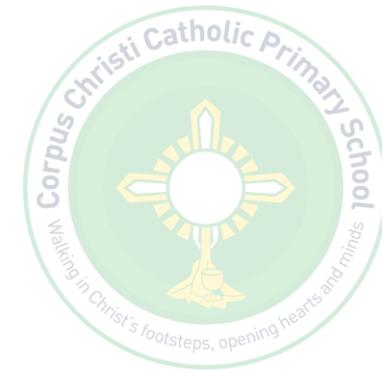


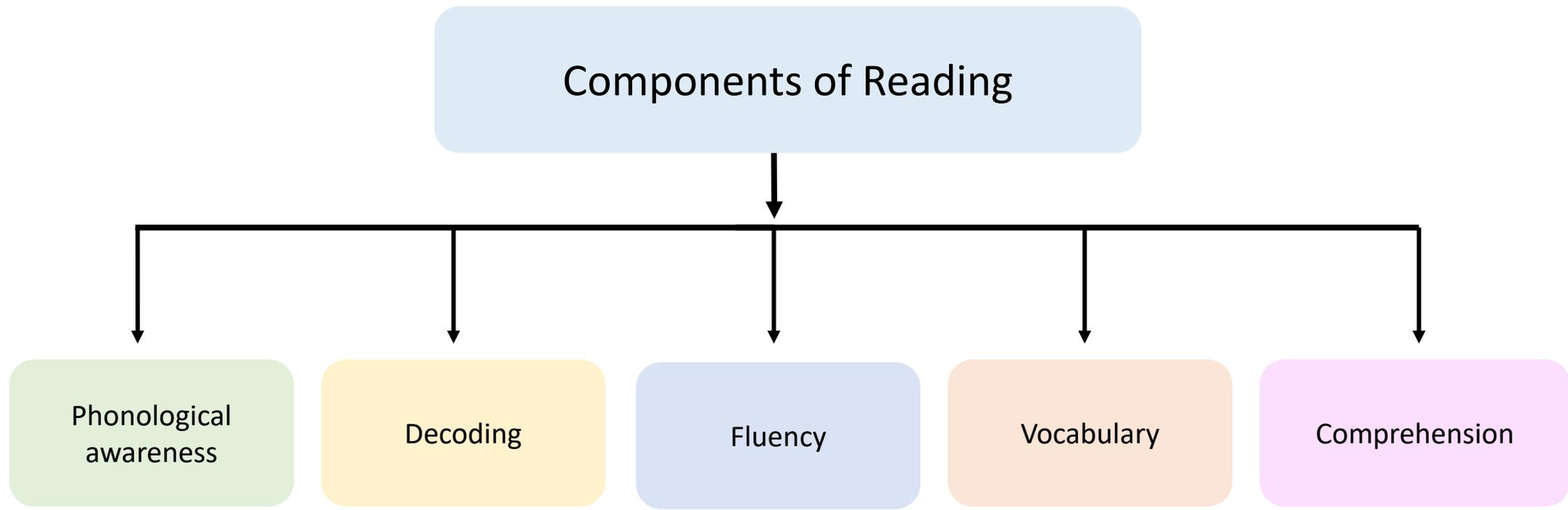
A close-up, shallow depth-of-field photograph of a person reading a book. The person's hands are visible, holding the book open. The book's pages are yellowed with age. In the background, a dark-colored mug sits on a light-colored saucer on a table. The overall atmosphere is warm and cozy.

Reading



What is reading?

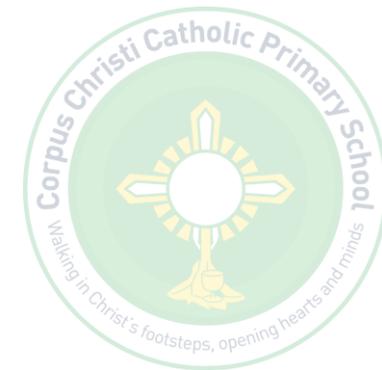
When we talk about 'reading' we are actually talking about a complex skill made up of different areas.





