

TEACHING READING


At Oakdale Primary School



Reading skills can be cashed in!

Children with higher reading skills at age 10 see the impact on their salaries 25 years later.

A child from a low-income background – a strong reader at age 10 would, on average, earn 21% more per hour at age 38 than someone from a similar background with poor reading skills.



**Most important
indicator of future
success
OECD 2002**

The Institute of Fiscal Studies - 2015

Reading across the week:

Whole class reading lessons

Focused guided reading lessons – with small groups

Independent reading time

Teacher reading – sharing a class book

Whole class reading lessons

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graph TD; A[Whole class reading lessons] --> B[The focus may be on a class book or short text extracts]; A --> C[The aim is to teach the skills needed for reading well and for answering written comprehension questions. We are also able to develop vocabulary understanding.]; A --> D[Reading lessons are planned for according to identified gaps after reading assessments have been completed]; A --> E[Reading in these lessons includes a combination of individual reading, paired reading, shared (teacher and class) reading];
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The focus may be on a class book or short text extracts

The aim is to teach the skills needed for reading well and for answering written comprehension questions. We are also able to develop vocabulary understanding.

Reading lessons are planned for according to identified gaps after reading assessments have been completed

Reading in these lessons includes a combination of individual reading, paired reading, shared (teacher and class) reading

Small target groups - teacher and TA led

Independent reading or comprehension activities are used for other groups

Focused guided reading lessons

Guided reading texts are used – these are usually whole group sets so that children are able to read a book each

These focus on gaps identified for specific groups

After a morning activity

After lunch or at the end of the day

Independent reading time

During guided reading sessions

Sustained reading to be encouraged – in order to build reading stamina

Teachers are encouraged to choose a longer chapter book (KS2) or shorter texts (KS1) by the same author each half term or term depending on the texts

At the end of reading lessons

Teacher reading – sharing a class book

At the end of the day

Children to be able to relax and enjoy listening to a story and become engaged in what is happening. We aim to develop the love of reading and stories.

How can you help at home?

- Encourage the reading of a variety of genres – fiction, non-fiction, poetry
- Aim to read with your child for 10 minutes a day Monday to Friday (20 minutes at the weekend) – they will read for at least 10 minutes a day in school so this equates to 20 minutes each day
- Over a week this works out at almost 2 and half hours of reading – which will result in higher attainment in school
- Encourage children to step out of their comfort zone with reading – choose different styles of books and explore new authors
- Read to your child, this is just as important as them reading to you – and particularly useful if you have a reluctant reader!

How can you help at home?

- Make use of libraries and the services they have to offer
- Discuss reading with children and encourage them to ask questions about things they don't understand in books
- Make sure reading diaries are filled in each week – suggestions for reading comments can be found in the front. Children should be independently commenting about their own reading - but as parents you are welcome to write comments about your child's reading and any discussion you have had.
- Keep an eye out for any reading initiatives promoted by Peterborough City Council – 2018-19 The Year of Reading

INDIVIDUAL TEXT ANALYSIS



Retrieval: 33%

Inference: 33%

Vocabulary: 27%

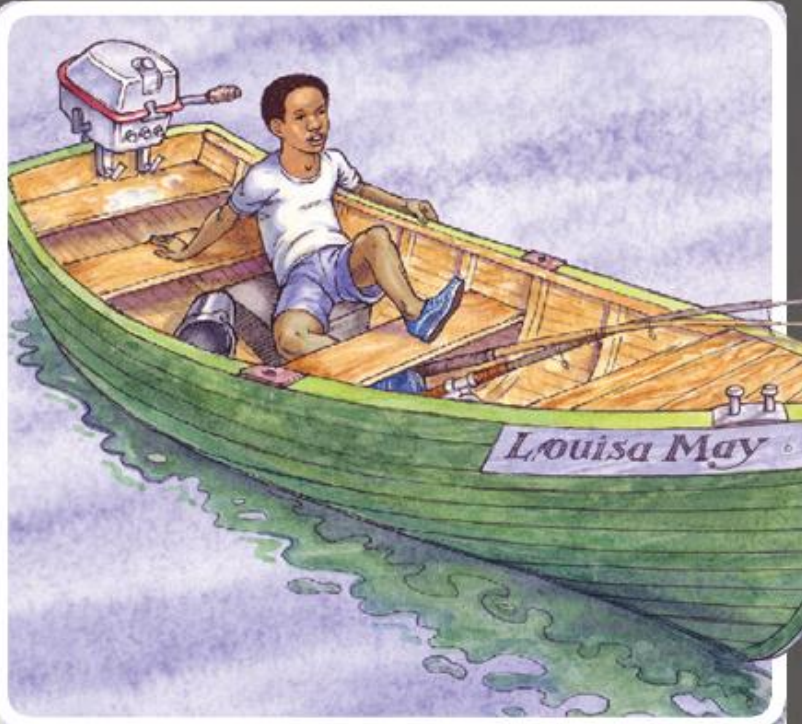


**Swimming the
English Channel**

Retrieval: 47%

Inference: 18%

Vocabulary: 24%



An Encounter at Sea

Retrieval: 6%

Inference: 78%

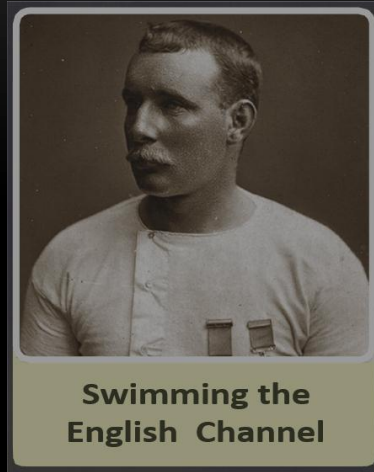
Vocabulary: 11%

The last 13
available marks
were all awarded
for inference.

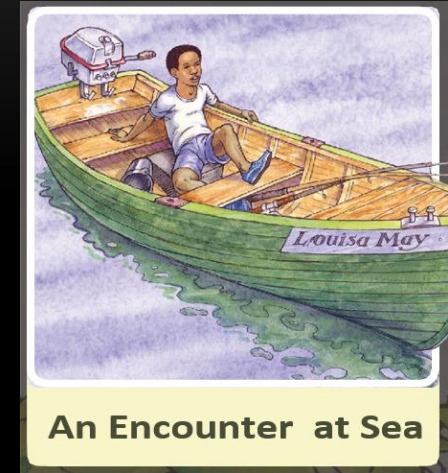
LINKS TO THE WIDER CURRICULUM



MfL - Spanish
NC Hi2/2.3 –
Ancient
civilisations



Historical and
geographical
references



Science topics: light
(SC3/4.1), habitats
(Sc2/2.1b) and space
(Sc5/4.1)