

Enjoy reading!

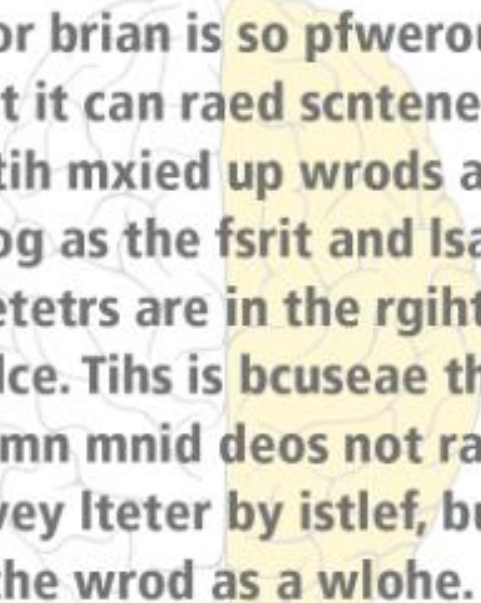
What is reading?



Reading is making meaning from print. It requires that we:

- ▶ Identify the words in print – a process called **word recognition**
- ▶ Construct an understanding from them – a process called **comprehension**
- ▶ Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called **fluency**

Sometimes we make meaning from print without being able to identify all the words.



Yuor brian is so pfweroul,
taht it can raed scntenees
wtih mxied up wrods as
lnog as the fsrit and lsat
letetr are in the rgiht
palce. Tihs is bcuseae the
huamn mnid deos not raed
ervey lteter by istlef, but
the wrod as a wlohe.

Sometimes you can identify words without being able to construct much meaning from them.

***'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.***

Extract from "Jabberwocky" by Lewis Carroll

Finally, sometimes you can identify words and comprehend them, but if the processes don't come together smoothly, reading will still be a labored process.

It isn't as if the
words are difficult to
identify or understand but the
spaces between words make
you pause between words,
which means your reading
is less fluent.

So, reading =

weaving together **word recognition** and **comprehension** in a **fluent** manner.

These 3 processes are complex! Each one is crucial for reading for meaning.



Other strategies we might use to make meaning from complex text:

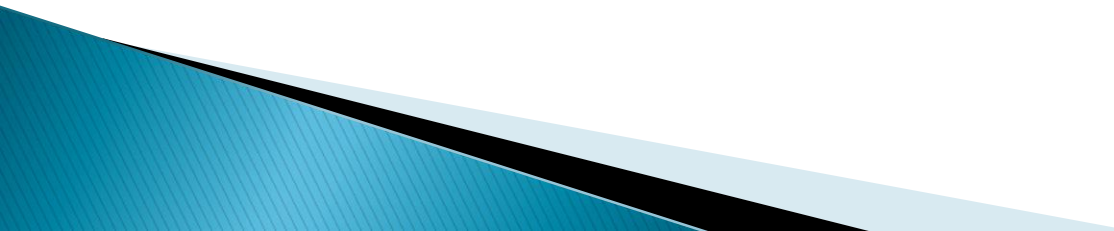
- Self-monitor our understanding. If we don't 'get' a sentence, we go back and re-read it to try and make sense of it.
- Re-read words we don't understand the first time. Predict the meaning of words through context.
- Sound out long words we haven't come across before.

Chunk text into short sections, summarising each one.




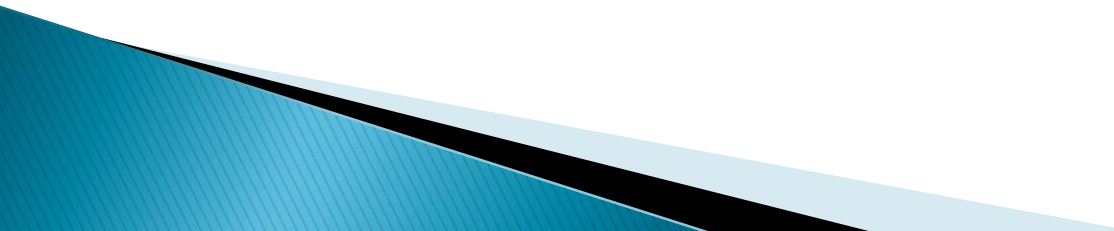
To develop word recognition, children need to learn:

- ▶ How to break apart and manipulate the sounds in words – this is **phonemic awareness** example: *feet* has three sounds: /f/, /e/, and /t/
- ▶ Certain letters are used to represent certain sounds – this is the **alphabetic principle** example: *s* and *h* make the /sh/ sound
- ▶ How to apply their knowledge of letter–sound relationships to sound out words that are new to them – this is **decoding** example: sssssppppooooon – spoon!