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Complex Speed Sounds

Consonant sounds

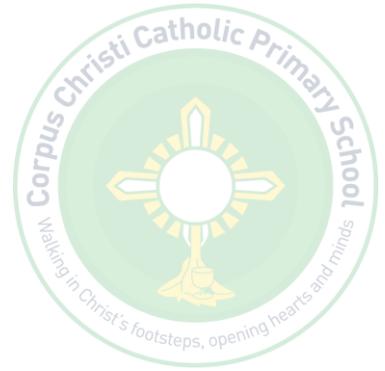
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ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
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		mn			c		se	ch		
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp	que	tt	wh			tch
	ck		ge		ge							
	ch		gu		dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
						e-e	y	
						e		

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
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ue			ore		er					
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Prefixes

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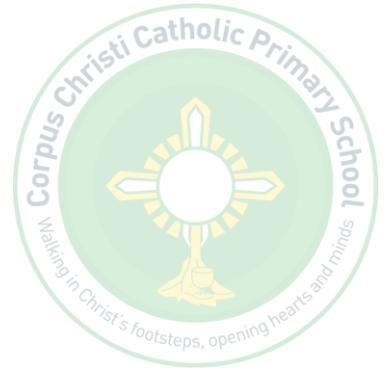
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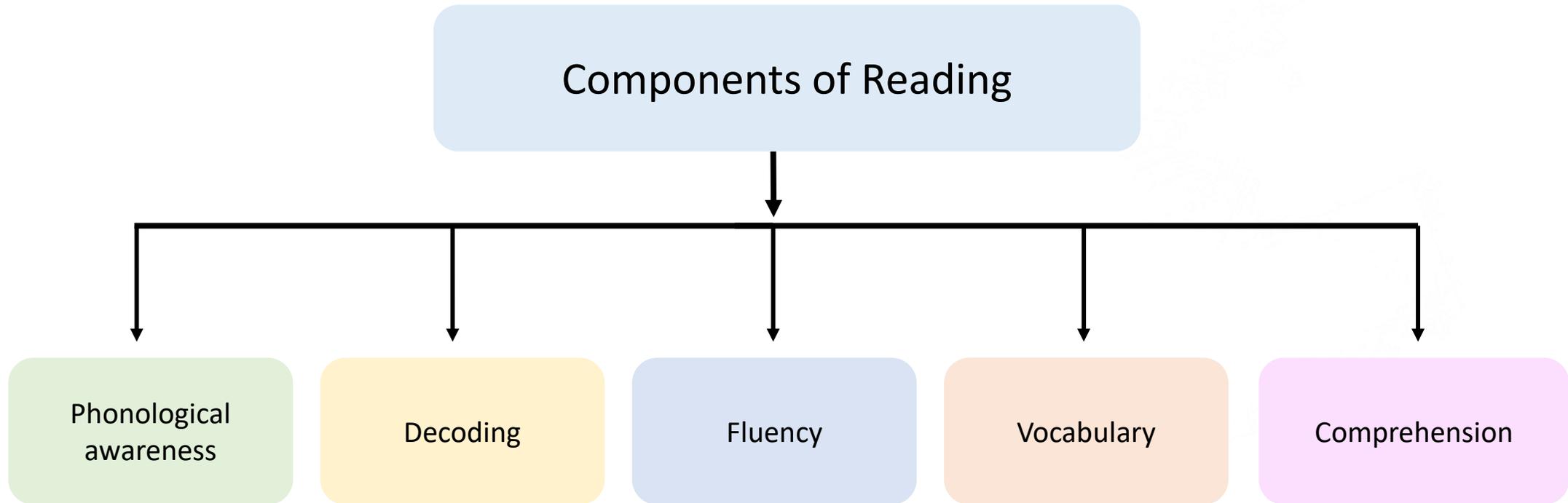
t



Take Home



- Ensure your child knows all of their sounds.
- If not, learn a sound a day or every other day.
- Keep practising regularly.





