

Reading at Braybrook

Importance of reading

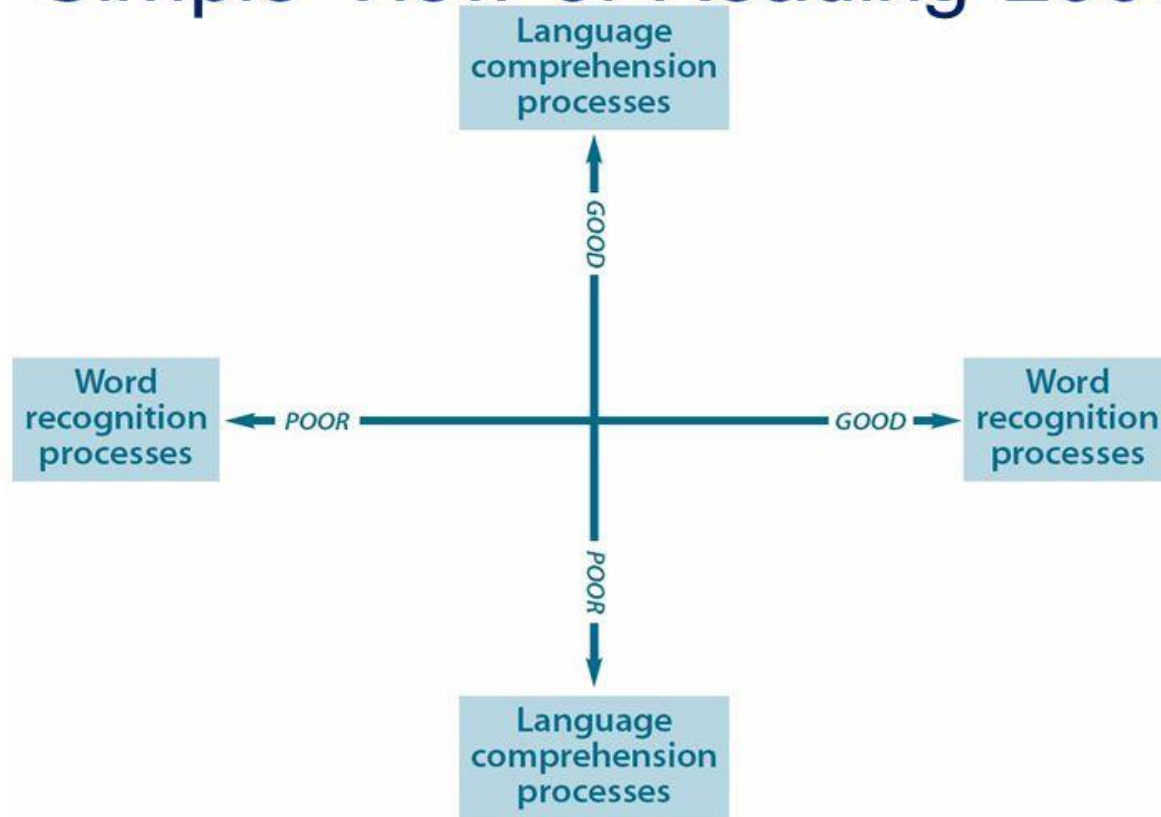
There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006)

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).

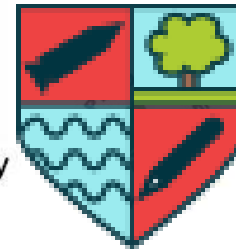
Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).

The Rose Report

Simple View of Reading 2006



The SVR was adopted by the Rose Report and forms a central part of the Primary National Strategy's view of literacy learning (Rose, 2006; DfES, 2006).



For the first 3 or 4 years of school, the language demands of reading texts are mostly at the literal level.

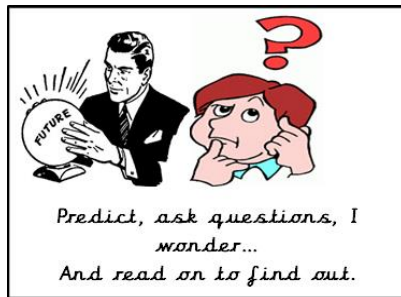
Around year 3 / 4 this correlation breaks down. Decoding skills are naturally vital, but no longer guarantee reading success.

Cain, Elbro and Oakhill 2014

What we do at school



Model reading
Early guided reading
Whole class strategy teaching
Shared reading
Reading buddies



Fluency tests- 90 words per minute. 110 for Ks2 children.



Exploring a range of texts

Phonics

VIPERS

Cross-curricular reading



Benefits of reading aloud to children

Builds their vocabulary

Improves reading comprehension

Provides empathy

Reduces stress

Boosts brain development

Exposes children to different experiences

Develops their imagination

Improves their writing

Listening comprehension and reading comprehension use the same skills.

A four year old will use many of the same strategies when listening to a story as when she reads it to herself a few years later.



Watch out for VIP
words/phrases/ideas



Vocabulary

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Source: English reading test framework 2016 National curriculum tests Key stage 2 For test

The KS2 SAT paper is heavily focused on
vocabulary and inference questions.

Strategies that travel...

