

# Developing Readers at Chalford Hill

Based on parents information evenings for parents of children in Y1, Y2 and Y3, September 2017.

# Where are we now?

Currently we're above national attainment but we want to get even better.

What are the challenges?

Time pressures on curriculum

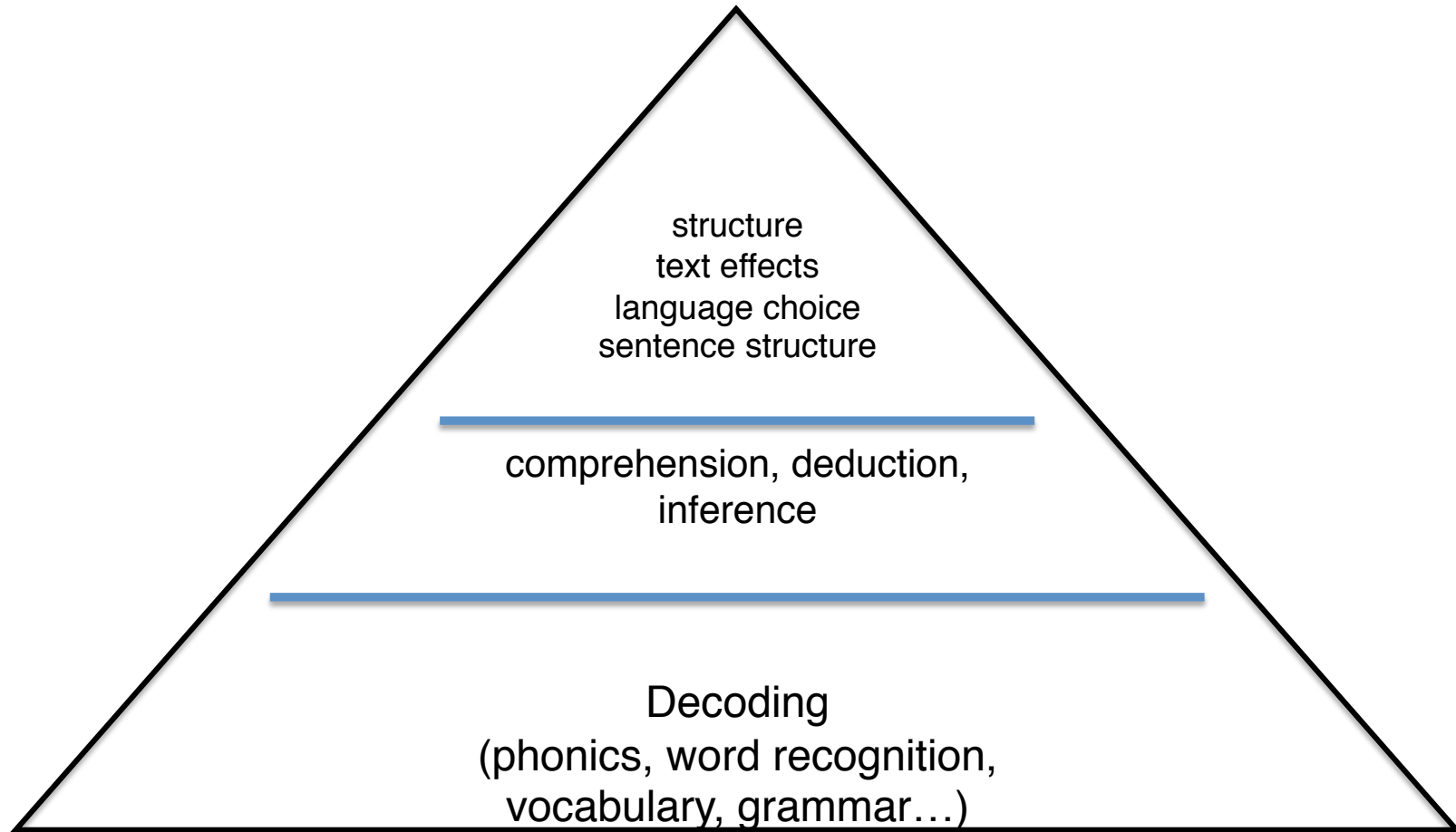
Time pressures at home

