



Reading at Ark Byron

Aims



- We want all pupils to love reading.
- They need to be able to read at a good pace and understand what they read.
- The children at Ark Byron can decode well so we want to help with the next step.

Phonics is the start but..



“Reading is much more than the decoding of black marks upon a page; it is a quest for meaning and one which requires the reader to be an active participant.”

Brian Cox, 1991

Teaching Reading at Ark Byron



- Phonics
- Reading revolution
- Reading in the wider curriculum
- 1:1 reading
- Books for home
- Read2dog
- Building vocabulary
- Library
- Story times

Beyond phonics..



- Reading fluency is the ability to read accurately, smoothly and with expression. Fluent readers recognize words automatically, without struggling over decoding issues. Non-fluent readers may read slowly and sound choppy.
- Children should read about 90-100 words a minute (NB of the correct level text) in the Spring term of Year 2.
- Children stay on our phonics programme until they can read with fluency.



What is fluency?



Even when students recognize words automatically, **they are not fluent if they don't read with expression.** Not paying attention to punctuation often changes the meaning of the text and changing the meaning will not allow for effective comprehension.

For example:

He eats, shoots and leaves.

He eats shoots, and leaves

He eats shoots and leaves.



Punctuation is important...

CAUTION-HOT
CHILDREN 10
AND UNDER
NEED ADULT
SUPERVISION





Aim is for fluent reading.

What does that look like?

- Taking note of punctuation
- Reading all the words on the page – not skipping words/lines/ changing words.
- Reading with expression (it sounds as if the text is understood).
- Being able to answer questions – showing they took in what they read.

Effective echo reading



We can be models for great reading – echo reading works really well. You read first then they repeat the read.

- read with expression,
- pay very close attention to punctuation,
- if a sentence is too long for a child/ if a child makes a mistake, break up the sentence into chunks that makes sense to ensure it still sounds fluent,
- it is good to read the same text a few times; this will boost the child's confidence as the text will become easier over time.



Listen to your child closely



Point out the errors in punctuation.

Point out if they read a word wrong or missed it.

“Put your finger underneath to check that/to try and work it out.”

“Did you miss any words out?”

“Did that make sense?”

“You said X for this word – were you right?”

“ Try it again”



Avoid pointing to every word



It slows reading down.

If children need help to focus they can put their finger in the margin of the line.

Or use a finger to focus on a tricky word.



Don't worry if you do not read English



Please encourage your child to practise reading every day.

Listen to him/her and show interest – you will know if it sounds fluent because you will enjoy the story!

Please read to them in your language – it will help them to build their vocabulary and hear what fluent reading sounds like. It will of course help them to love books and want to read for themselves.

And if you do read English – read to them in English!



Asking questions



Retrieval and inference questions.

- Retrieval questions -you can find the answers written in the text.
- Inference questions -you have to work out from what is written.

Try to give your child the different kinds of questions.

- Year 2 upwards reading requires understanding of the text. It is not enough just to say the word (as in the Year 1 phonics check).
- SATs papers – require children to answer questions: retrieval and inference.
- And a good pace.



My Big Brother JJ

I was happy. My brother JJ was happy.
It was nearly half term.

Then Mum rushed into the room.
“JJ! Jasmine! I need to talk to you about
next week. I know it is holiday time, but
I have to go to work,” she said.



“I need to know that you can be a good girl for JJ. He will be in charge.”

Examples from last year's Year 2 SATs
papers



Practice questions

a Why was JJ looking after Jasmine?

Tick **one**.

Mum was going to work.

Mum was going on holiday.

Jasmine was ill.

Jasmine was going on holiday.

b Who is telling the story?

When we finished, our painting was really bright and colourful. Then JJ said, "Hold these brushes very carefully. I will get something to clean them."

I wanted to see the top of our picture so I climbed the steps. They wobbled!

I dropped the brushes!



5 Why did Jasmine climb the steps?



1 mark

6 Why did Jasmine drop the brushes?

Tick **one**.

The steps moved.

JJ told her to.

The brushes were dirty.

Mum was angry.



1 mark

Dora the Storer

Dora liked things. She didn't go out looking but somehow she always spotted them, lost or thrown away, just the very things she knew would come in useful one day.

Birdcages and bookcases, bicycles and balls, Dora found and kept them all. The one thing that Dora did not have was space.

Dora had no space to put things. Dora had no space to cook things. Dora had no space to sit or eat.

"I must find more space," she said, as she clambered carefully out of bed.

Later that morning, a slip of paper squeezed in through the letter box. Dora finally found her glasses and this is what she read:



10 Look at the beginning of the story.

What was different about Dora's things?

Tick **one**.

She bought them in the shop.

Someone gave them to her.

She made them herself.

They had been thrown away.

11 What sort of things did Dora choose to collect?

Tick **one**.

expensive things

colourful things

things that might be useful

things that she could sell



Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."

Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.

Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.

But all that night, Dora couldn't get to sleep. She lay in the empty darkness thinking of all her precious things. She was sure they must be feeling unloved and unwanted. She could almost hear them calling to her, 'Come back and save us!'



When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

"I'll get them back," said Dora, "if I have to buy them all. At least I'm the first in the line."

(page 9)

12 It was difficult to get the piece of paper through Dora's letter box.

Find and copy one word that tells you this.

(pages 9–10)

13 Why did Dora want to give things to the jumble sale?

Write **two** reasons.

1. _____

2. _____

(page 10)

14 Dora cried as she pushed her pram away for the last time. Why was she sad?



Expectations: Year 2 SATs paper from last year



- You can see the level and the timing.
- Please do NOT use these at home! We use them in school already.

Books and home



We will send home Read Write Inc books for the next few weeks for children who need extra practice. They have been read before.

And banded books.

PLEASE look after them!

Tips:



- Practise: little and often.
- Model how it should sound: use an “echo read” with lots of expression!
- Check your child is reading for meaning: ask “did that make sense?”
- If they are missing words/reading words incorrectly: “Put your finger underneath to check that” “Did you miss any words out?” “ Try it again”
- If your child is accurate but slow play games to speed the reading up – this should work with phonics books they bring home.
- Remind them about punctuation – explain how it works. Echo reading can help.
- Try to avoid pointing: but maybe put a finger under a word if they get stuck on it, and beside the line .
- Ask questions – factual and also something they have to work out (retrieval and inference).