Decoding

Decoding is the ability to turn a written word into the correct spoken word. Children can use their decoding skills in Year 2 to Year 6 and beyond to help them read a word they do not know.

block



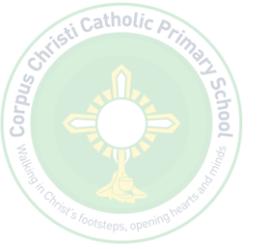
birthday

ch-un-k



conspire

ch-un-k



I'm stuck!

If your child made an error when reading or they get stuck...

- Ask your child to look more closely at the word
- Sound it out
- Break it up into parts and sound it out (chunking)
- Use their knowledge of other words or patterns to help them e.g. 'all' = ball, hall, fall





I'm stuck!

If your child reads a word wrong or misses a word, allow them a chance to identify they have made a mistake and self correct. This might not be straight away but as they continue to read the sentence. Use your judgement to decide if the wrong/ missed word is worth stopping your child if they are in a flow of reading.





Correct or do not correct

Simon liked to *walk* down the street on a crisp,
spring morning.

talk

Correct

Do not correct



Correct or do not correct

One day there lived an old woman in a small cottage located in *a* forest.

the

Correct

Do not correct



Correct or do not correct

Everyday she swept the floor, watered *the* flowers
and baked.

her

Correct

Do not correct



Correct or do not correct

Her only company since her husband passed was an old *terrier* who slept by the fire.

terror

Correct

Do not correct



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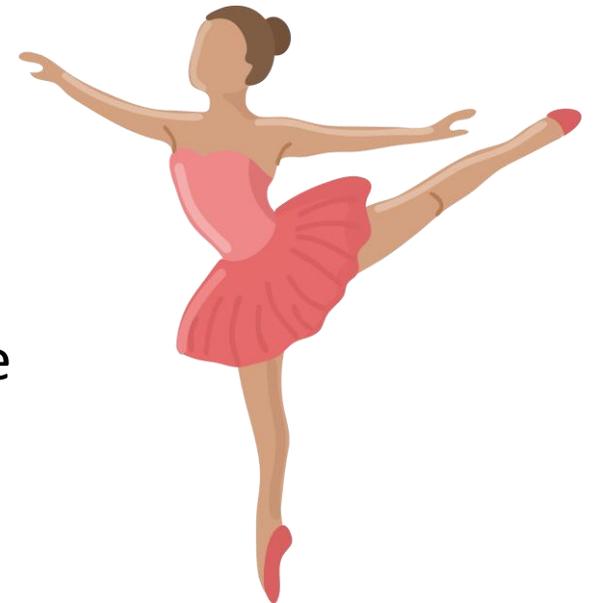


I'm stuck!

If your child makes a good faith effort to sound out a word and they get it incorrect, then a different feedback might be needed. An example of this is...

ballet as “ball-et”.

Telling them to sound it out or break it into syllables won't help. Here we might need to tell the child the word and explain what it means. Look at the spelling pattern so next time, they can remember the pronunciation.





