

ENCOURAGING READING AT ST. KATHERINE'S

PARENTS WORKSHOP - WEDNESDAY 29TH NOVEMBER 2023



TODAY'S AIMS

- To share our **reading intentions**
- To appreciate the **importance of reading**
- What do we mean by **reading**?
- To know what reading takes place **at St. Katherine's**
- To understand how you can encourage **reading at home**



Our Intent – *We aim to...*



Build a **community of readers** who **love reading** by engaging with pupils, parents and all staff to create a **positive reading culture**.



Provide children with life-long skills to ensure that they can read with **accuracy, automaticity, prosody** and **fluency**.



Offer a consistent approach in the teaching of reading in order for children to **develop knowledge of vocabulary and comprehension**.



Foster a love of reading by providing opportunities to listen to, interact with and discuss a **diverse range of high-quality texts, poetry and non-fiction**.



Ensure reading is a transferable skill. Children to access high-quality texts across the wider curriculum allowing them to **make connections to build comprehension**.

At St. Katherine's we believe reading is an essential life skill that will enable children to reach their full potential at every stage of their educational journey.

THE IMPORTANCE OF READING



Build a **community of readers** who **love reading** by engaging with pupils, parents and all staff to create a positive reading culture.

Studies show that **reading for pleasure** makes a big difference to children's educational performance.

Evidence suggests that children who read for enjoyment **every day** not only perform better in reading tests than those who don't, but also **develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.**

In fact, **reading for pleasure** is more likely to determine whether a child does well at school than their social or economic background.

THE IMPORTANCE OF READING



Build a **community of readers** who **love reading** by engaging with pupils, parents and all staff to create a positive reading culture.

Why read 20 minutes at home?

Child A Reads:
20 minutes per day
3,600 minutes per school year
1,800,000 words per year

Child B Reads:
5 minutes per day
900 minutes per school year
282,000 words per year

Child C Reads:
1 minute per day
180 minutes per school year
8,000 words per year

The average word count for a typical novel is anywhere from 70,000 to 120,000 words

Between 15 and 25 books a year!



3 or 4 books a year



Less than one book per year



Want to be a better reader? Simply read!

READING FOR PLEASURE



Build a **community of readers** who **love reading** by engaging with pupils, parents and all staff to create a positive reading culture.

- **Daily opportunities** to read, listen to and participate in book talk.
- Promote **reading** within the classroom - sharing class novels with **reading ribbons**, well organised **class libraries** with relevant topic books that are frequently changed.
- Fortnightly **Book Club** to discuss authors and books as well as using the **library**.
- Extra opportunities to improve **reading mileage** by sharing books from playground book nooks, run by **Reading Ambassadors**.
- **Celebration** of regular reading through our **Race to Read** charts in every class. Certificates awarded.

READING FOR PLEASURE



Build a **community of readers** who **love reading** by engaging with pupils, parents and all staff to create a positive reading culture.

- Termly awards for a class **Reading Champion**
- **Reading Superstars** - An opportunity for one child per class per week to put their name into a regular draw to win a book from **St. Katherine's Book Vending Machine**.
- **Reading Book Nooks** – Provides opportunities for all children to have access to a quality text at home.
- **Reading events** such as Roald Dahl day, World Book Day and Book Fairs
- **Reading Newsletter** published termly for parents, to share information about reading within school and promote new releases - encouraging excitement about books.

WHAT DO WE MEAN BY READING?



Provide children with life-long skills to ensure that they can read with **accuracy**, **automaticity**, **prosody** and **fluency**.

Teaching children to read is complex and includes a range of skills, such as **word decoding**, **comprehension** and **fluency**.

Evidence has highlighted that both **decoding** and **comprehension** skills are necessary for confident and competent reading, but neither is sufficient on its own.

