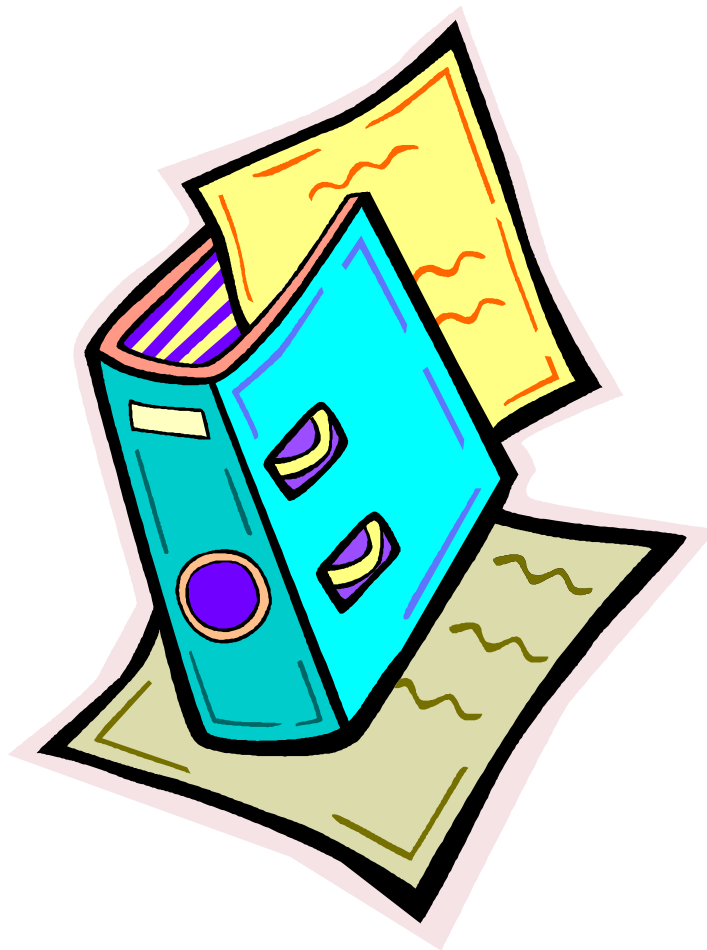


Reading Workshop



Introduction



Why Read?

- Spelling
- Understanding
- Vocabulary
- Access
- Positive attitude



What do good readers do?