Competition from other media

Raised expectations in curriculum

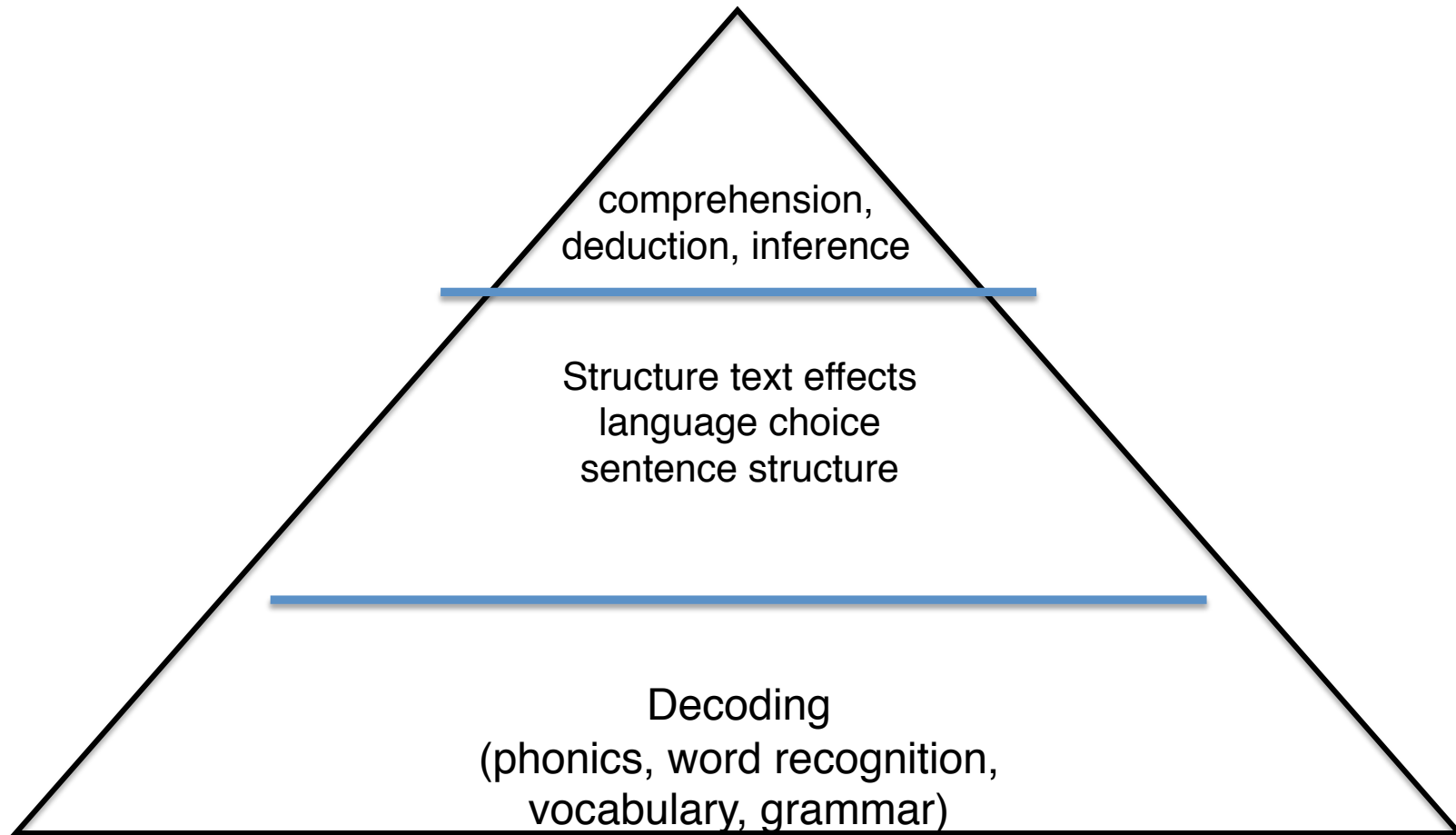
Increasingly wider range of texts.

# Elements of Understanding



or...

# Elements of Understanding



But don't forget motivation – reading  
for pleasure is the best one!

Comprehension:

What are we asking readers to find in texts?

