

READING AT VSI

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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

BANDS AT VSI

Phase 2	Pink1	Phase 3	Red 1	Phase 3 Mastery	Yellow 1	Phase 4	Blue 1	Phase 4	Brown 1	Phase 5	Green 1	Phase 5 Alternatives	Grey 1	Phase 5 Alternatives	Orange 1
Phase 2	Pink2	Phase 3	Red 2	Phase 3 Mastery	Yellow 2	Phase 4	Blue 2	Phase 4	Brown 2	Phase 5	Green 2	Phase 5 Alternatives	Grey 2	Phase 5 Alternatives	Orange 2
Phase 2	Pink 3	Phase 3	Red 3	Phase 3 Mastery	Yellow 3	Phase 4	Blue 3	Phase 4	Brown 3	Phase 5	Green 3	Phase 5 Alternatives	Grey 3	Phase 5 Alternatives	Orange 3
Phase 2	Pink M1	Phase 3	Red 4	Phase 3 Mastery	Yellow 4	Phase 4	Blue 4			Phase 5	Green M1	Phase 5 Alternatives	Grey 4	Phase 5 Alternatives	Orange 4
Phase 2	Pink M2	Phase 3	Red 5	Phase 3 Mastery	Yellow M1	Phase 4	Blue M1			Phase 5	Green M2	Phase 5 Alternatives	Grey 5	Phase 5 Alternatives	Orange 5
		Phase 3	Red 6	Phase 3 Mastery	Yellow M2	Phase 4	Blue M2					Phase 5 Alternatives	Grey 6	Phase 5 Alternatives	Orange 6
		Phase 3	Red 7			Phase 4	Blue M3					Phase 5 Alternatives	Grey 7		
												Phase 5 Alternatives	Grey 8		
												Phase 5 Alternatives	Grey 9		

BANDS AT VSI

Turquoise, Purple, Gold, White, Lime and Free Reader

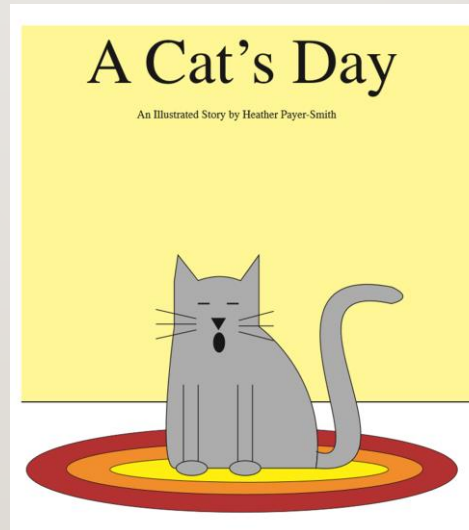
Year 1 – Children must be reading at least ‘Orange’ band books (ideally) and have passed the Phonics Check, to achieve ‘Expected’ at the end of the year, along with meeting the reading criteria assessed by their class teacher.

Year 2 - Children must be reading at least ‘White’ band books and meeting the reading criteria assessed by their class teacher.

WHERE DOES THE JOURNEY BEGIN?

Wordless books

Walking through a book before reading can help the child understand what is happening before they start to decode the text.



Questions are a powerful tool.

WHERE DOES THE JOURNEY BEGIN?

The concept of wordless books can be used throughout a child's reading journey.