Engage with the text

Make connections with existing knowledge

Empathise / Visualise

Question / reflect



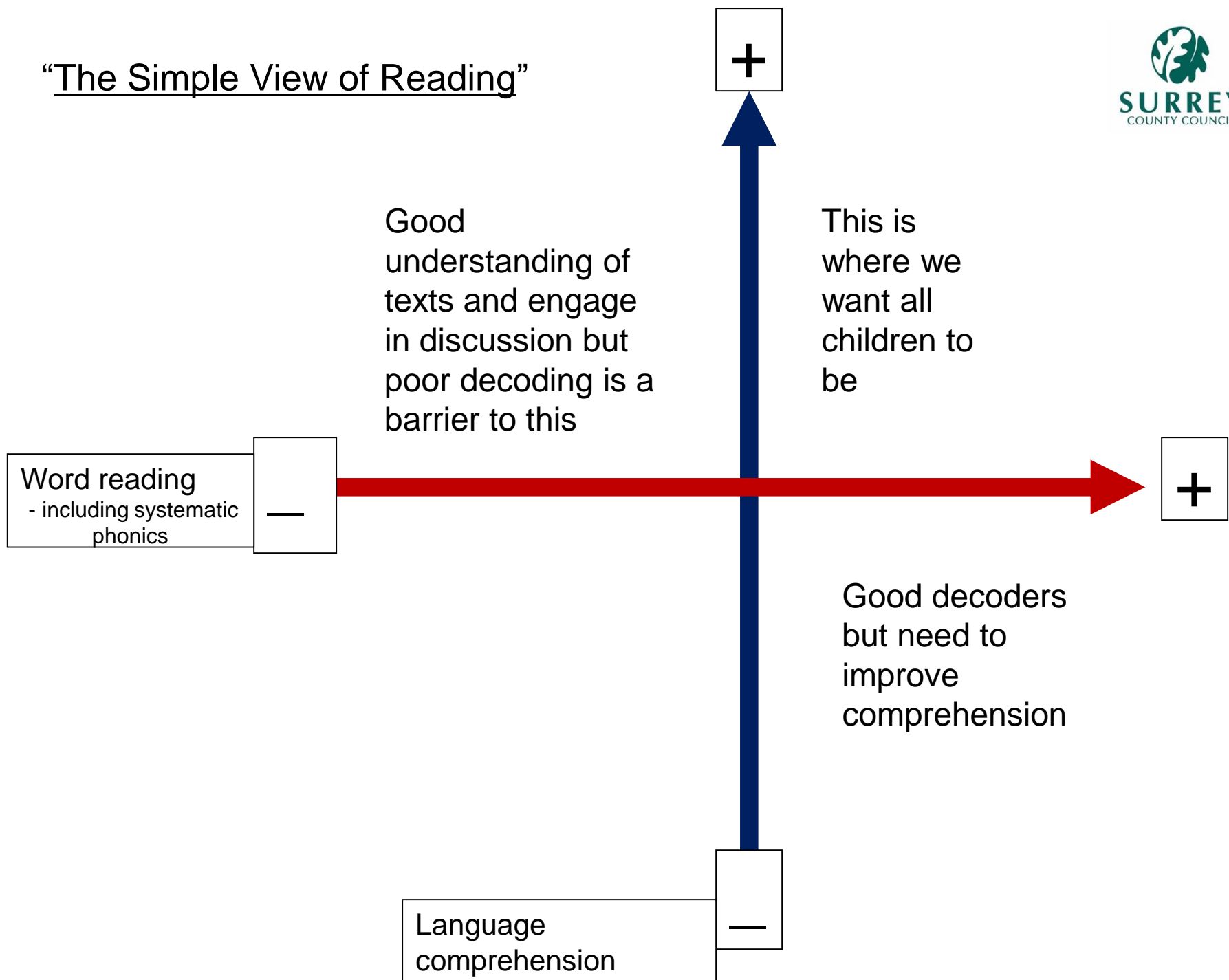
Accept not knowing

Develop vocabulary through the context

Understand the text

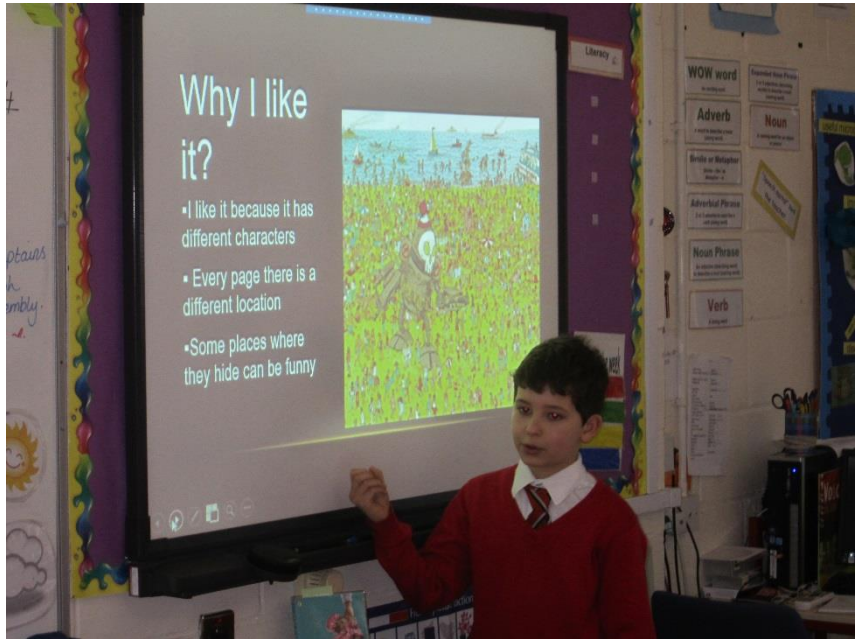
Recognise the punctuation

“The Simple View of Reading”



Types of Reading at WFJS

- Individual
- Shared in class
- Guided comprehension



Main KS2 year 3 and 4 reading objectives



Understand what they read by checking that the text makes sense

Identifying main ideas drawn from more than one paragraph and summarising these.

Retrieve and record information from non-fiction.

Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Participate in discussion and take turns to listen to what others say.

Predicting what might happen from details stated and implied.

Read books that are structured in different ways and for a range of purposes

Use dictionaries to check the meaning of words I have read

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Identify how language, structure and presentation contribute to meaning

Understand by asking questions

Understanding a Text

Three basic quick key questions to ask if you are busy!

What's your book about?

What's your reaction to the part you have read?

How does it make you feel?

What's the author up to in this passage?

...And how do you know?

Goldilocks

One fine morning, Mrs Bear made some porridge for breakfast. It was too hot to eat, so the three bears decided to go for a walk in the woods while the porridge cooled.

