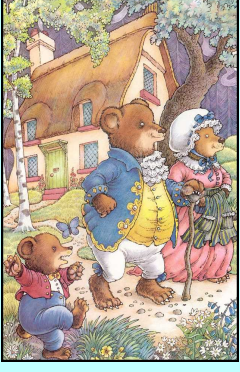


Welcome ...

can you decode this text to work out the story?

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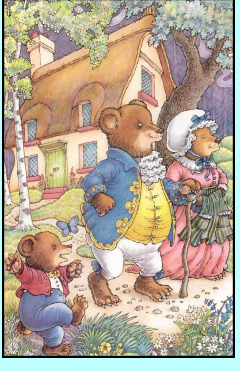
What we are doing:

- Looking at how we teach reading and writing at school
- Ways that you can support your child (ren) at home

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How did you get on?
What skills did you use?

Once upon a time there were three bears who lived together in a little cottage in the woods. They were Father Bear, Mother Bear and Baby Bear. One morning, the three bears decided to go for a walk before breakfast.



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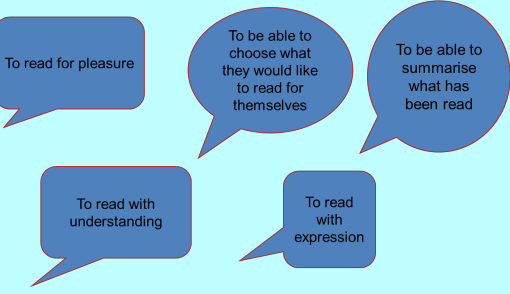
Strategies to help improve word reading:

- Use phonics
- Use the shape of the word
- Use the picture cues
- Try to guess the word from the meaning of the rest of the sentence
- Use prior knowledge
- Read ahead / go back
- Check that it makes sense
- Does it look like any other words they know?

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Children As Readers

- We **want** our children....



- To read for pleasure
- To be able to choose what they would like to read for themselves
- To be able to summarise what has been read
- To read with understanding
- To read with expression

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The National Curriculum breaks reading up into two categories:

- Comprehension
- Word Reading

Give / explain the meaning of words in context
Retrieve and record information / identify key details from fiction and non-fiction
Summarise main ideas from more than one paragraph
Make inferences from the text / explain and justify inferences with evidence from the text
Predict what might happen from details stated and implied
Identify / explain how information / narrative content is related and contributes to meaning as a whole
Identify / explain how meaning is enhanced through choice of words and phrases
Make comparisons within the text

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How do we develop these skills?

- Guided Reading sessions in school
- Regular reading across other subjects
- Reading regularly at home
- Listening to other people read
- Discussing what we have read

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Guided Reading in School

- Whole class sessions
- Half an hour daily
- Reading aloud to others
- Listening to others read
- Discussing and answering questions on what we have read

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Developing Comprehension:

Traffic Light Questioning



Red Questions- literal- the answer is in the text

A Literal question asks the reader to recall facts explicitly stated in the text. The can be located "on the lines" Who, what, when, where....

Amber Questions- inferential- use the text to look for clues to the answer

An inference is "reading between the lines" to understand things not directly stated by the author. Inferences are based on information stated in text as well as what is known from personal experience which relates to the passage being read.

TIPS:

Making inferences means making a guess based on information.

Prior knowledge and details are needed for inferences.

Predictions are what the reader thinks will happen.

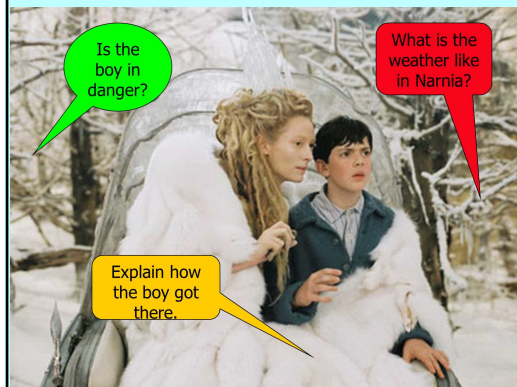
Conclusions can be drawn from thinking about the facts or details in the text.

Green Questions- evaluative- drawing conclusions from the text

An evaluative question asks the reader to decide whether he or she agrees with the author's ideas or point of view in light of his or her own knowledge, values, and experience. These questions can be answered from "in your head". Read beyond the text. How do I FEEL about it?

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For example ...



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Developing Comprehension:

Working on a three step approach.