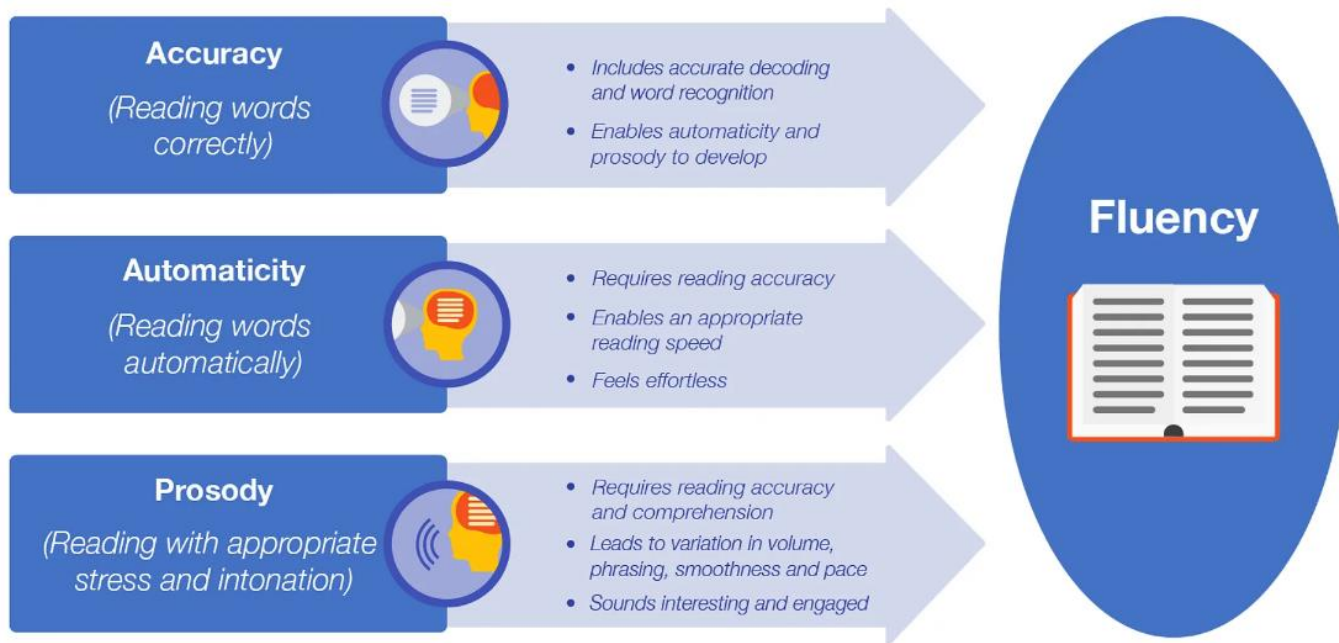


Provide children with life-long skills to ensure that they can read with **accuracy**, **automaticity**, **prosody** and **fluency**.

Scientific research has recognized that **fluency** acts as a bridge between **decoding** and **comprehension**. *A fluent reader is one who can accurately and automatically decode words.*

If readers can **decode** words accurately, but have to use an large proportion of their cognitive resources to do so, they have fewer of those resources available for comprehension.

However, when readers are accurate *and* automatic, they can **decode** with minimal use of their cognitive resources, allowing them to comprehend and make sense of what they have read.



Another part of **fluency** that links word recognition to comprehension is **prosody**.

A fluent reader: not only do they decode words automatically, but they also read the words in texts with expression and phrasing that helps to understand the meaning of the text.

FLUENCY - AT HOME



Provide children with life-long skills to ensure that they can read with **accuracy, automaticity, prosody** and **fluency**.

All books that the children take home are for practicing the skills required to read and understand what they have read.

Children in the Early years are bringing books home to share and build enjoyment of reading. As the children move onto phonic based books they are learning to decode as well as becoming fluent readers. This is why they are asked to read a book more than once.

As children become proficient in decoding the words, they still need to develop fluency and prosody. Rereading and reading out loud is important.

FLUENCY - AT HOME



Provide children with life-long skills to ensure that they can read with **accuracy, automaticity, prosody** and **fluency**.

Children in KS2 still need to read out loud. Good expression and accurate reading of punctuation, can really help children to understand the meaning of the text.

All children have texts to take home. KS1 take a book related to the phonics that they have learnt. At the start of the year, Year 3 take a book match to their reading. As their reading progresses they are able to select an appropriate book from the library to read daily.

All pupils throughout the school take home another book they have selected from the main school library - 'A reading for pleasure book'.