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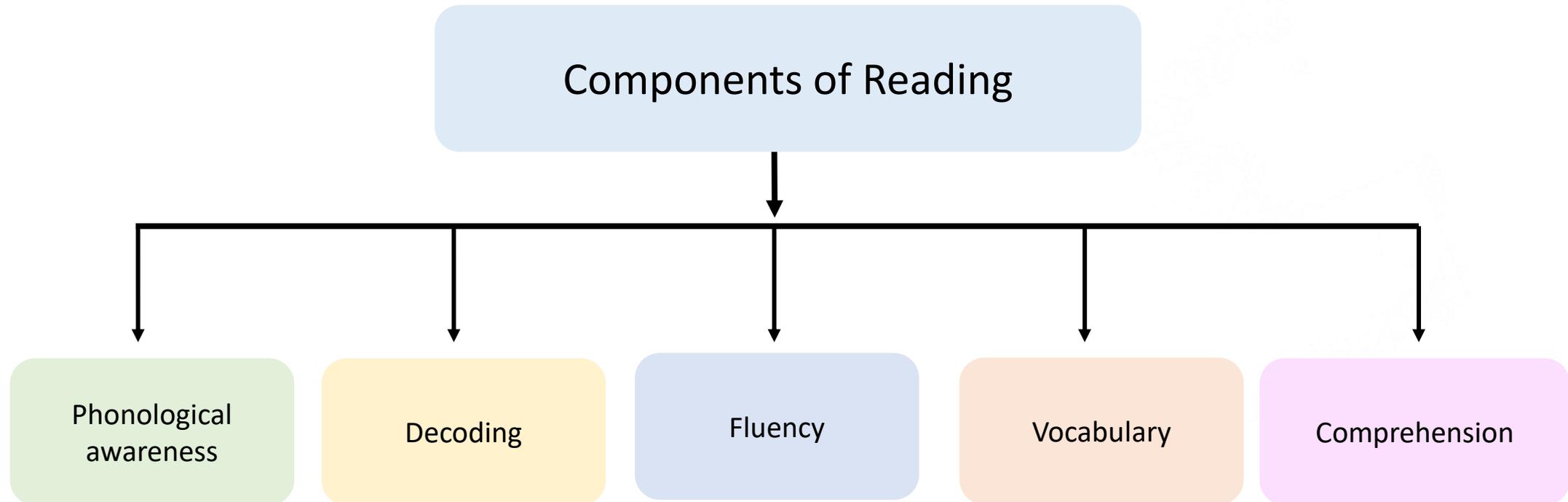
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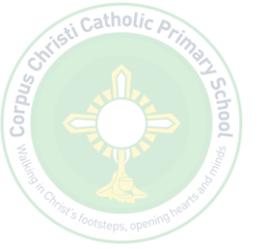


Take Home



- Do not jump in too early. Give your child a chance to notice if they made a mistake.
- Encourage your child to sound out or chunk an unknown word.
- If the word cannot be sounded out, tell your child the word and look at the spelling pattern to help them remember it next time.



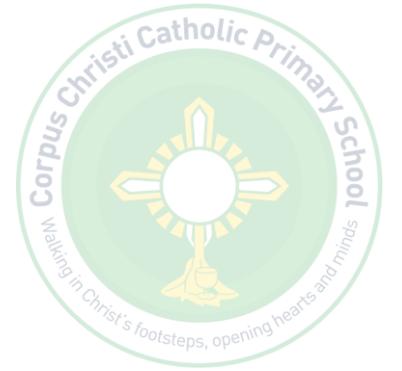


Fluency

Fluency refers to the ability to read a text accurately with correct expression.

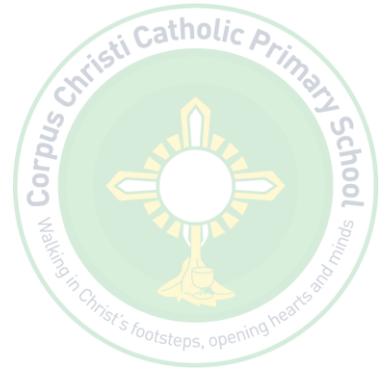
Part of reading fluently is the ability to read aloud sentences so that they sound like sentences. Someone listening to your oral reading should be able to understand the message, because you would have grouped the words appropriately. To read in this way, you have to be quickly interpreting the sentences—using punctuation and meaning as you go.





Book Band Reading Levels

Colour	Year Group
Lilac	Reception
Pink	
Red	
Yellow	
Blue	Year 1
Green	
Orange	
Turquoise	
Purple	Year 2
Gold	
White	Year 3
Lime	
Brown	Year 4
Grey	
Dark Blue	Year 5
Dark Red	Year 6



Does your child read showing an understanding?

Little Red skipped along the path unaware the wolf was secretly watching him.

“He would make a tasty snack,” the wolf said to himself, drooling at the thought.

Suddenly Little Red stopped and called out excitedly, “Red apples! I’ll have to take some for Grandma.”