Prediction

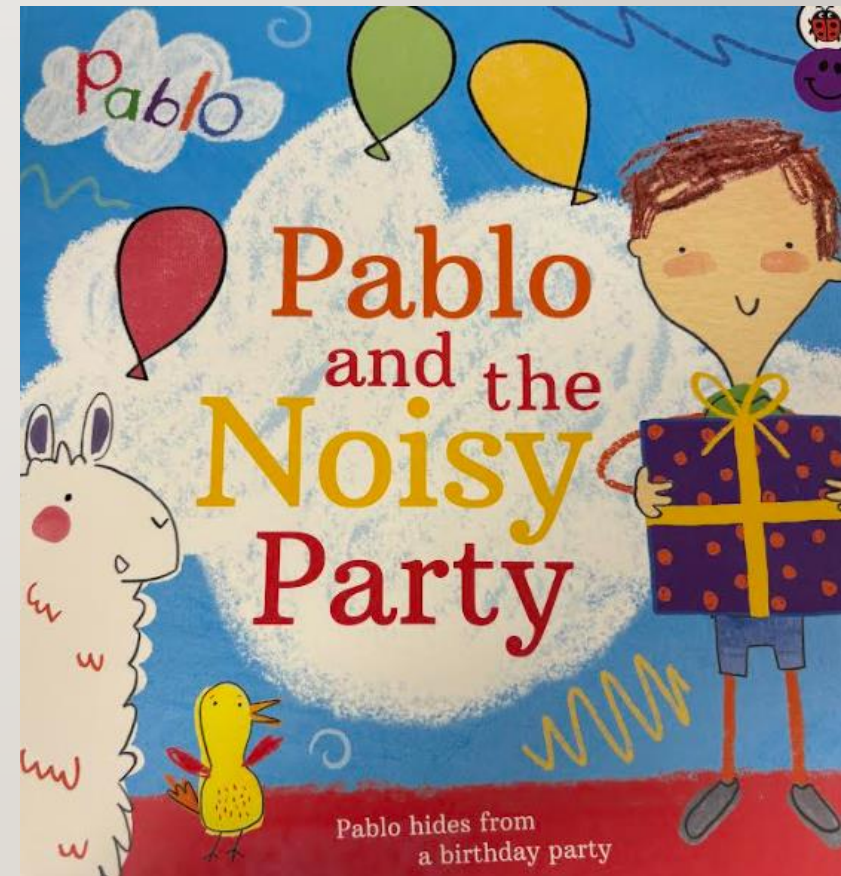
Inference

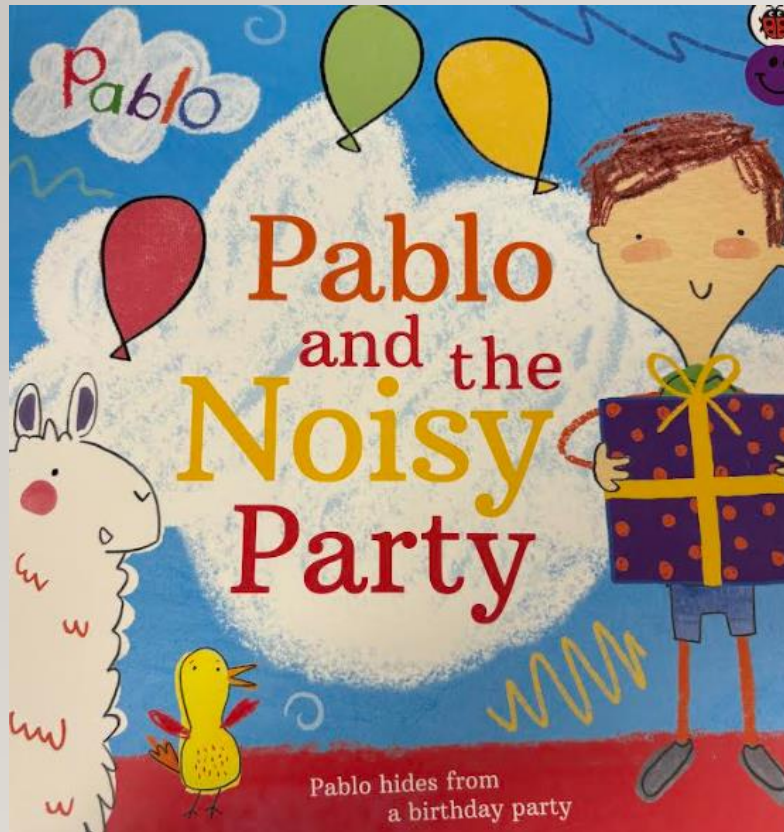
Sequence

HOW DO WE READ WITH A CHILD?

Start with the front cover.

What could we ask a child before they even open the book?





What do you think the book is about?

Who do you think Pablo is?

What do you think the animals are doing there?

Why do you think he 'hides from a party'?

Where else could we find out information about the book?