WHAT WE DO IN SCHOOL- YR 1 AND 2



Offer a consistent approach in the teaching of reading in order for children to **develop knowledge of vocabulary and comprehension.**

YEAR 1	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics 20mins	Following Sounds Write Lesson Plans - Initial code				
Reading Practice 15mins	Fluency Practice	Fluency Practice	Fluency Practice	Extended Practice	Fluency Practice
Whole Class	Shared Reading 15 mins <i>Reading for Pleasure</i>				

YEAR 2	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics 20mins	Following Sounds Write Lesson Plans - Extended code plus more alternative spellings				
Reading Practice - Decodables	Curriculum vocabulary	Fluency practice - Independent	Fluency Practice - Paired reading	Extended Practice -	Closed Practice
Whole Class	Shared Reading 15 mins <i>Reading for Pleasure</i>				

WHAT WE DO IN SCHOOL- YR 1 AND 2



Reading



Offer a consistent approach in the teaching of reading in order for children to **develop knowledge of vocabulary and comprehension.**

MONDAY

New Vocabulary



data

Facts collected together.

Did you know?

The word data means "known facts". Data especially refers to numbers, but can mean words, sounds, and images.

TUESDAY

Decodable readers

Follow with your reading ruler as I read through.



Owen stays at home

"Mum, I don't feel very well. I have a pain in my tummy and throat. My shoulders and back hurt too," groaned Owen.

Mum gave Owen a cold. Go straight to bed anyway. Blow your nose. Cold," said Mum.

She put Owen in bed with lemon and honey. "Your throat feel better," Owen's head until

THURSDAY
QUIZ!

Follow with your reading ruler as I read through.



Owen stays at home

"Mum, I don't feel very well. I have a pain in my tummy and throat. My shoulders and back hurt too," groaned Owen.

Mum gave Owen a cold. "You do feel a bit better. Go straight to bed. It's nearly night or clock anyway. Blow your nose. Cold," said Mum.

She put Owen in bed and gave him a drink of lemon and honey. "This will help make your throat feel better," she said. Mum stroked Owen's head until he fell asleep.

The next morning Owen woke up with spots. "I feel very hot, and I still have a pain in my tummy," he said.

"Yes," said Mum. "You still feel as warm as toast. Show me your tummy. Oh no! I think you have chicken pox.

You had better stay at home in bed today, Owen. Although, if you feel okay, you can read a book."

1. Where does Owen have a pain? (tick one)

- | | |
|---------------------|--|
| a) tummy and throat | |
| b) finger and toes | |
| c) leg and arm | |

WHAT WE DO IN SCHOOL- KS2



Offer a consistent approach in the teaching of reading in order for children to **develop knowledge of vocabulary and comprehension.**

Strategies for Teaching Comprehension



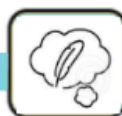
Retrieving



Exploring Vocabulary



Inference & Prediction



Authorial Intent



Questioning & Clarifying



Sequencing & Summarising



Activating Prior Knowledge

Strategies for Teaching Reading Fluency



Adult as a model



Repeated Reading



Choral Reading



Performance



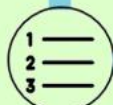
Text Marking



Close Reading



Echo Reading



Text Allocation



Reflect



WHAT WE DO IN SCHOOL- YR 3 AND 4



Offer a consistent approach in the teaching of reading in order for children to **develop knowledge of vocabulary and comprehension.**

Strategies for
Teaching
Comprehension



Retrieving



Exploring
Vocabulary



Inference &
Prediction



Authorial
Intent



Questioning
& Clarifying



Sequencing &
Summarising



Activating
Prior
Knowledge

YEAR 3	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics	Following Sounds Write Lesson Plans - Extended code plus more spellings 15 mins three times a week				
Vocabulary 5mins	Root Word	Tier two vocab	Retrieval Practice of Root words	Retrieval Practice of Tier 2 vocab	Quiz - Retrieval from vocab
Reading Practice	Fluency Practice	Fluency Practice	Closed Practice	Fluency Practice	Extended Practice
Whole Class	Shared Reading 15 mins <i>Reading for Pleasure</i>				

WHAT WE DO IN SCHOOL- YR 3 AND 4



Offer a consistent approach in the teaching of reading in order for children to **develop knowledge of vocabulary and comprehension.**

MONDAY



astro - star
From Ancient Greek

astro
TUESDAY

Words

contact

asterisk

a symbol (*) u:
text as a point
an annotation
footnot.

control

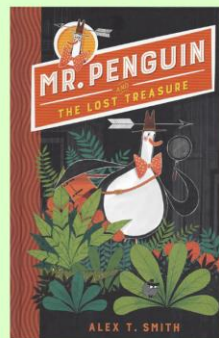
TUESDAY

WEDNESDAY

FLUENCY

Extended Practice

Closed Practice



1. Why does the author explain what the
Chp 6



What might the knocking be that Colin heard?



