



Read to me!

Read to me riddles and read to me rhymes.  
Read to me stories of magical times.  
Read to me tales about castles and kings.  
Read to me stories of fabulous things.  
Read to me pirates and read to me knights.  
Read to me dragons and dragon book fights.  
Read to me spaceships and cowboys and then  
When you are finished, please read them again!

-Jane Yolen



[https://www.youtube.com/watch?  
v=r5VevHia0d4](https://www.youtube.com/watch?v=r5VevHia0d4)



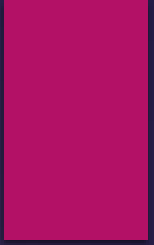
# Why Do We Tell Children to Read?

We're always telling children that books and reading are good for them, but have we ever really thought about why that's true? Exactly what do older children get out of reading novels? What do younger kids get from reading children's stories and being read to?

Does reading matter?

# Reading is like swimming.

- ▶ Getting your 10-metre certificate is not the end of your swimming career. It's the beginning. Once you can use a stroke or two to propel yourself along, you can strike out, build up your swimming stamina and enjoy the water. Perhaps in time you'll swim the Channel or compete in the Olympics. The possibilities are endless but not if you hardly ever go in the water.
- ▶ To become confident deep-end readers, children have to practise all the time. Otherwise they will slip backwards and even the decoding skills will dull. Real readers go on getting better at it throughout their lives.



Reading is an important skill that needs to be developed in children. Not only is it necessary for survival in the world of schools and (later on) universities and the world of work, but in adult life as well.

The more children read, the better they become at reading. It's as simple as that. The more enjoyable the things they read are, the more they'll stick with them and develop the reading skills that they'll need for full access to information in their adult lives.

Reading should be viewed as a pleasurable activity - as a source of entertaining tales and useful and interesting factual information.



The more young children read stories and are read to, the greater their interest in mastering reading. Reading out loud exposes children to proper grammar and phrasing. It enhances the development of their spoken language skills, their ability to express themselves verbally.

Reading, by way of books, children's stories, magazines or websites, exposes kids to new vocabulary. Even when they don't understand every new word, they absorb something from the context that may deepen their understanding of it the next time the word is encountered. When parents read aloud to children, the children also hear correct pronunciation as they see the words on the page, even if they can't yet read the words on their own.

# Did you know?

A report from the Oxford University Press highlighted the importance of parents reading with their children.

'Children who read outside of class are 13 times more likely to read above the expected level for their age'.

If you can't read 5% of words in a text the meaning becomes lost. This is why it is so important to read with your child to help them overcome unfamiliar or tricky words, so that they understand what they are reading.

# What is reading?

▶ phonics (sounds)

oo

igh

er

oi

tion

g



# What is reading?

- ▶ Word reading - using the sounds to decode

book

night

winter

boil

action

go

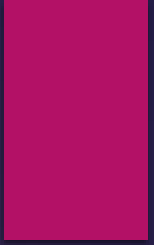
# Reading is not about simply saying the words correctly.

- ▶ No English exam tests this.
- ▶ Reading is about understanding the words.
- ▶ Reading between the lines, gaining meaning from the text.

# Reading Comprehension

## The next step

- ▶ Retrieval and recall
- ▶ Understanding what they are reading - inference (becoming text detectives!)
- ▶ Reading for pleasure
- ▶ Exposure to new vocabulary
- ▶ These are the most important bits!

- 
- ▶ Children will always be tested on their ability to read and understand. Children **cannot** leave school with a qualification in maths and English.
  - ▶ All employers want a GCSE or equivalent in English and maths.
  - ▶ We check their understanding not their ability to decode words.
  - ▶ Some children read well but have little or no understanding of what they have just read.

# The essential part of reading is understanding of vocabulary.

- ▶ What words mean and are they used correctly.
- ▶ A child who has a good vocabulary and is exposed to a wide vocabulary always do better in exams.

# 3 Tiers of Vocabulary



## **Tier 3 Domain Specific Content Area Words**

*isosceles, musket, fulcrum, germinate*

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## **Tier 2 Academic Vocabulary General Words (Often found in text)**

*emerge, bicker, develop, utter, grim*

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## **Tier 1 Basic Vocabulary**

**Everyday Words (Used in speaking)**  
*book, flower, our, table, walk, boy*

# Vocabulary

- Vocabulary is an essential part of reading/writing
- Don't assume the children know what they are reading
- Model using different contexts
- Synonyms
- Put it in a new sentence











Popcorn words

Word: \_\_\_\_\_

Definition: \_\_\_\_\_

Sentence: \_\_\_\_\_

Synonym: \_\_\_\_\_



# Popcorn words

Word: Festooned

Definition: to hang decorations such as chains of flowers or paper across <sup>something</sup>

