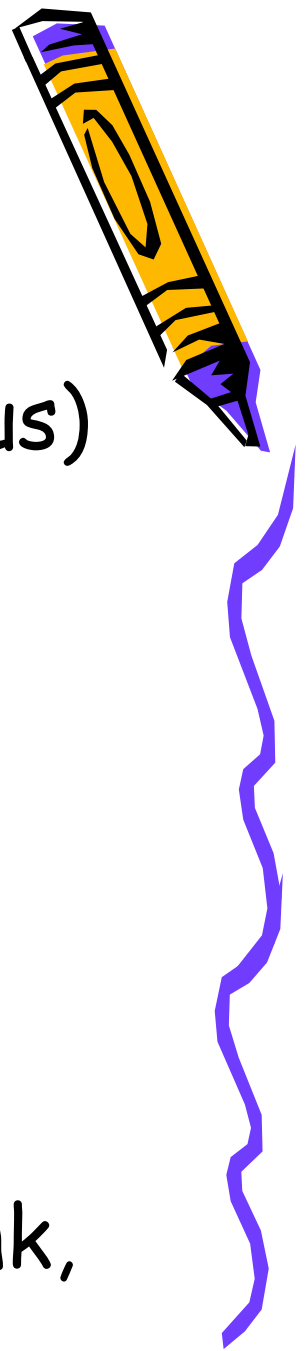




- \* Encourage to read on to support understanding
- \* Encourage children to ask and be curious (jot down unfamiliar words on paper )
- \* Use prior knowledge of characters or the text to help the make sense of the words



# Deepen understanding of known vocabulary

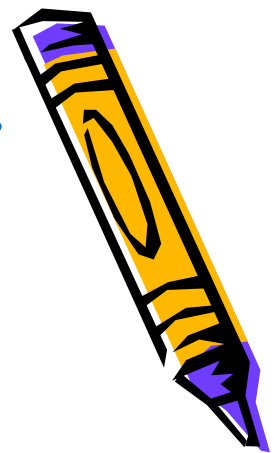


- Discuss synonyms of words (thesaurus)
- What image does it create?
- Idioms/Expressions
- What does it tell us about the character?
- Where have they heard the word before?



Alternative meanings? (trunk, bat, lie)

# Language Acquisition - Word Aware



Tier 1 Words (Anchor words)  
Everyday talk

Tier 2 Words (Goldilocks words) As well as being specific to the topic - the words needs to be transferrable across subjects. They will be words that are used across the school curriculum and we want them to use them in their writing. Needs explicit teaching

Tier 3 Words (Step On words) Words that are too complex for their age. They can be briefly explained (to aid comprehension when reading class texts and some children will love learning these words

mellifluous )



# 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  
 $\pi$  £ %  <

barren

 zone

abolish



[Redacted]

isolated

diminutive

cacophony

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

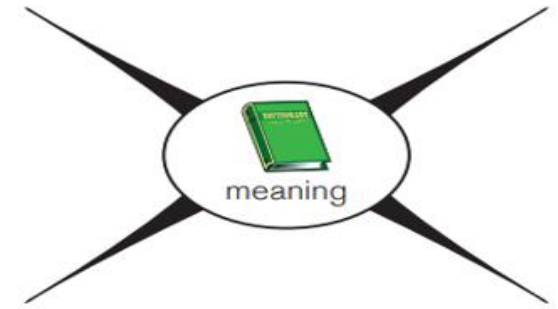




climate



# 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





# climate

Use the word in a sentence.

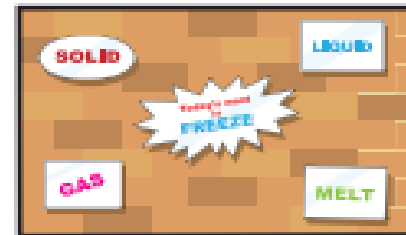


# climate

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*
- \* *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 bring home the library books to share with you (orange stickers kS2)



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