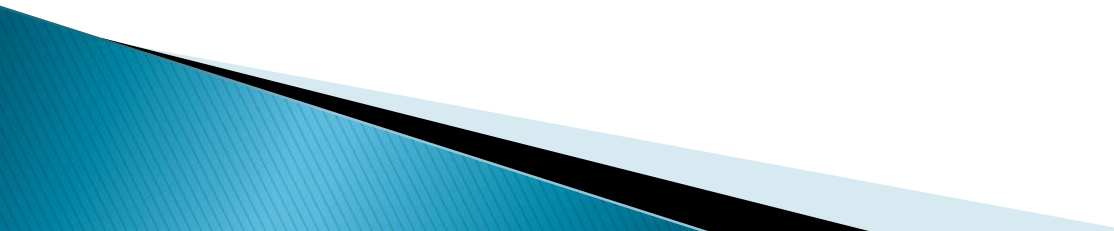
- ▶ How to analyze words and spelling patterns in order to become more efficient at reading words – this is **word study**
 - ▶ Example: *Bookworm* has two words I know: *book* and *worm*
 - ▶ To expand the number of words they can identify automatically, called their **sight vocabulary**
 - ▶ Example: Oh, I know that word – *the*!
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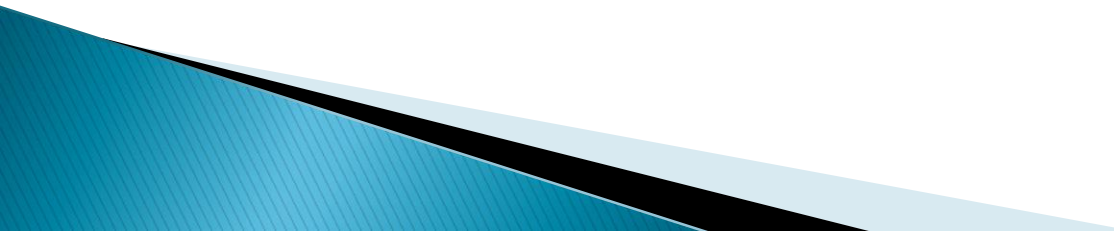
To develop comprehension, children need to develop:

- ▶ **Background knowledge** about many topics
example: This book is about zoos – that's where lots of animals live.
 - ▶ **Extensive oral and print vocabularies**
example: Look at my trucks – I have a tractor, and a fire engine, and a bulldozer.
 - ▶ **Understandings about how the English language works**
 - ▶ Example: We say she *went* home, not she *goed* home.
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- ▶ Understanding about **how print works** example: reading goes from left to right
 - ▶ Knowledge of **various kinds of texts** example: I bet they live happily ever after.
 - ▶ **Various purposes for reading**, example: I want to know what ladybirds eat.
 - ▶ **Strategies for constructing meaning** from text, and for problem solving when meaning breaks down. Example: This isn't making sense. Let me go back and reread it.
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To develop fluency, children need to:

- ▶ Develop a high level of **accuracy** in word recognition
 - ▶ Maintain a **rate** of reading brisk enough to facilitate comprehension
 - ▶ Use **phrasing and expression** so that oral reading sounds like how language sounds
 - ▶ Transform deliberate strategies for word recognition and comprehension into **automatic skills**
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- ▶ But if reading isn't pleasurable or fulfilling, children won't choose to read, and they won't get the practice they need to become fluent readers.
 - ▶ Therefore, reading also means developing **and maintaining the motivation to read.**
 - ▶ Reading is an active process of constructing meaning! The key word here is **active.**
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Comprehension:

The purpose of reading!

COMPREHENSION



I understand
what I read.

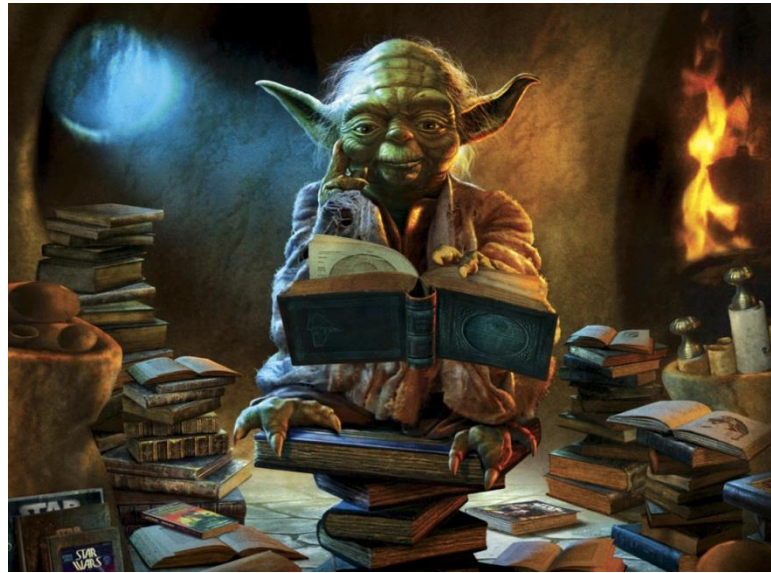
Comprehension
processes connect
thinking and reading!



Comprehension strategies
= the ‘mental processes’
that good readers use to
understand text. These
strategies need to be
explicitly taught towards
developing independent
readers who engage
meaningfully with text.