Sentence: The house was festooned with paper chains

Synonym:

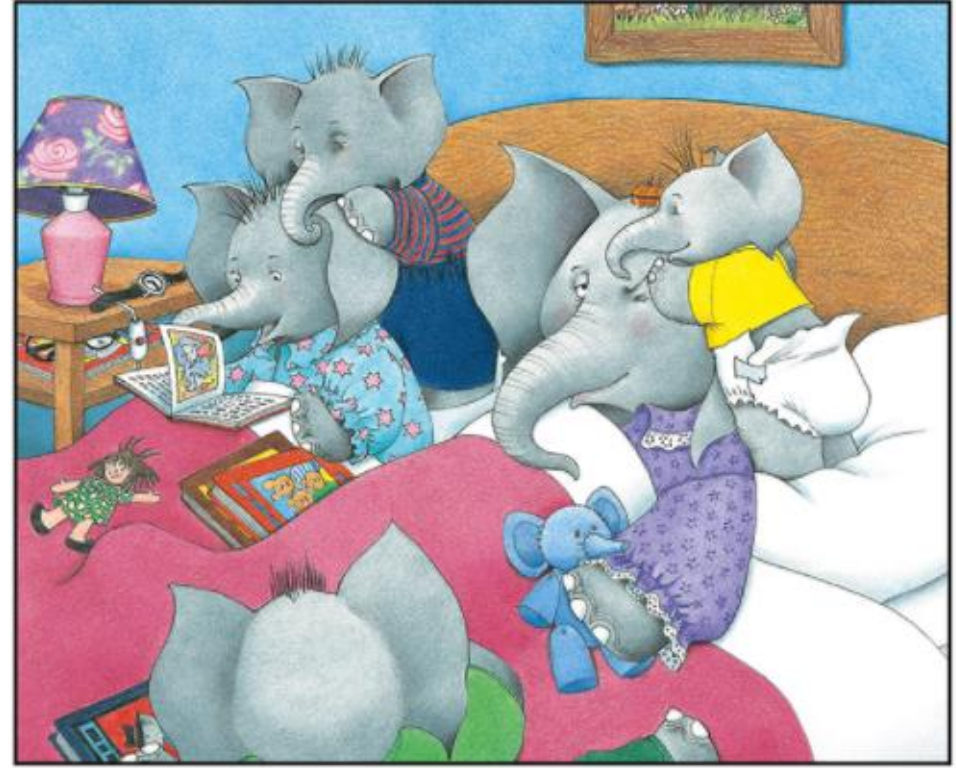
decorated







Mr Large was getting ready for work.  
“Don’t forget the office dinner-dance tonight, dear,” he said.  
“Of course I won’t,” said Mrs Large.  
“I’ve been thinking about it all year.”



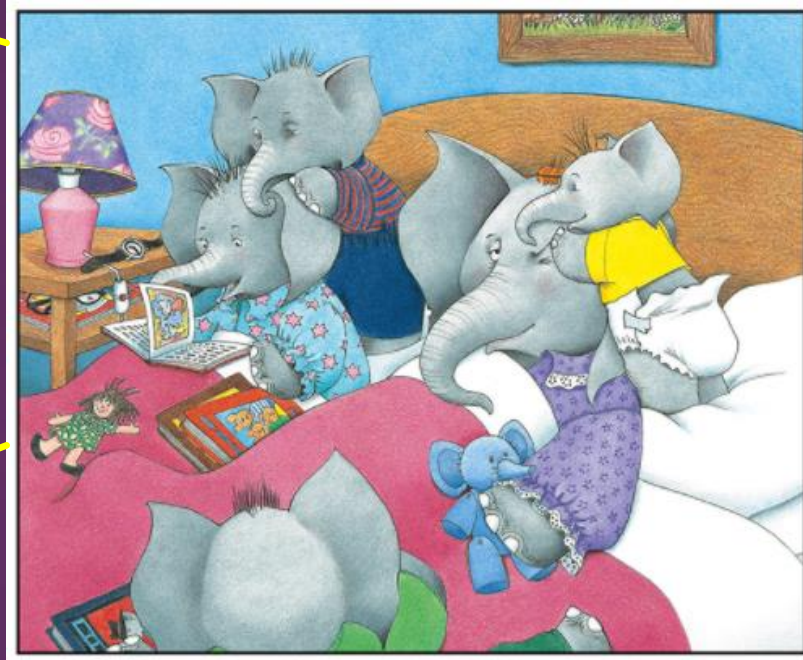
What is a dinner dance?

What does dear mean? Synonym?

Is she looking forward to it? How do you know?

What will happen next?

What can you see? What do you think their lives are like? How do you know?