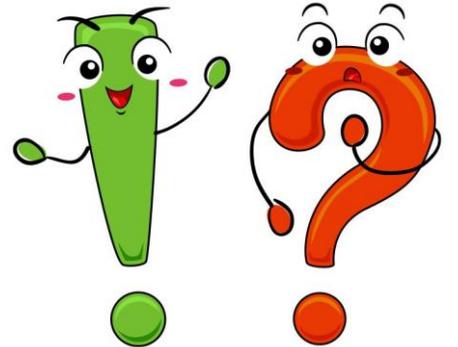


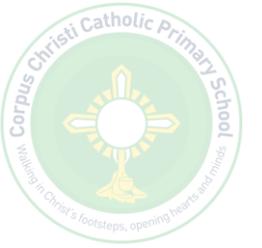
Expression

Correct expression is important because there are many aspects to translating text that are not on the page. Except for punctuation, authors do little to help readers to group words together, pause appropriately, or raise or lower pitch. If you don't get those things right, it can be difficult to understand.

Children will not fully learn this through listening to an adult model read. It also needs to be explicitly taught allowing children time to practice independently.

"It's not what you said.
It's how you said it."



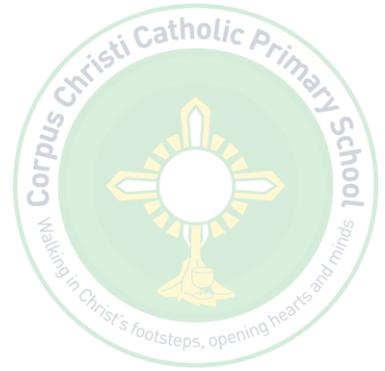


How can I help at home?

When teaching your child to read with 'expression' you can focus on:

- Responding to punctuation correctly ? ! , - ""
- Analysing the language used e.g. drooling, whispered, cried and using this to think about intonation (how does your voice sound).
- Thinking about a character's feeling or how what has happened in the text would impact the mood, and therefore their tone of voice.





**“He would make a tasty
snack,” the wolf said to
himself, drooling at the
thought.**



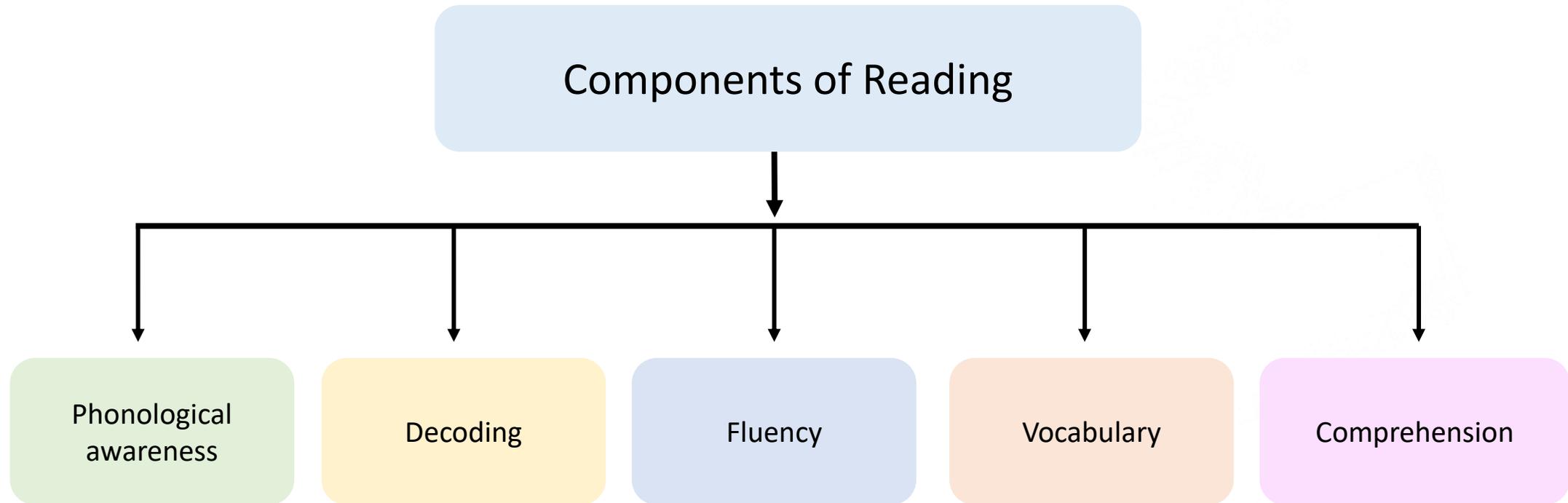
To support your child, pick a short section of text from their book and look at the words and punctuation together. Think about how the words and punctuation might impact your expression and intonation.