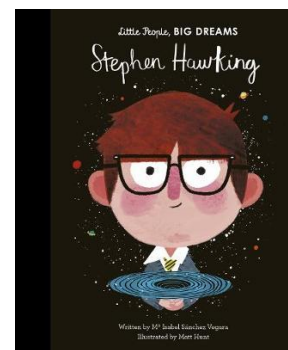
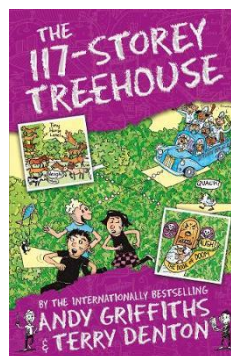
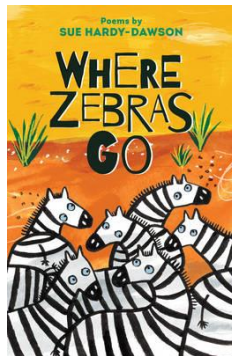
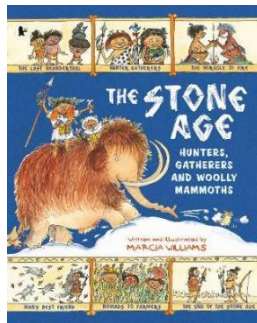
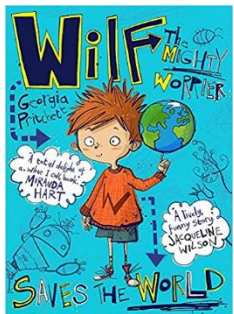
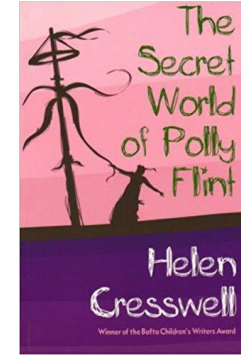
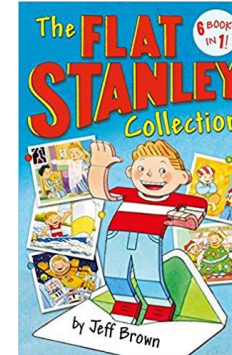
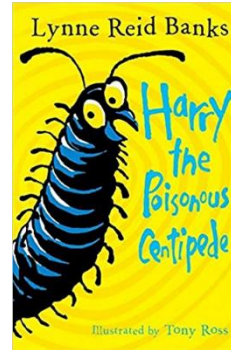
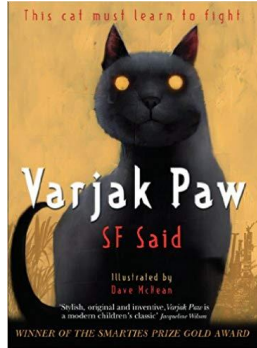
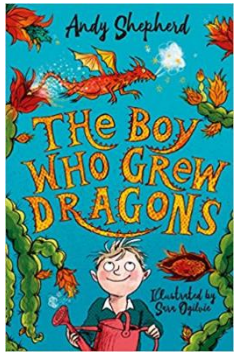
When they were out, a little girl called Goldilocks came running through the wood. She had lost her way. She stopped in surprise when she saw the bears' cottage. She couldn't see anyone around, so she tried the door. It opened! And when she saw the porridge on the table, she began to feel hungry...

“Nobody will notice if I just take a little bit,” she thought.

- Literal Question
- What did Mrs Bear make for breakfast?
- *(porridge)*
- Deduced Question
- Why did Goldilocks go into the cottage?
- *(she was lost and tempted)*
- Inferred Question
- What sort of girl was Goldilocks?
- *(naughty and mischievous)*

What books should children be reading in Year 3?

Children should be progressing to chapter books.



<https://www.explorellearning.co.uk/blog/recommended-reading-lists/>

<https://schoolreadinglist.co.uk>

<https://www.lovereadng4schools.co.uk/lists/33/Year-3-age-7-8>

<https://www.waterstones.com/category/childrens-teenage/ages-5-8>

<https://www.lovereadng4kids.co.uk/genre/7/7-plus-readers.html>

How important is vocabulary?

Teachers' perceptions: the academic impact of the word gap

Primary teachers noted that the word gap has a significant impact on a child's academic progress and contributes to:

- children having weaker comprehension skills
- children making slower than expected progress in reading and writing
- children finding it very or extremely challenging to read national test papers. (OUP, 2018)

The wider impact of a word gap

OUP's research also found that teachers believe that the word gap affects students' **wider life chances** and contributes to:

- lower self-esteem and poorer behaviour
- difficulty making friends, joining in activities, and expressing feelings
- worse school attendance
- difficulty getting work after leaving school
- students being less likely to stay in education. (OUP, 2018)