



Reading Workshop

Thursday 11th October 2018

Workshop aims:

- ☐ To share 'top tips' for engaging young readers and provide suggestions on book selection.
- ☐ To give strategies for reading at home.
- ☐ To inform about reading expectations in Years 3 and 4 and key comprehension skills.





Engaging Young Readers

Why focus on reading?



Reading for pleasure 'boosts pupils' results in maths'

Children who read for pleasure in their spare time perform significantly better at school than other pupils, according to a major study.



A study by the Institute of Education found that reading for pleasure could boost pupils' results in a series of key subjects. Photo: Alamy

Celebrating Reading for Enjoyment: Findings from our Annual Literacy Survey 2016 Report

Added 01 Jun 2017

In 2016 we recorded the highest levels of reading enjoyment to date, with nearly 6 in 10 saying that they enjoy reading either very much or quite a lot.

Read more about children's and young people's reading enjoyment, based on our seventh annual literacy survey which we conducted in November/December 2016. 42,406 children and young people aged eight to 18 participated.

The report also shows that children who enjoy reading are more likely to do better at reading than their peers who don't enjoy it. At age 14, children who enjoy reading have an average reading age of 15.3 years, while those who don't enjoy reading have an average reading age of just 12 years, a difference of 3.3 years.

		Exposed to 1,800,000 words per year
	Exposed to 282,000 words per year	
Exposed to 8,000 words per year		
< 1 minute	4.6 minutes	20 minutes
<i>Time spent reading each day</i>		

Statistics derived from Shaywitz, S. (2003).

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	85.00
	0.11

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HSBC

Mr J P Witterick

0725
2
0055
051100
4246

MasterCard Number:
Please quote on all correspondence

4 February 2009
Ref: 862/01

Dear Mr Witterick

Balance: £3,211.16 Limit: £3,200.00 Overlimit Amount: £11.16

I am writing to advise you that the total balance on your account now exceeds the agreed credit limit.

The skill of reading and understanding what we have read are a huge part of everyday life.

Ingredients

- 200g unsalted butter, plus a little extra for greasing
- 100g chocolate, 70% cocoa solids
- 100g chocolate, 50% cocoa solids
- 397g can Carnation caramel
- 1 tsp flaky sea salt, plus a little extra for the top
- 200g golden caster sugar

Method

- Heat oven to 180C/160C fan/gas 4. Grease then line a 23cm square traybake tin with baking parchment. Melt the butter in a medium pan, break in all the chocolate, then remove the pan from the heat and wait for the cubes to melt.
- In a small bowl, mix 175g of the caramel with 1 tsp sea salt – it will loosen up. Put the rest of the caramel in a large bowl with the sugar and eggs, and beat with an electric hand mixer or balloon whisk until even.
- Whisk in the chocolate and butter. In another bowl combine the flour, cocoa and a

at room temperature

NO ENTRY

Westfields JUNIOR SCHOOL

Autumn Term No.5
Friday 6th October 2017

WEEKLY NEWSLETTER

www.westfieldsjuniorschool.co.uk
Email: school.admin@westfields-jun.hants.sch.uk

Dates for your diary...

OCTOBER

- 7th - 3.00pm Choir Performance - Musical Marathon in St Peter's Church
- 16th - 2.30pm PAWS Coffee Afternoon
- 18th - 6pm WJS Open Evening for current Y2
- 19th - Your Time to Shine! - Mufti Day in bright colours to celebrate road safety!
- 19th - Reading Workshop for parents - details to follow
- 20th - 10.00am 3CC Class Assembly
- 1.15pm - WJS Race for Life (details to follow)

Dear Parents,

Firstly, I would like to say thank you to all of you who generously purchased cookies last Friday from our lovely PAWS ladies! We donated all of the money (an impressive £77.55) to the collection for Macmillan Cancer Charity at Westfields Infant School who ran a special cake sale in aid of the Coffee Morning event.

There have been so many highlights this week and the school has welcomed lots of visitors for various events. On Tuesday afternoon we welcomed Mr Wilkes (one of our School Governors) to our School Council Meeting. Following the Year 6 visit to Osmington we have been inspired to renovate one of our unused areas in school into a Sensory Trail. We are just at the investigation stage at the moment but the councillors are highly motivated to move forward with the project and we promise to keep you informed of our progress. In the meantime, if you would like to find out more, please visit our school website: <http://www.westfieldsjuniorschool.co.uk/for-pupils/school-council/> to see our School Council minutes and a copy of the presentation Mr Wilkes shared.

On Wednesday morning we were delighted to welcome prospective families to our Open Morning for our September 2018 intake. The school was flooded with Yr2 pupils and parents who were expertly escorted around our classroom and other learning environments to find out what life is like at Westfields. We were also delighted to receive such positive feedback from our visitors and felt proud to confidently shared their experiences of school with s

Which brings me to this morning's highlight which a Class Assembly. As I mentioned in my newsletter e for us, and it could not have had a better start. Ove present their learning in the form of an assembly to the

Google UK

Reading is key in all areas of the National Curriculum.



Engaging Young Readers

Top Tips!



Tip 1:

Make a regular time together

Creating a regular 'special time' to read together can help children develop positive attitudes towards reading (especially when they have your undivided attention).

