



Learning to teach reading: purpose and pleasure

Jo Stocks & Hannah Jones
St Patrick's Primary

What is a reader?

- Discuss

*"Today a reader, tomorrow a leader." -
Margaret Fuller*

A reader ...

- Can read easily, fluently and with good understanding
- Reads widely and often, for both pleasure and information
- acquires a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciates our rich and varied literary heritage
- uses discussion in order to learn; elaborating and explaining clearly their understanding and ideas

A reading school is...

- Schools that take the business of reading for pleasure seriously, where teachers read and recommend books, and where provision for reading is planned carefully, are more likely to succeed with their pupils' reading... both in good test results and in an enthusiasm for reading beyond the classroom' Ofsted 2011

National Curriculum

- The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

Phonics

- Letters and sounds
- Synthetic phonics
- Year 1 screening
- Year 2 phonics re-sit

Early reading

- Phonics
- Foundation's approach to the teaching of reading is by using systematic synthetic phonics. We use Letters and Sounds and Jolly Phonics, to assist with our teaching.
- Letters and Sounds is a 'Synthetic Phonics' approach to teaching reading and writing.
It involves teaching children to listen for the sounds they hear in the words, to recognise the letters that represent those sounds and to recall that information when they are writing.
- Phonics runs from phases 1 – 6. By the end of Year 2, pupils should have completed phase 6 and be learning different spelling patterns. The patterns progress as the children move through the school.

Reading habits

- Are you reading a book at the moment?
- How did you choose the book?
- What genre do you prefer?
- Have you read a book that you have appreciated but not necessarily enjoyed?

We believe...

- 'If you don't have teachers and parents who are readers then their impact on the children's reading is not as effective. Teachers have got to like reading themselves to be able to transfer the enthusiasm'

Reading in a school

- Whole books
- Good quality texts
- Exposure to an array of authors
- A place for historical literature
- Reading community
- READING ENVIRONMENT

Reading aloud

- Bug club
- Reading aloud:
 - To take children into the book
 - To increase children's personal reading and breadth of reading
 - To develop children's understanding
 - Boys in particular to engage with books and reading.

Neil Gaiman

‘We have an obligation to read aloud to our children. To read them things they enjoy, to read to them stories we are already tired of. To do the voices, to make it interesting, and not to stop reading to them just because they learn to read themselves’

What makes a High quality texts

- Protagonists that children can identify with.
- Plots that allow opportunities to explore dilemmas, challenges, morality and ethics.
- Emotive storylines
- Humour
- Rich language
- Powerful illustrations
- A text that you can lose yourself in

Reading schemes

- Move away from reading schemes... parental competition, racing through books, no appreciation or enjoyment, deepening the understanding of texts.
- Book banding... age appropriate
- Quality texts
- Exposure to real authors
- Whole books
- Personal choice

High quality texts

- *'Books allow children to experience through imagination other worlds and other roles and this involvement contributes to their personal and social development as well as to their reading abilities'*

Sainsbury and Schagen 2004

The place of children's literature in developing readers.

- An array of texts to be used; picture, non-fiction, poetry, graphic books, traditional tales etc
- Exposure to the above will allow pupils to formulate their own opinions and thoughts on what is a good book to them.
- Impact of speaking and listening and writing.
- Creative approaches to allow children to explore and expand vocabulary.
- Understanding purpose and audience.

Examples of high quality texts

- Opportunity to explore some examples of texts we have used and impact
- Reading list supplied.
- [Literacy Counts Overview](#)

What makes one text more difficult than other?

- Decoding
- Language experience
- Personal experiences
- Cultural experiences
- Depth
- Difficulty of concept/language

Shared reading

- Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. The shared reading model often uses oversized books (referred to as big books) with enlarged print and illustrations.

KS2

- Provides support for struggling readers
- Enables pupils to access texts and question deeply
- Excerpts can be used
- Assessment purposes – academic & preferences.

Any questions?

- <https://stpatricksliverpool.co.uk/curriculum/english-writing/>