Take Home



- Practise pausing at punctuation.
- Practise using expression to show how a character is feeling or emphasis a certain event in the text.
- Model and practise this together.





Vocabulary

How many words children would have heard by the time they were 5 years old:

Never read to	4,662 words
1-2 times a week	63,570 words
3-5 times a week	169,520 words
Daily	296,660 words
Five books a day	1,483,300 words



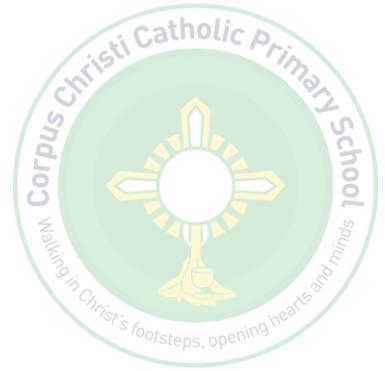


Vocabulary

Developing a wide vocabulary is important for children. The vocabulary size of a 4 year old is a predictor of educational outcomes at age sixteen.

Alongside education, your input as a parent to your child's vocabulary is crucial. As much as **95% of the words a child knows is also found in their parents' vocabulary**, and parental involvement in learning increases children's motivation and achievement.

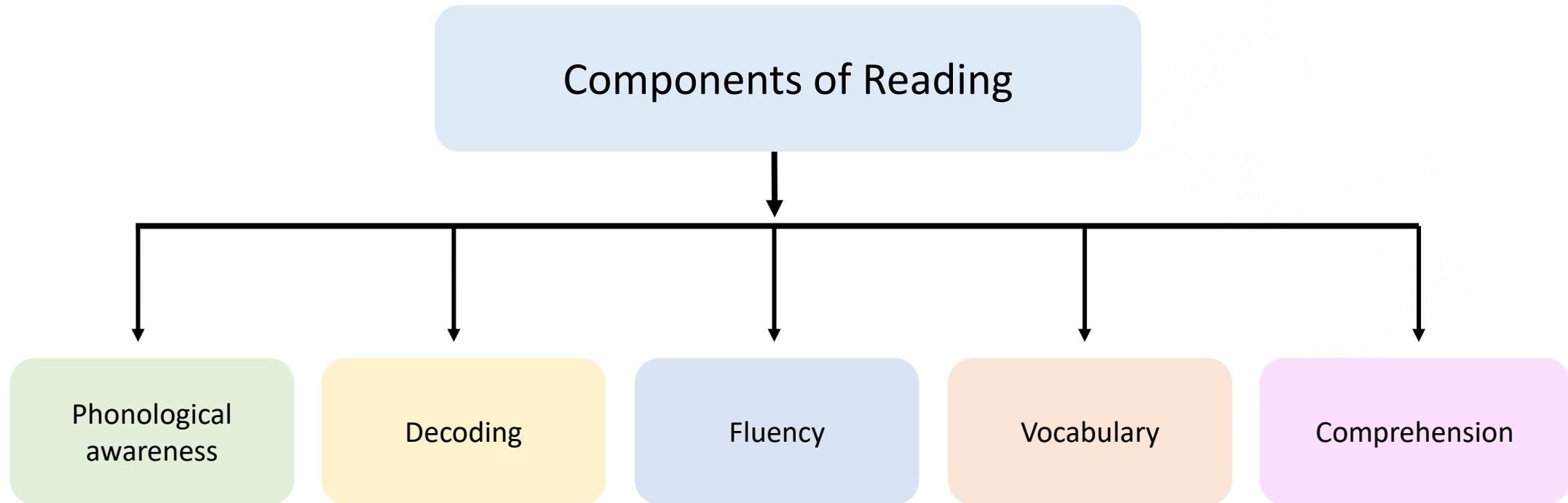




Take Home



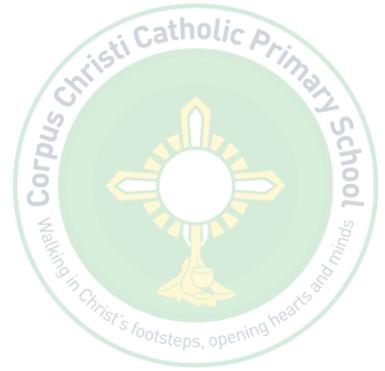
- Use Bedrock to support vocabulary development
- Bring new words to life