Two types of question –

- *What* is the writer telling us?
- *How* is the writer telling us?

**Read this passage and answer the questions below.**

*Drumpily, the phlig began essing the twilly phlod. But soon the brimble became stremmed...*

1. What was the phlig doing?
2. How was the phlig feeling?
3. What do you think might happen next? Why?
4. Why did the writer choose the word *twilly*?
5. Which character are you most like?
6. How might the story have ended differently?

*Drumpily, the phlig began essing the twilly phlod. But soon the brimble became stremmed...*

1. What was the phlig doing?

This question tests literal comprehension. It relies on phonic knowledge (decoding) and some grammatical and syntactic knowledge – eg understanding that ‘essing’ is probably a verb

2. How was the phlig feeling?

Maybe you might guess that ‘drumpily’ is an adverb, so perhaps the phlig is feeling drumpy? This needs decoding and grammar – converting adverbs into adjectives!

3. What do you think might happen next? Why?

Ooh, hard... More stremming? Bit of a guess really. How can you predict if you haven’t understood the vocabulary..?

4. Why did the writer choose the word *twilly*?

How can you understand authors’ choices if you don’t know what their options were – again, hampered by vocabulary knowledge. This needed an understanding of effects too.

5. Which character are you most like?

To answer this one you needed to decode, understand, infer, understand that characters may be like people in the real world, understand that they may share characteristics with fictional characters without being the same...

6. How might the story have ended differently?

This is a higher level question. To answer this you’d need to: decode – know vocabulary – understand syntax – deduce how the events in the story are connected – infer how they relate to real or potential event in the real world and/or create or synthesise a plausible alternative and test it against events as related in the narrative...



# What are we doing in school?

Reading minimum offer

- **The classroom will be an environment that supports and promotes literacy.**
- **The teaching of reading should be purposeful**
- **Reading should be frequent and regular**
- **Children need to be taught how to respond to texts**
- **Children's reading experiences need to be broad and balanced**
- **Reading needs to be linked between home and school**

What can parents or carers do at home?

# Why does it help that parents read aloud?

- <http://edition.cnn.com/2015/08/05/health/parents-reading-to-kids-study/index.html>

When parents read to their children the difference shows in children's behavior and academic performance. And according to a new study, the difference also shows in their brain activity.

Researchers looked at children ages 3 to 5 who underwent brain scans called functional magnetic resonance imaging (fMRI) while listening to a pre-recorded story. The parents answered questions about how much they read to, and communicated with, their children.

The researchers saw that, when the young children were being told a story, a number of regions in the left part of the brain became active. These are the areas involved in understanding the meaning of words and concepts and also in memory. These same brain regions have been found to be active when older children listen to stories or read.

TL:DR

You can improve a child's reading by reading to them and talking about it!

## **Aural work and listening comprehension**

In 1998 and 1999, Cain and Oakhill established that problems in inferencing caused problems with comprehension and not the other way round: *poor inferential skill is more likely a cause of comprehension failure than a result of it* (1998, p. 338). This suggests that inferencing is a separate skill that can be divorced from reading and practised in other contexts.

The outcome of the work conducted by Cain *et al.*, Keenan *et al.*, Nation and her colleagues is that inference is not tied to reading alone. Speaking and listening activities stand out as being particularly appropriate in this regard. Reluctant readers may be more willing to engage in inference and deduction if it is divorced from reading.

TL:DR

You can improve a child's reading by reading to them and talking about it!

# Snap survey: how many children had a story read to them yesterday?

Unscientific, but...

- KS1 children 75%
- Y3/4 children 55%
- Y5/6 children 27%

(We didn't ask Reception children – it was the first few days of term!)

Congratulations to Y1 parents, the – champs!

# Book discussion – modelling comprehension strategies:

- Make statements – raise questions
- Re-read, read on – self-check
- What happened before/next
- What does this word mean?
- What can I see in my head?
- Make deductions
- Tie clues together
- What might be happening?
- Refer to text
- Clarify ideas in the light of new information
- How does the writer create an effect?
- What's the big picture?