Predict if they will find treasure at the X (marks the spot).



WHAT WE DO IN SCHOOL- YR 5 AND 6



Offer a consistent approach in the teaching of reading in order for children to **develop knowledge of vocabulary and comprehension.**

Strategies for
Teaching
Comprehension



Retrieving



Exploring
Vocabulary



Inference &
Prediction



Authorial
Intent



Questioning
& Clarifying



Sequencing &
Summarising



Activating
Prior
Knowledge

YEAR 6	Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary 5mins	Root Word	Tier two vocab	Retrieval Practice of Root words	Retrieval Practice of Tier 2 vocab	Quiz - Retrieval from vocab
Reading Practice	Fluency Practice	Closed Practice	Extended Practice	Close Practice	Extended Practice
Whole Class	Shared Reading 15 mins <i>Reading for Pleasure</i>				

WHAT WE DO IN SCHOOL- YR 5 AND 6



Offer a consistent approach in the teaching of reading in order for children to **develop knowledge of vocabulary and comprehension.**

MONDAY Recap from previous weeks

Week One **TUESDAY** **Spelling**

Liberal - fri
liberal - a person of a kind of government support social change people to make the
liberate - to free
liberty - the state

WEDNESDAY *Stick this in your books.*

FRIDAY

FLUENCY

Our Solar System

Our Solar System is big. Like, unimaginably huge. It's so big that the human mind struggles to comprehend just how big it is. It includes everything from the Sun to the outermost planet, Neptune, and the dwarf planet Pluto. If you started at the Sun and travelled outwards, it would be over 143.73 billion kilometres before you reached the edge of the Solar System. That's over 287 billion kilometres from one side to the other.

We don't have rockets powerful enough to travel across the Solar System in a realistic time frame. The International Space Station travels at around 643,000 km/h, and even at that speed, it would take over 50 years to travel from one side of the Solar System to the other. The problem is, the ISS reaches those speeds because it is in orbit around the Earth.

The fastest manned spacecraft so far was Apollo 10, which reached speeds of around 40,000 km/h on its way back from the moon. At that speed, it would take over 800 years to get from one side to the other. We'd need astronauts who were prepared to live their entire lives and then have families prepared to do the same for many generations to achieve that.

Let's use these

Now use these

association
familiar
procedure

Questions...

1. Which word tells you that our Solar System is too big to imagine?
2. What does the phrase "manned spacecraft" mean?
3. How fast does the International Space Station travel?
4. Is the use of measurements effective in this text? What impact does it have on you as a reader? Explain

READING HIGH-QUALITY TEXTS



Reading

St. Katherine's School and Nursery - Core Texts 2023 - 2024

These are the t

St. Katherine's School and Nursery - Core Texts 2023 - 2024

Nursery	Year R	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts	Core Text Focus	The Three Little Pigs  Goldilocks 	Whatever Next by Jill Murphy  Aliens Love Underpants 	Supertato by Sue Hendra  Superworm by Julia Donaldson 	Bog baby by Jeanne Willis  Jack and the Beanstalk 	Somebody swallowed Stanley by Sarah Roberts  Where's the Starfish? by Barroux 	We're going on a bear hunt by Michael Rosen <i>We're Going on a Bear Hunt</i> Michael Rosen Helen Grenbury  Non fiction about bears.
Whole Class Texts	Whole Class Texts	THE CAN CARAVAN 	Room on the Broom 	DR RANJ SUPERPOWER Like Mine 	FARMER DUCK  BENJAMIN ZEPHYRUS NATURE TRAIL 	The Seal and the Whale 	THE BEAR WHO STARED 












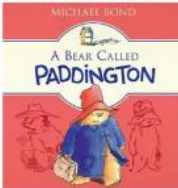


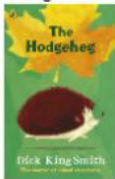
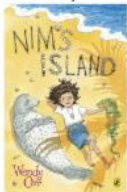


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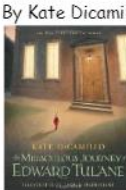
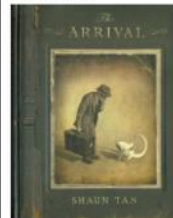









