



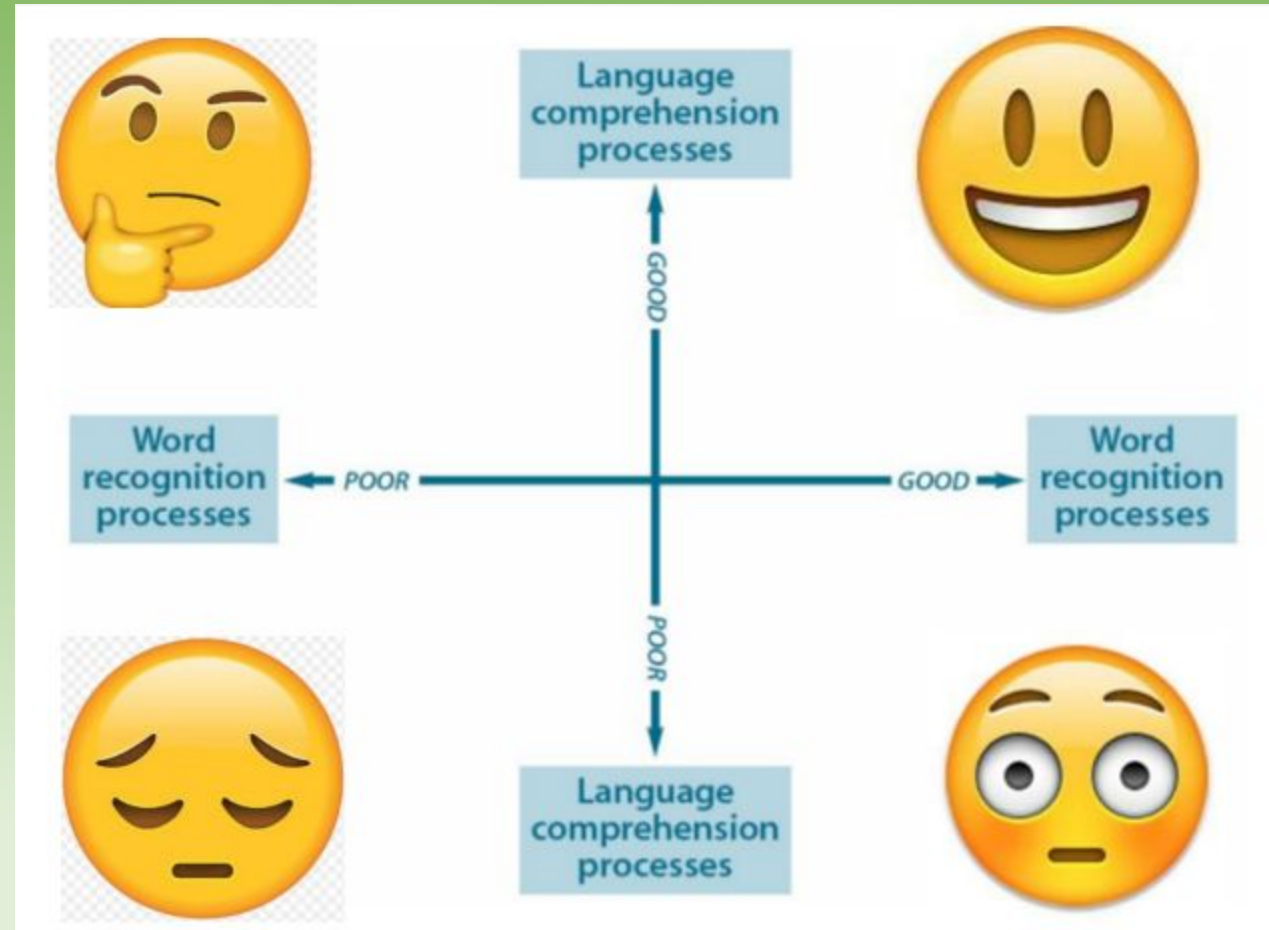
# Reading Workshop

## Year 3 and 4

**“Reading is the  
gateway skill that  
makes all other  
learning possible.”**

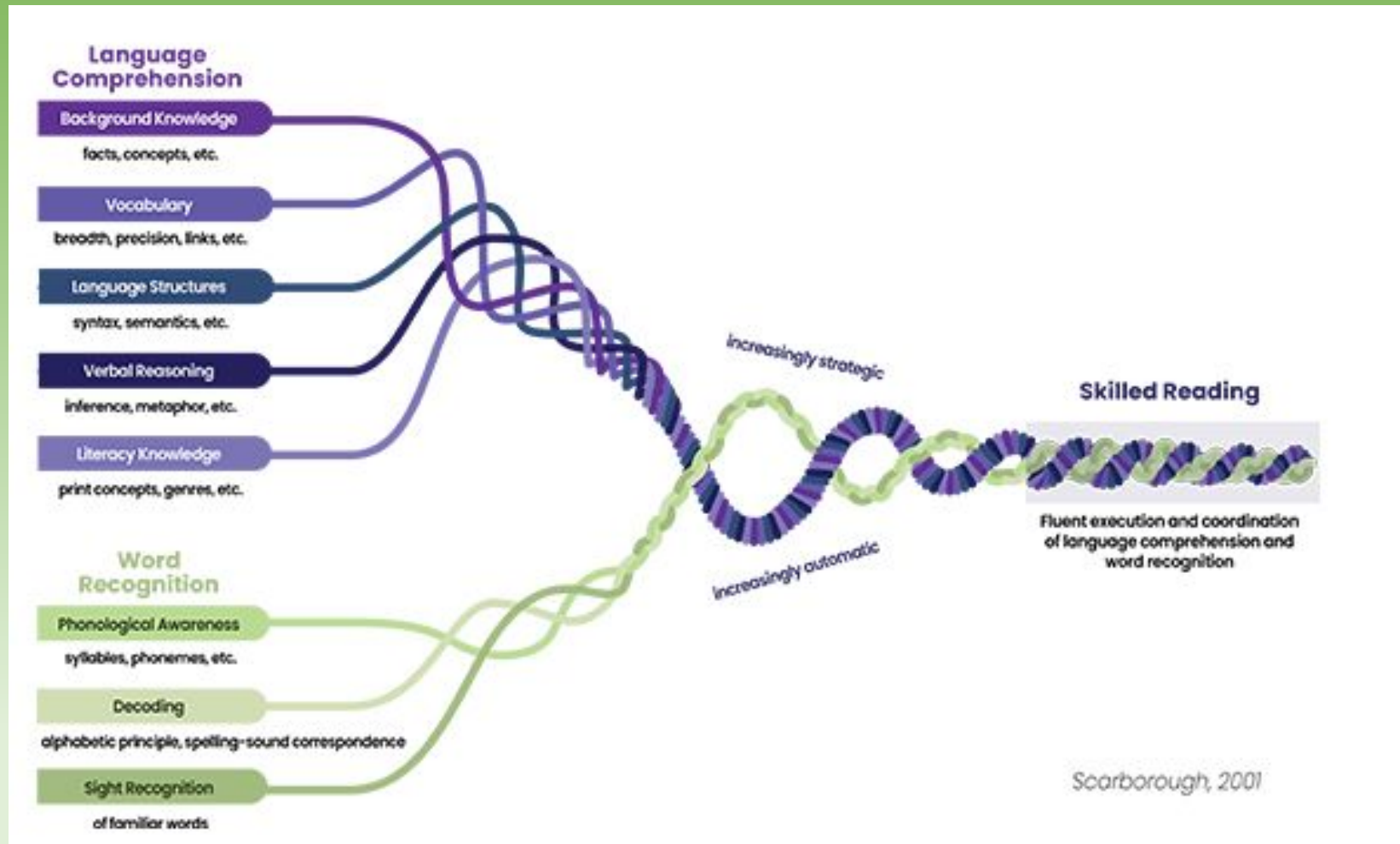
BARACK OBAMA

What is reading?



The Simple View of Reading

Learning to read allows us to read to learn.



**Word Recognition** is a combination of:  
Phonological awareness  
Decoding  
Sight recognition

**Language Comprehension** requires a combination of:  
Background knowledge  
Vocabulary  
Language structures  
Verbal reasoning  
Literacy knowledge

At Nether Green, we encourage children our children to develop a love for reading. We teach them the skills that they will need to become fluent readers who read for meaning and purpose.

**Phonics** – to further develop word recognition and decoding strategies as well as fluency for those children that need this support.

**Whole class reading sessions** –Every day from 9 -9.30.Three of these sessions focus on the class book, the class will delve deeply into the story and characters. The other two sessions are focussed on comprehension skills, these texts are chosen so that they mirror the wider curriculum, enriching their learning.

**Reading for Pleasure** – every day, 15 minute session. Children will be listened to 1-1 with adults throughout the week. In Y3, one session is with their Y6 buddy.



## Morning reading sessions:

When we delve deeper into a book, we use lots of different techniques to encourage the children to think carefully about the text.

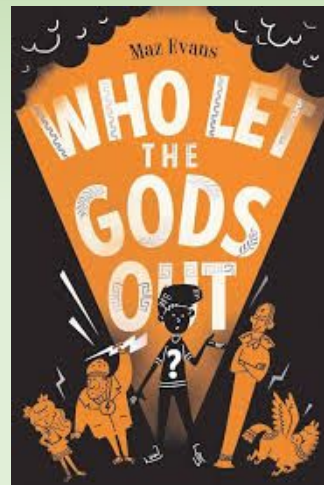
Teachers use lots of different ways to engage the children further.

All new books start by looking carefully at the cover and the blurb – what might they book be about?

What questions do the children have about it?

Further activities include questions, visualisations, fact files about characters, predictions.

Activity -visualisation



Let's have a look at some of the activities your child will complete in reading skills lessons.

In class, children will read the text together with their teacher. This happens in multiple ways.

Children will have opportunities to talk through the ideas for answers.

Let's have a go!