## The Graveyard Book

### Chapter 1 How Nobody came to the Graveyard

There was a hand in the darkness, and it held a knife. The knife had a handle of polished black bone, and a blade finer and sharper than any razor. If it sliced you, you might not even know you had been cut, not immediately.

The knife had done almost everything it was brought to that house to do, and both the blade and the handle were wet.

The street door was still open, just a little, where the knife and the man who held it had slipped in, and the wisps of the night-time mist slithered and twined into the house through the open door.

## Key Stage 2

### Insert a sentence:

"Drips of blood lead to the motionless man sprawled across the floor of the now silent home."

### Headline (Summarise):

Mysterious man commits knife crime!

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## Stage 2

1. Why do you think the author chose to call the text 'Graveyard book?'
2. What do you think happened in the story? Give reasons for your answer.
3. How did the man get into the house? How do we know this?
4. Do you think the knife had fulfilled its purpose? Explain.
5. The chapter is called 'How Nobody came to the Graveyard.' What do you think this means? Explain your answer.
6. Explain what is meant by the phrase 'mist slithered and twined into the house.'

# What happens next in reading comprehension?

Children could be asked to:

- ▶ Write the end
- ▶ Insert a twist
- ▶ Give their opinions
- ▶ Describe their favourite part
- ▶ Write a book review
- ▶ Answer some questions based on the text
- ▶ Draw what happens next
- ▶ Act out the story
- ▶ Retell/summarise the story



# Reading



All children are assessed in Reading, Writing and Maths. Reading is assessed through a test. These could be any genre of writing. After they have read a section they are required to answer questions based on it.

Children cannot have any help from an adult.



# Reading



Reading There are different types of questions in this test:

- Straight forward literal questions where the answers are in the text.
- Inference/deduction questions are 'reading between the lines' questions. What is the text hinting at?
- Analytical questions require more thought. Their opinion may be called upon and they have to think of reasons why words or features are used.

# Examples Reading Paper 2019 – The Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

29

She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.

The word *slung* suggests that Piper put on the brown coat...

Tick **one**.

carelessly.

slowly.

tidily.

thoughtfully.

30

Look at page 8.

Why is the boy *huddled* in the doorway while he waits for Piper to open the door?

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'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Ardra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiff hip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.

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Look at page 9.

Where did Micah find the music box?

1 mark

34

Look at page 9.

*'But she won't sing?'*

What does Piper mean when she says this?

1 mark

Tricky vocabulary used: e.g.  
Indignant  
Cerise  
Contraptions

# Example of Questions from Reading Paper 2019

**38** Look at the last paragraph, beginning: *'Yeah, it'll look smart.'*

**Find** and **copy one** word that suggests that the sound coming from Micah's music box is unpleasant.

\_\_\_\_\_

1 mark

**39** What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 marks

# What you can do at home

- ▶ Read regularly with your child. Listen to them and let them listen to you.
- ▶ Ask about vocabulary. Provide examples of it in sentences.
- ▶ Discuss the pictures. It's amazing what they can pick up and imagine.
- ▶ Discuss your favourite characters.
- ▶ If they didn't enjoy their reading book ask why. How could the book be better? Explore ideas together.
- ▶ Make predictions.
- ▶ Encourage them to draw or write something to do with the book/character.

# Help is here if you need it!

- ▶ Age appropriate book lists
- ▶ Question prompts to use when listening to your children read
- ▶ Book club - £1 for a new book or 50p for nearly new.

# I'm really busy, I don't have lots of time for reading so what can I do?

- ▶ Just ten minutes a day can make a huge difference to your child's reading. That's all it takes! Even in a traffic jam your child could be doing a bit of reading to you.
- ▶ Look for words everywhere, when you are out and about – on signs, posters, even on the subtitles on the TV – it all counts towards building that reading environment, and forming those reading habits.

# My child hates books, what can I do?

- ▶ Create a positive book-filled environment, and don't expect a quick fix! Don't be negative about comics and magazines, words are words and a comic might just tip a negative child over into positive. It's a slow process to shift attitudes, but more than worth it.
- ▶ Also; remember that the adult controls how much gaming/internet time a child can have.

# I'm convinced my child has dyslexia, what should I do?

- ▶ Firstly, make an appointment with our Special Educational Needs Coordinator. Before you go, make specific notes about your child's problems with reading and writing, but don't be tempted to look it all up online as this will probably not be helpful.
- ▶ All children are different and some come to reading much later than others – this does not necessarily mean they are dyslexic.

# My child will only spend time on their phone or tablet

- ▶ You are in charge!
- ▶ Limit their screen time
- ▶ Too much screen time is unsafe and unstimulating
- ▶ It damages their ability to communicate and their vocabulary.



# 10 ways to become a better reader...

1. Read 2. READ

3. Read 4. read

5. READ 6. Read

7. Read

8. read

9. Read ☺

10. READ