- Encourage your child to ask what a word means
- Keep talking – encourage lots of conversations
- Do not 'dumb down' your vocabulary
- Encourage your child to read widely





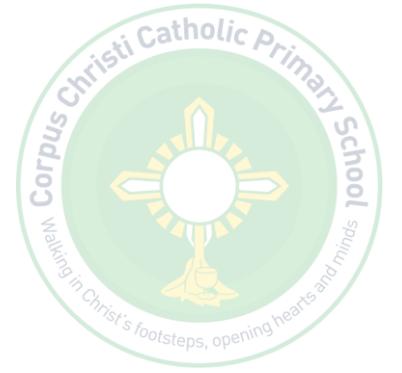
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*"This book is too easy.
Can we have something
more challenging
please?"*

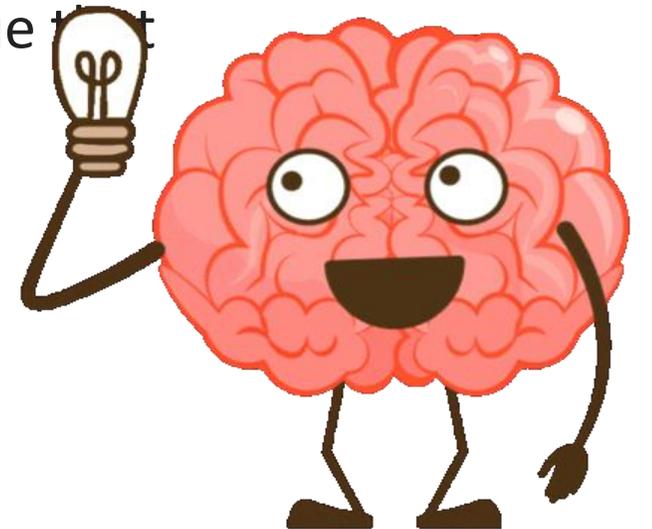


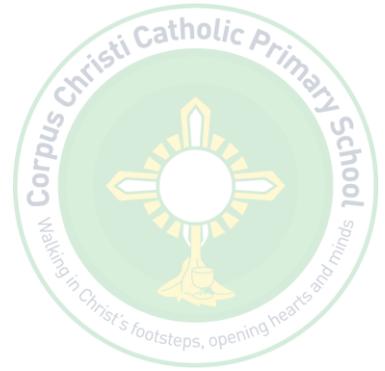


Reading vs understanding

The most important pathological markers in Alzheimer's disease are extracellular β -amyloid deposition and intracellular accumulation of neurofibrillary tangles. Structural and functional studies have identified the central nodes of the brain as the earliest sites of disease occurrence. The diagnosis of brain dysfunction widely benefits from functional magnetic resonance imaging as it is a non-invasive imaging technique that provides high spatial resolution maps with high reproducibility.

1. Name one main effect Alzheimer's disease has on the brain.
2. What information does a functional magnetic resonance imaging provide?