P - point

E - evidence

E - exploration/explanation (upper school/mastering children)

Step 1. P - I think that.....

Step 2. E - Because.....

Step 3. E - Show/demonstrate without repetition

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For example ...

1. Explain why Adele is unhappy using evidence from the text.

Step 1. I think that.....

Step 2. Because.....

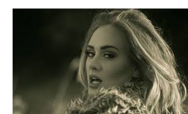
Step 3. Show/demonstrate without repetition

Hello, it's me.

I was wondering if after all these years you'd like to meet

To go over everything

They say that time's supposed to heal ya, but I ain't done much healing




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For example ...

1. Explain why Adele is unhappy using evidence from the text.

Step 1. (P) I think that.....
 Step 2. (E) Because.....
 Step 3. (E) Show/demonstrate without repetition

Hello, it's me.
 I was wondering if after all these years you'd like to meet
 To go over everything
 They say that time's supposed to heal ya,
 but I ain't done much healing



I think that she is unhappy.

This is because she says she has not done much healing.

This shows that she hasn't got over whatever upset her.

Do not repeat the word 'unhappy' from point 1. Key not to repeat!

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What you can do at home ...

- read with them as often as possible - this does not have to be their reading book. It could be a recipe, letter, e-mail etc.
- make reading a positive and enjoyable experience
- read to your child
- be a great role model and let them catch you reading
- share and discuss your favourite books with them
- read with different members of the family
- complete the reading ramble
- visit the library

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Helping with Cracking Comprehension homework ...

- Read the text aloud - if they are finding the text tricky, read it to them first then ask them to read it
- Pick out and explain any words they haven't heard before
- Read / discuss what the question is asking
- Encourage them to re-read their answer with the question to check it makes sense
- Model how you might answer the question

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"Great books build the imagination. The more we read aloud expressively, and the more children are able to savour, discuss and reinterpret literature through the arts, the more memorable the characters, places and events become, building an inner world. A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds. The mind is a 'tardis'; it may seem small but inside there are many mansions. Each great book develops the imagination and equips the reader with language.

Great stories also build language because around 75% of our vocabulary comes from our reading." Pie Corbett

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TALK FOR WRITING

What is Talk for Writing?

Talk for Writing, developed by Pie Corbett, enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.

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What is Talk for Writing?



the developmental exploration, through talk, of the thinking and creative processes involved in being a writer.

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Imitation- familiarisation

- Retelling a story till it can be told fluently
- Multi-sensory approach, made memorable

Innovation – adapting a well-know story

- Substitution, addition, alteration, change of view point and reusing the basic story pattern

Invention – creating your own story

- Building up a story – drawing, drama, images, first hand experience, quality of reading etc


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Imitation

- The purpose for writing is introduced
- Play games to 'warm-up' the text and use lots of short-burst writing so that they are writing every day even if it is just a paragraph.
- The games should help to build up a bank of language & vocabulary, ideas and structures to use in the writing stage

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Creative Games
Alphabet Game



Can you name something in the picture beginning with every letter of the alphabet?

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Creative Games



- What has just happened?
- What might happen next?

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Creative Games
Ping Pong



Play in pairs: take turns to suggest an adjective to describe the picture. Win a point if one gets repeated or your opponent can't think of another one.

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Imitation Introduce and Over-learn / Internalise a model text

- Writing is based on a model text that demonstrates the key features of that type of writing and the key learning points
- Children spend time learning the model text
- Create a text map for the model text using pictures and actions
- This gives a model for writing that is well embedded in a fun and interactive way

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Imitation Introduce and Over-learn / Internalise a model text



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Innovation

Adapting a well-known story

- Plan using the structure of the model text that they have internalised
- Plan a class version together
- Modelled writing and shared writing

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Independent Application

- Plan a new piece of writing -refer to boxed up version of the model text again
- Pupils write independently - called the 'hot task'
- Compare the cold and hot tasks to see progress

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Top Tips to support writing at home ...

- Read, read, read!
- Provide opportunities for writing, e.g. a shopping list, a card, a letter, addressing an envelope
- When reading, discuss new vocabulary and punctuation
- Find opportunities to model and explain new vocabulary

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Helping with Creative Writing homework

- Talk about it
- Brainstorm ideas and offer suggestions
- Plan it out with key words / pictures
- Break the writing up into manageable chunks
- Help them to proof-read their writing - don't suggest too many corrections!

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Thanks for listening!

Any questions?

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