## All About The Iron Age

Humans have used a variety of materials to build things throughout their history. Today, we are used to plastics, metals, woods, and so many others that it's hard to count them all. Early humans had to make do with tools and belongings made from stone and wood. It wasn't until the Bronze Age that they started to experiment with a metal —bronze. By the time of the Iron Age, people had begun to work with, you guessed it, iron!

Most early periods of human history are hard to put exact dates on. One of the most amazing things is that humans all over the world discovered and began using iron. Remember, there were no phones to call other people. Even though there were emerging written languages, there was no way for letters to reach the other side of the world. Because of all of this, the iron age began and ended at different times around the world. Most archaeologists (people who study ancient civilisations) agree that the start of the iron age was whenever iron tools became better than their bronze tools. This meant that there was some crossover. The famous Egyptian Pharaoh, Tutankhamun, was buried with an iron dagger, but he lived during the Bronze Age. At that point, the Egyptians were still making their best tools out of bronze.

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or Summarise

## RETRIEVAL FOCUS

1. What was the main material of the Iron Age?
2. When did the Iron Age start in Britain?
3. Which Egyptian Pharaoh was buried with an iron dagger?
4. True or false: The British Iron Age was longer than the Egyptian Iron Age.
5. How was meat often preserved?

## VIPERS QUESTIONS

**S**

What is one difference between modern materials and those of the Iron Age?

**S**

Why is hard to say when the Iron Age started and ended?

**V**

Which word means iron could be made into “detailed” shapes?

**V**

What is the difference between something being “traded” or “bought”?

**I**

Why might the author think the Iron Age was such a tough time to be alive?

## What can and should your children read?

All reading is positive. We want our children to develop a wide reading repertoire

Like most people, I spend a vast amount of time each day reading a wide range of texts. Most are read from the computer screen rather than books. On a typical day I might read: letters and emails, text messages, reports, menus, train timetables, television schedules and anything on the website of Rushden and Diamonds FC... What is immediately clear from a list such as this is how much more is expected of readers than 30 years ago. The skills needed to read a novel at home are vastly different from those required to search on the internet, read and compose a text message or review a number of different reports on a handheld device such as a BlackBerry...Thirty years ago we would perhaps not have recognised the notion that we 'read' media texts such as television and film... Increasingly, texts that were exclusively verbal such as newspapers, are extending the notion of visual literacy. Many texts, including those enjoyed by children, now express meaning through both verbal and non-verbal or visual means. As technological changes multiply, therefore, each generation needs to rethink the concepts of literacy and reading.<sup>21</sup>

Chief inspector of Ofsted, English at the Crossroads, 2005



## **School Library**

In school, your child has access to a wide variety of texts that are organised by genre and include fiction and non fiction, including books that are related to project work and Life Skills lessons. Each class visits the library weekly, children are encouraged to choose a book which they are welcome to take home to read. Class libraires are organised in the same way.

Every classroom has copies of the children's weekly newspaper, First News.

### **We want all children to experience success:**

We aim to choose texts with children as much as possible in reading for pleasure sessions. We aim to introduce the children to a wide variety of text-types and authors throughout our reading and writing curriculum.

- Please use your PARENTAL judgement to ensure the support/challenge at home is at the right level.
- Provide your child with additional books to those from school as much as possible (through the local library, online/ e-books, newspapers, magazines). Reading on the internet is great! There are many child friendly, informative and websites such as Newsround website, National Geographic Kids, First News.

## Reading at home with your child

- Expectation: ideally 10 - 20 minutes per day.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- Remember, both reading and hearing texts read aloud are important.

**Top tips** – before, during and after reading:

Remember, try to avoid a pressurised environment around reading!

The following ideas might be helpful in understanding what we do in school and the skills involved in reading, but the most important thing is to develop an enjoyment of reading. We teach reading skills in school. We want your support in encouraging independent reading and in engaging in your child's reading.



## Choosing reading material with your child – remember it is for them!

Have a look at the books on your table – which do you think your child would enjoy? Why do you think that?

Questions to consider.....

Are they interested in the subject?

Is the story age appropriate?

Is it the appropriate ability level – too easy is better than too tricky.

Does it look exciting? Will it appeal to your child?



### **Before Reading**

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.

Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book and read the blurb.

### **During Reading**

Encourage children to track the words with their finger or use a bookmark.

Help the children to decode (read) the words and ask them about the meaning of more challenging words.

Ask children about the content of what they have read –who, what, where, when, why, how?

### **After reading**

Reflect together, what did you enjoy? What could happen next?

# Growth Mindset

All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them. 'This is what you said ..... Can you spot anything wrong with that?' 'Does that make sense?'

*Techniques to support children with unfamiliar words:*

**Use phonics to sound out words**

**Read around the word or Context Clues**

**Break it down**



Using phonics helps children to sound out new words – even if they don't recognise the word you may find that they recognise it when they hear it!

sport

bubble

harvest

Read around the word or Context clues– can you work out what the word might mean using the context?

*What does the sentence before say?*

*What about the sentence after?*

*How can these help to understand the word meaning?*

Katie was **ecstatic**.

She was so happy that she thought that she might burst!

Break it down

Word travelled quickly around the village, and by midday the place was abuzz with rumour and **hearsay.**'



## **English workshop feedback:**