Why not try:

- Including regular story time into bedtime routines.
- Sharing your favourite stories from when you were younger.
- Making up stories.
- Reading to your child as well as hearing them read.



Tip 2:

Strike a balance between perfection and connection

Focus on praise for all of the words your gets right – not focussing too much on the ones they struggle with.

Why not try:

- Making a mental note of words often read incorrectly and focus on these before reading.
- Coming back to tricky words at the end of reading so you don't disrupt the flow or focus.



Tip 3:*Talk about what you have read*

Talking develops vocabulary, imagination and confidence.

Why not try:

- Getting your child to think of questions they can ask you to test if you've been listening.
- Asking how a particular character might be feeling.
- Making predictions together about what will happen next or how a story will end.



Tip 4:

Enjoy reading everywhere

You don't always have to read books. There are so many everyday opportunities to encourage your child to get reading.

Why not try:

- Going online together to read about a subject that interests them.
- Getting magazines about topics they enjoy.
- Encouraging them to read everything and anything (traffic signs, cereal packets, news headlines, DVD covers).



Tip 5:*Think outside the book!*

Never before have children had such access to a range of wonderful creative story and picture books.

Why not try:

- audio books
- e-readers/ interactive books
- websites
- subtitles
- comics/ magazines



Tip 6:

Finding the right level book

Many children struggle with reading because they are introduced to books which are too hard for them. Find a book that is not too challenging to develop confidence.

Why not try:

- Encouraging children to check how many words they understand when they first pick up a book (developing their own understanding of book selection).
- Shared reading of harder books.
- Reading favourite books again and again builds confidence.





Engaging Young Readers

Book Selection



Choose a **JUST RIGHT** Book

1 Choose a book that makes you want to read!

2 Use the **5 Finger Rule**:

- Read one page.
- Hold up a finger for each word you can't figure out.

3

5 or more fingers up

1, 2, 3, or 4 fingers up

Still need a
Just Right Book

OR

Just Right!
I'm off to read . . .

HOW DOES YOUR BOOK FEEL?



- ✗ tires you out; frustrates you
- ✗ working too hard
- ✗ strategies aren't working
- ✗ too many confusing words



- ✓ you understand the text
- ✓ able to use strategies
- ✓ exercises your brain; feels good!
- ✓ **helps you become a better reader**



- ✗ doesn't challenge you
- ✗ know every word; you don't need any strategies while reading
- ✗ not helping you grow as a reader

TOO EASY JUST RIGHT! TOO HARD

This is an example of what reading might feel like for a child with 60% reading accuracy.

A)

I libbled spig in the croopit on a Morflip hicklepulg. It was filp after we yambled into Huphlup Greep. The webble was yisking. Blord had ippen we'd be yambling just in shrud for the exime. Troosey ugo was there. Just me. The greks were inside the volda with Yabba Hoost, mirriming about the diggle.

This is an example of what reading might feel like for a child with 90% reading accuracy.

B)

I libbled him in the garage on a Sunday holfding. It was the day after we moved into Falconer Greep. The winter was ending. Mum had said we'd be moving just in shrud for the spring. Troosey else was there. Just me. The others were inside the house with Yabba Death, worrying about the baby.

This is an example of what reading might feel like for a child with 94-95% reading accuracy.

C)

I libbled him in the garage on a Sunday morning. It was the day after we moved into Falconer Greep. The winter was ending. Mum had said we'd be moving just in time for the spring. Troosey else was there. Just me. The others were inside the house with Doctor Death, worrying about the baby.

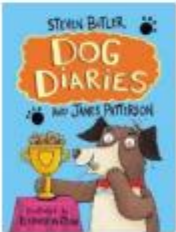
Imagine the gobbledygook were unknown words for your child when reading.

Look at the three extracts. Which do you think would provide the best text selection?

Recommended Reads Year 3 2018



Butchart, Pan
Izzy and her friend solve the mystery of what may have turned the lollipop man into a ghost floating in the air. Izzy uses her detective skills to solve the case.



Butler, Steven
A laugh out loud comic about his life with his dog. He goes to new places to help his vacuum cleaner.

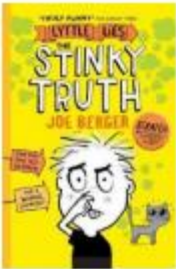


Clarke, Jane –
A brand new story about a boy who is stinky.

Recommended Reads Year 4 2018



Ardagh, Philip - Barking Up the Wrong Tree: Stick and Fetch Investigate
Three short stories about Sally Stick and her dog Fetch who have formed their own Detective Agency as they love nothing more than investigating a good mystery. The trouble is Sally often gets the wrong end of the stick leading to mayhem and comic capers.



Berger, Joe – The Stinky Truth
Sam has been set a challenge by his family - can he tell the truth for three whole weeks. Hilarious consequences follow. The format includes lots of graphic sections so good for fans of Tom Gates.



Clover, Andrew – The Dog Squad
Can Rory discover who is stealing all the dogs in the neighbourhood and will his mum let him be a detective? Full of

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QUESTION?
COMMENT?
CONCERN?

We want to hear about it.



We will try our best to provide a
suggestion or handy hint to support.