HOW DO WE READ WITH A CHILD?

Children do not need to read every page of their book.

A more in depth focus on each page is better than rushing through to the end.

Ensure your child is confident with all words and sounds on a page before moving on.



HOW DO WE READ WITH A CHILD?

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for at least 40+ phonemes*
- accurately read some words of 2 or more syllables that contain the same grapheme phoneme correspondences (GPCs)*
- read many common exception words*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences



HOW DO WE READ WITH A CHILD?

Working at the expected standard

The pupil can:

- accurately read most words of 2 or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate** books, the pupil can:

- read most words accurately without overt sounding and blending, and with sufficient fluency to allow them to focus on their understanding rather than on decoding individual words***
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

****** Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.***

HOW DO WE READ WITH A CHILD?

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

make inferences

make a plausible prediction about what might happen on the basis of what has been read so far

make links between the book they are reading and other books they have read



HOW DO WE READ WITH A CHILD?

Working at the expected standard example:

https://www.youtube.com/watch?v=w4c_DMS-3IE

https://www.youtube.com/watch?v=rEWIfQQI_Uo

HOW TO STRETCH MY CHILD

- Fluency
- Expression
- Understanding – both vocab and text
- Links to other texts
- Explanations of why the author may have written in a certain way
- Inference – understanding what you have read

Particularly important for children on Turquoise band or above.

INFERENCE

Reading between the lines and searching for clues

Bryn was too excited to eat much breakfast the next day. He was waiting for the sound of wheels in the driveway. When they came, Bryn hid behind his mother and tried to peep around her legs for his first sight of Clare. All he could see was a lady carrying something wrapped up in a blanket.

“Bryn,” smiled his mother, “this is Aunt Jo.”

Aunt Jo bent down. “And this is your little cousin, Clare,” she said.

Bryn looked right into the face of a tiny, sleeping baby.

...tried to peep around her legs...

What does this tell you about Bryn?

Tick **one**.

He did not want to see his cousin.

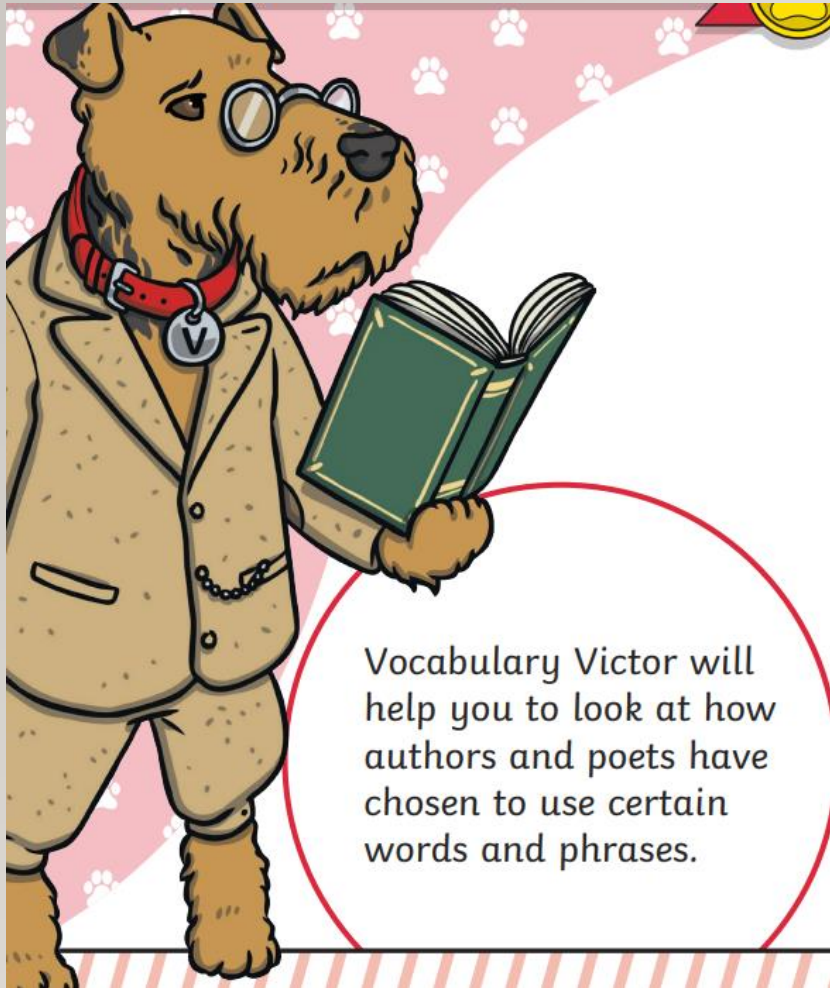
He was angry about the visit.