*Pie Corbett*

# To engineer deeper understanding

- Invite extended thinking
- Focus/refocus
- Mirror back statements of interest
- Encourage – be a good listener
- Dig deeper for inferences/gaps – there's more'
- Draw back to the text – 'look back'
- Provide thinking time + paired discussion
- Clarify, summarise, encourage questions
- **Plus 'key questions' eg 'how long did it take?'**

*Pie Corbett*

- But don't throw too many questions at them – it still needs to be enjoyable.
- Don't forget the best thing is cosying up and loving the book.



Children Reading Aloud –  
if reading to children is so beneficial, why do we  
ask them to read aloud as well?

- Fluency – decoding practice and stamina
- Vocabulary – checking they understand - what does that word mean?
- Comprehension – expression tells you something about how much they understand
- Honesty – if they say they've read the whole book properly, they may have done. Perhaps. (We were all young once...)
- Longer books? Read sections. Ask about the rest!

# But it's a struggle...

We know! So to help, we've come up with an incentive.

- Reading passports – 10/15 minutes = 500 miles
- Certificates for completed journey stages.
- Wristbands for completed journeys

(For more information, see the parents' Reading Guide booklet)

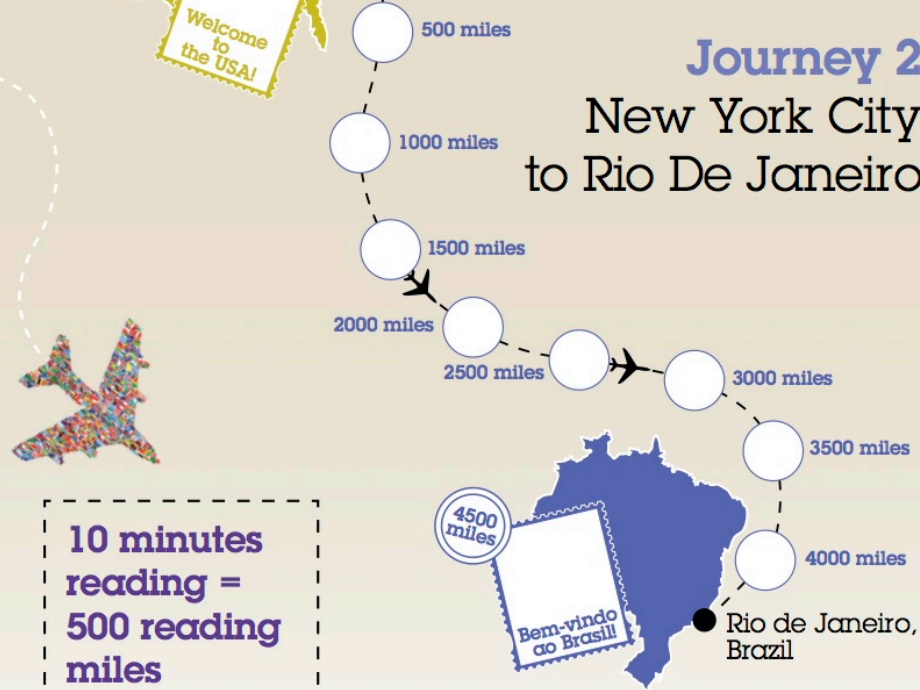
## Journey 1

Home to  
New York City



## Journey 2

New York City  
to Rio De Janeiro



10 minutes  
reading =  
500 reading  
miles

- The passport is intended to reward time spent reading **aloud** to an adult at home.
- There's an honour system. We trust you to sign for time you've actually heard.

# More support - book bands

- Book bands will replace Oxford Reading Tree (ORT) Levels
- We'll still use the ORT books, but be able to add in more; a wider range and extend it further - into KS2.

### Book Bands

Colour	Label
lilac	
pink	
red	
yellow	
blue	
green	
orange	
turquoise	
purple	
gold	
white	
lime green	
brown	
grey	

Book banding:

- is based on a range of criteria including vocabulary, grammatical complexity, length, etc.
- brings in a wider range of books
- extends higher up school (Y3) – more support for parents
- can always be added to with new books
- means home books can be researched
- isn't always aligned to ORT levels

We may make some mistakes when sending books – bear with us.

Children will have picked up from their last book and continue through band.

You can ask them questions as with books read to them – in fact please ask them questions – but same guidelines about a few after.

No, they don't have to read the same books again – we'll skip those!