St. Katherine's School and Nursery - Core Texts 2023 - 2024

Year 1		St. Katherine's School and Nursery - Core Texts 2023 - 2024						
		Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Text English			Hairy Maclary Series - Lynley Dodd 	The Smeds and The Smoos  Lila and the Secret of Rain - David Conway and Jude Daly 	The Secret of Black Rock - Joe Todd-Stanton  Grandad's Island - Benji Davies 	Meerkat Mail - Emily Gravett  The fixer of broken things - Julia Patton 	The Secret Sky Garden - Linda Sarah and Fiona Lumbers  The Tear Thief - Carol Ann Duff 	A Bear Called Paddington - Michael Bond 
	Whole Class Texts		The Twits - By Roald Dahl 	Peanut Jones and the Illustrated City. Rob Biddulph 	The Hedgehog - Dick King-Smith 	Nim's Island - Wendy Orr 	The Day I Fell into a Fairytale - Ben Miller 	Very Best Big Sister - Chitra Soundar 

READING HIGH-QUALITY TEXTS



Foster a love of reading by providing opportunities to listen to, interact with and discuss a **diverse range of high-quality texts, poetry and non-fiction.**

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The Tin Forest by Helen	Iron Man by Ted	The Barnabus Project	Escape From Pompeii	Leo and The Gorzon's	A River By Marc Martin
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Text English	The Wild Robot by Peter Brown 	Mouse Bird Snake Wolf by David Almond 	The Miraculous Journey of Edward Tulane By Kate Dicamillo 	The Arrival by Shaun Tan 	Arthur and the Golden rope. By Joe Todd Stanton 	The Great Kapok Tree Lynne Cherry  The Green Ship Quentin Blake 
Whole Class Reading Poems	Romulus and Remus- by Rudyard Kipling My Shadow by Robert Louis Stevenson	The Tyger by William Blake	The Rhythm Of The Rain by Grahame Baker Smith  I wandered as Lonely as a Cloud by William Wordsworth	Night Mail by W.H. Auden	The Eagle by Alfred Lord tennyson The Crocodile by Lewis Carol	The Jumblies by Edward Lear
Whole Class Texts				The Girl Who Stole an Elephant by Nizrana Farook 	The Boy At the Back of the Class by Onjali Rauf 	The Lion, The Witch and The Wardrobe by C.S. Lewis

READING HIGH-QUALITY TEXTS



Reading



Foster a love of reading by providing opportunities to listen to, interact with and discuss a **diverse range of high-quality texts, poetry and non-fiction.**

Year	Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Text English		Street Child by Berlie Doherty 	Atomic: The Vengeance of Vinnister Vile by Guy Bass 	Letters From a Lighthouse by Emma Carroll  Short example texts for a range of text types.	Melvin McGee: Zombie Hunter by Matthew Sullivan  Short example texts for a range of text types.	Malamander by Thomas Taylor 	Pig Heart Boy by Malorie Blackman 
Whole Class Reading Poems		The Road Not Taken by Robert Frost	Invictus by William Ernest Henley On A Beam of Light: A Story of Albert Einstein 	If by Rudyard Kipling	The Raven by Edgar Allan Poe Ozymandias by Percy Bysshe Shelley	Caged Bird by Maya Angelou Moth by Isabel Thomas 	Jabberwocky - Lewis Carroll
Whole Class Texts		The Vanishing Trick Jenni Spangler 	The Graveyard Book Neil Gaiman 	Artemis Fowl Eoin Colfer 	Nevermoor Jessica Townsend 	The Nowhere Emporium Ross Mackenzie 	Holes Louis Sachar 

READING ACROSS THE CURRICULUM



Reading

Year 3 example

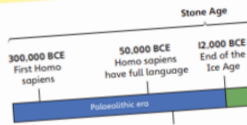


Ensure reading is a transferable skill. Children to access high-quality texts across the wider curriculum allowing them to **make connections to build comprehension.**

Three different stone ages

Early Homo sapiens developed tools to help them survive. The period of time when they developed is the Stone Age. The Stone Age is divided into three periods:

- The Palaeolithic era
- The Mesolithic era
- The Neolithic era.



The Palaeolithic era

The Palaeolithic era is the oldest of the Stone Age. This is why some people call it the 'old Stone Age'. It lasted a long time. Early humans did not have much language, but they were always on the move looking for their next meal. We call them hunter-gatherers because they roamed the land gathering plants to eat.