He was nervous about meeting Clare.

He did not like his cousin Clare.

COMPREHENSION

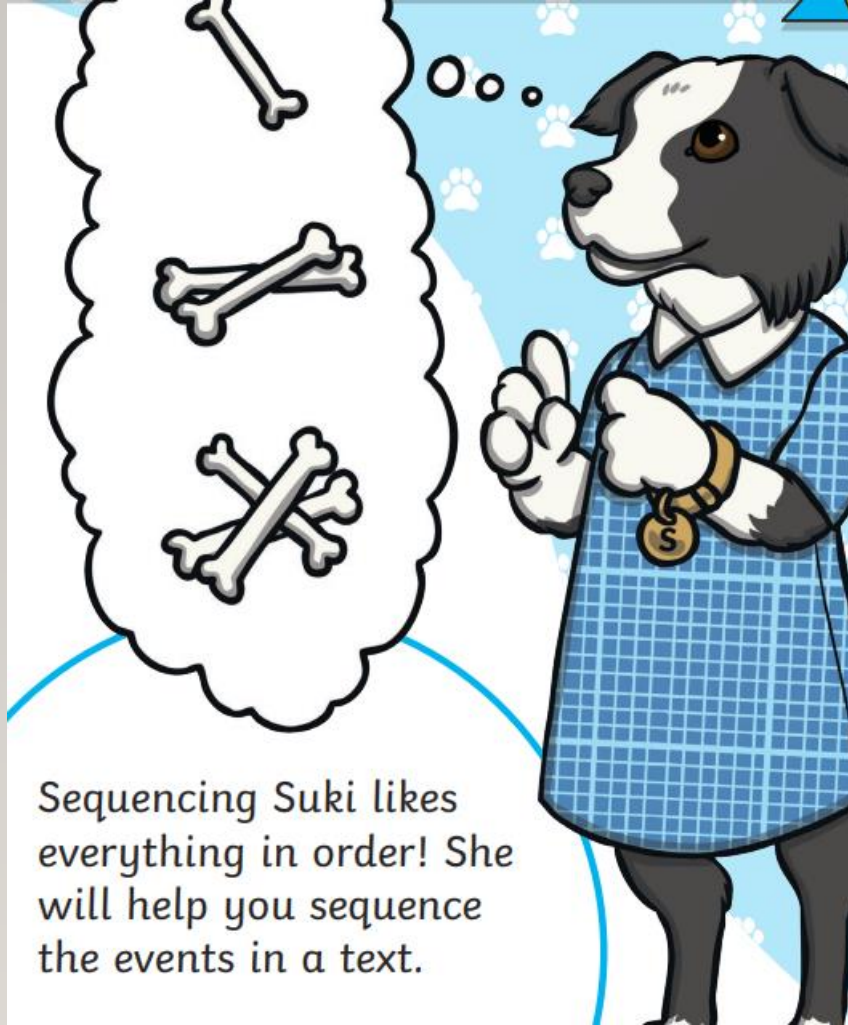
VIPERS



Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.



Rex Retriever will help you to go into a text and retrieve the facts.



Sequencing Suki likes everything in order! She will help you sequence the events in a text.



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

Predicting Pip tries to see the future and she will help you work out what might happen next.



RELUCTANT READERS

- Bingo
- Real or alien / Trash or treasure
- Snap
- Library visits
- Children don't have to read books everyday – comics, recipes
- Share reading – interview
- Wrap books and unwrap to read

WHAT ELSE CAN I DO?

- Re-reading familiar favourites
- Modelling reading to your child
- Audiobooks
- Children follow along while you read