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# Reading Meeting for Parents and Carers

The importance of reading  
and how reading is taught in  
school.



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# The Importance of Reading



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- As parents you are your child's most influential teacher with an important part in helping your child to learn to read.
- Research has shown that children who read regularly at home believe they are 'Good at Reading', and are therefore keen to move their reading forward for their own enjoyment.
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Department of Education)



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# Reading in School



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- Children will be listened to regularly in class.
- Your child will bring their reading book home to share with you.
- Children will use the school library and can read a book of their own choice.
- Please ensure the reading book and diary are in school everyday.



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# Reading at Home



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- Make reading visible; have books available in your home.
- Share books every day.
- Choose a quiet time.
- Talk about books (characters / storyline / make predictions / investigate new or unusual words)
- Sit and listen - don't do chores around the reader.
- Respect choices.
- Make reading a positive experience
- Enjoy!



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# Early Reading



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- Children begin by reading ORT books with no words or a few first words.
- When appropriate they will bring home key words.
- As they begin to progress in phonics, children will begin to read books which practise sounding letters out and blending them together to read words -  
Phonics.



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# Phonics



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Phonics is the link between letters and the sounds they make.

Although there are 26 letters in our alphabet the English language has 44 phonemes (speech sounds).

A phoneme is the smallest unit of **sound** that makes a difference to a word.



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# What to do if your child is stuck



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- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- 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?



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# Reading has two elements



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## Phonics and Word Recognition

The ability to recognise words presented in and out of context. The ability to blend letter sounds (phonemes) together to read

## Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read words.





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# Keystage 1 Reading Domains



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- 1a. draw on knowledge of vocabulary to understand texts.
- 1b. identify / explain key aspects of fiction and non-fiction texts, such as characters, events,
- 1c. identify and explain the sequence of events in texts.
- 1d. make inferences from the text.
- 1e. predict what might happen on the basis of what has been read so far



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# Reading in Keystage 2



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- It is still vital that children are read with at home on a regular basis.
- Children will further develop the skills of inference and obtaining a deeper understanding of the text being read.
- They will be expected to use evidence from the text to explain and justify any answers given.
- Reading is much more than decoding the words.



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# Talking about books



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It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about ..... in your book?

What can you tell me about...?



# Keystage 2

## Reading Domains



- The following table shows the content domain. Asking these sort of questions really develops the child's understanding of a text.
- **2a** give / explain the meaning of words in context
- **2b** retrieve and record information / identify key details from fiction and non-fiction
- **2c** summarise main ideas from more than one paragraph
- **2d** make inferences from the text / explain and justify inferences with evidence from the text
- **2e** predict what might happen from details stated and implied
- **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole
- **2g** identify / explain how meaning is enhanced through choice of words and phrases
- **2h** make comparisons within the text



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# Finally....



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- We want to encourage a genuine love of reading that will last a life time.
- Please ask any of the teaching staff if you have any questions or concerns.
- "I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage." - Roald Dahl