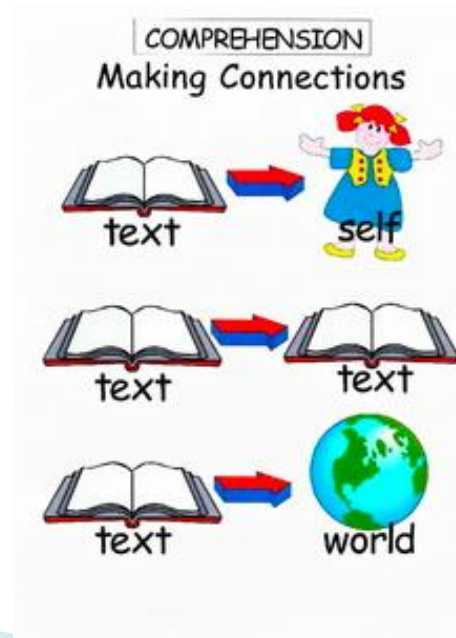


**What are the key
comprehension strategies good
readers use?**



Making connections.

Good readers make connections to the text using their background knowledge and experiences.



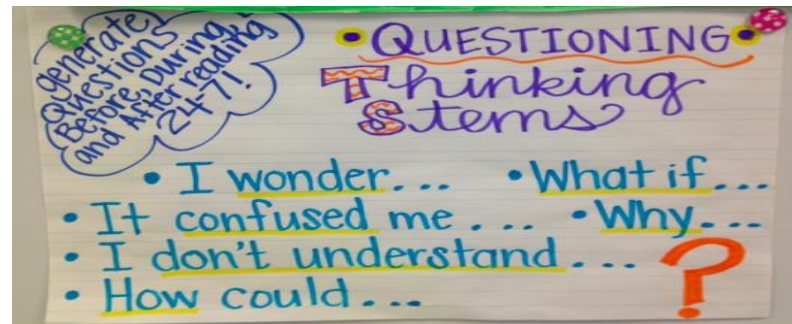
Visualising.

Good readers create a mental picture of the story as they read, which enhances reading comprehension.



Questioning / self-monitoring.

Good readers ask questions to themselves to clarify and deepen their understanding of text. If they don't understand something, they stop and question why that might be.



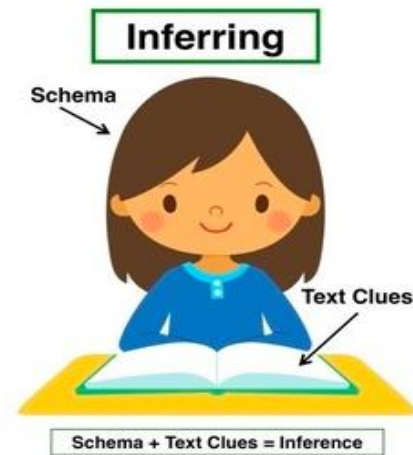
Determining importance.

Good readers decide what information is important and what isn't essential. This is particularly important for navigating non-fiction texts. Non-fiction text features can be used to determine importance (captions, titles, bold words, graphs, etc).



Inferring.

Good readers read between the lines. They use the text and their own thinking to develop meaning. Inferring involves predicting, drawing conclusions, finding meaning and using evidence from the text.



Synthesising and summarising.

Good readers summarise, draw conclusions, pull ideas together and respond to text. These are sophisticated strategies, which mean reading and thinking is constantly evolving.



How can we teach children to use these strategies?

On the separate handout in front of you, each section is broken down into questions that you can ask your child. (end of power point)



How do schools assess Reading?

Reading papers:

KS1 Domain: Key areas to based comprehension questions on.

1a	1b	1c	1d	1e
<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>Identify and explain the sequence of events in texts.</i>	<i>Make inferences from the text.</i>	<i>Predict what might happen on the basis of what has been read so far.</i>

Key messages:

Reading for meaning = weaving together word recognition and comprehension in a fluent manner.

Fluency is critical for reading comprehension.

Vocabulary development supports reading comprehension.

Comprehension processes connect thinking and reading.



Any questions?



What does it sound like when we are modelling **making connections** to a child?

“This part of the story reminds me of....”

“This makes me think of...”

What does it sound like when we are modelling **visualising** to a child?

“When I close my eyes, I can see...”

“The picture in my mind is changing because...”

What does it sound like when we are modelling **questioning / self-monitoring** to a child?

“I wonder why...”

“What would happen if...”

“Why didn’t that make sense to me?”

“What might that word mean?”

What does it sound like when we are modelling **determining importance** to a child?

“I think the key idea is...”

“I’m going to pay special attention to this point because...”

“I’m going to look through the table of contents and pictures first to help me get a feel for the text”

What does it sound like when we are modelling **inferring** to a child?

“When I read_____, I think_____,
because_____”

“As I read, I’m going to note down
things I think are important...”

What does it sound like when we are modelling **synthesising and summarising** to a child?

“These are the facts_____, and this is what I am thinking_____”

“I think the author is trying to_____”

“Reading this passage has / hasn’t changed my mind about_____, because_____.”

What does it sound like when we are modelling **synthesising and summarising** to a child?

“As I read, I’m going to note down things I think are important, paragraph by paragraph.”