Humans used very basic tools made from stones to use as hammer stones.

What affects where people live?

Hunter-gatherers

Many thousands of years ago, hunter-gatherers lived in small groups. They hunted wild animals for meat and gathered (collected) fruit, plants, and nuts. Hunter-gatherers were nomads, meaning they moved from place to place looking for food. They lived in temporary settlements (places where they lived for a short time).



Stone Age people may have enjoyed a healthier diet than many people living today. Humans were hunter-gatherers for much of the Stone Age. This meant that they had to hunt animals and gather food that was growing wild. They ate vegetables and fruit that were in season and lots of healthy fish. They would take honey from wild beehives if they wanted something sweeter.

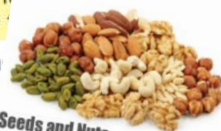
Part of being a hunter-gatherer meant moving from place to place to find food. Stone Age people were stronger and more physically fit because of their lifestyle. There wasn't any of the powerful medicines or medical knowledge that we enjoy today. That meant that any injury might be life-threatening. Even a small cut could become infected. They would have relied on wild herbs and mystical beliefs to try to heal their sick. Some of the varied diet that the Stone Age people enjoyed will be very familiar to you. Some things might seem a bit more ... interesting.

Keeping animals and growing crops

Around 10,000 years ago, humans began to grow crops (plants to eat) and keep animals. This was a big change because they needed new farmland and tools to do this.

Seeds and Nuts

Seeds and nuts would have been harvested throughout the year. They were a great source of protein and fibre. There is also evidence that Stone Age people ate grass seed and wild grasses.



Pondweed

Scientists have found evidence in Stone Age fire pits that people ate lots of aquatic plants. These included seaweed and pondweed and others that grew in the rivers. The fact they were found in the fire pits shows that they were cooked before being eaten.

Fish and Shellfish

Stone Age people knew how to hunt fish in rivers. They would use barbed spears or nets to catch fish and crabs. People that lived near to the coast would also fish in the sea for food.



Farm Animals

Humans started to farm animals during the Neolithic period. The first animals they domesticated were cattle, sheep and pigs. Having animals close by meant that it was easier to find food. This was a big factor in people creating permanent villages and towns.



Eels

It wasn't only fish that Stone Age people caught and ate from the water. They ate eels and anything else they could catch. There is also evidence that they ate insects, bats, foxes and moles.



BUILDING A COMMUNITY OF READERS



Build a **community of readers** who **love reading** by engaging with pupils, parents and all staff to create a positive reading culture.

What can you do at home?

- Make reading visible; have books available in your home and let your child see you reading. Children need to see that reading is something adults do too.
- Talk about books. Make links to their own experiences.
- Make time to sit and listen to them read aloud, even in yr 6!
- Encourage your child to read at bedtime and at any other time!
- Visit the library, explore new authors and genres.

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How can I encourage reluctant readers?

- Let your child choose the book they want to read.
- Find texts that might interest them - favourite sport/hobby
- Children model behaviours, so model enjoying a book. Pick a comfy place and settle down together.
- Keep reading to your child - make it a special time that they look forward to.
- Try a range of books - It might be the layout or the style of writing that is putting them off. (Graphic novels/Books with rhymes and repetition/Magazines)

USEFUL WEBSITES

Ideas to help find texts your child might like.

The Book trust – provides book lists and information under many different categories <https://www.booktrust.org.uk/books>

Kate Greenaway Medal and Clip Carnegie Medals <https://carnegiegreenaway.org.uk>

Nikki Gambol Booklists – book lists and advice from an expert of over 25 years <https://oxfordowl.co.uk/pages/encouraging-reading>

Love Reading 4 Kids – booklists, advice and extracts for children to try <https://www.lovereadings4kids.co.uk/genre/9/9-plus-readers.html>

Non-fiction websites

<https://www.bbc.co.uk/newsround>

<https://getepic.com/>

<https://www.natgeokids.com/uk/>

Children's comics <https://www.thephoenixcomic.co.uk/>

Children's news <https://www.firstnews.co.uk/>

ST. KATHERINE'S VIRTUAL LIBRARY



HANDOUTS TO TAKE AWAY

- Suggested book lists for each year group
- Question prompts to help with book talk
- The latest St. Katherine's Reading Newsletter

...AND FINALLY

- Don't forget to stop by the book fair on the way out! (In the library until 4:00pm)