Reading vs understanding

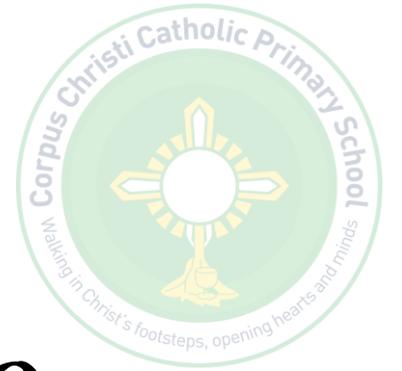
We are able to read the text, however, we do not fully understand what it is explaining. Your child might be able to read their home reading book easily, however, can they answer in-depth questions? Do they fully understand the message? This is what is important! We need to be able to understand what we read in life.



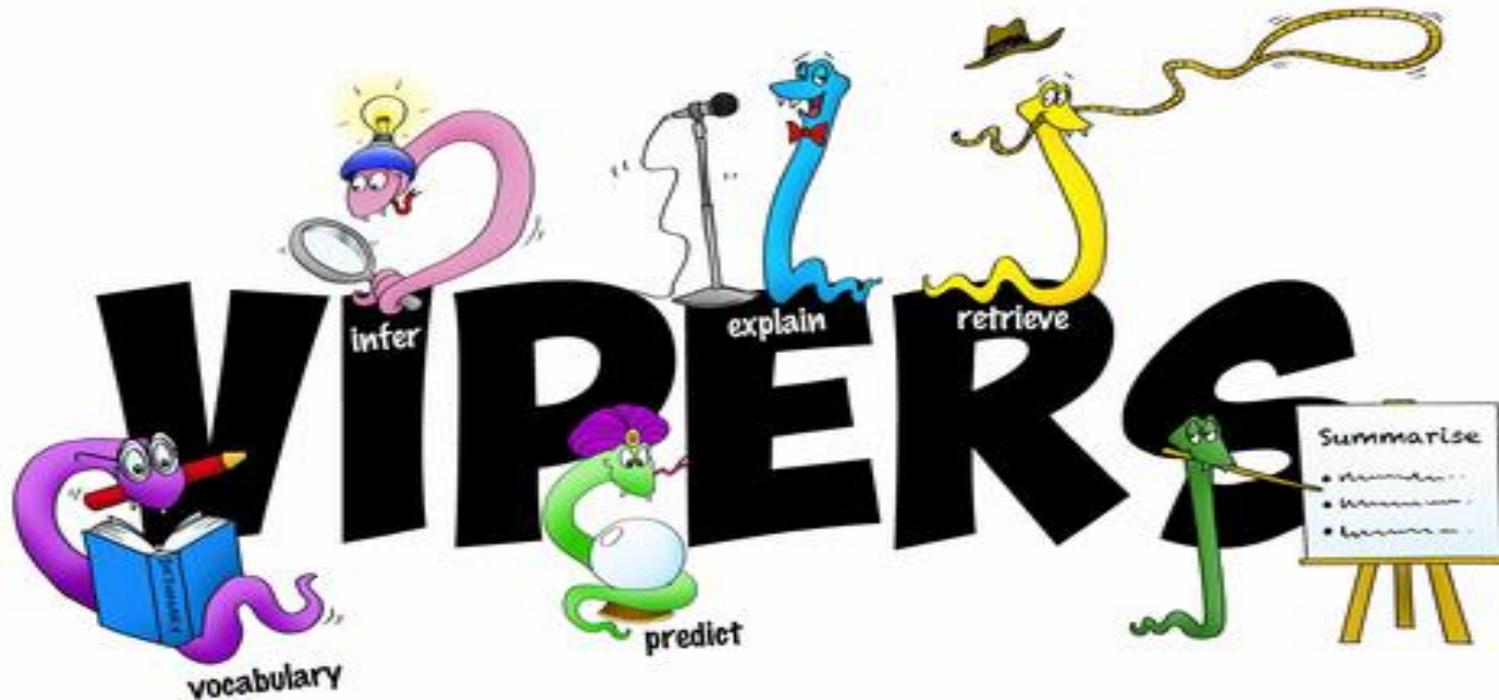


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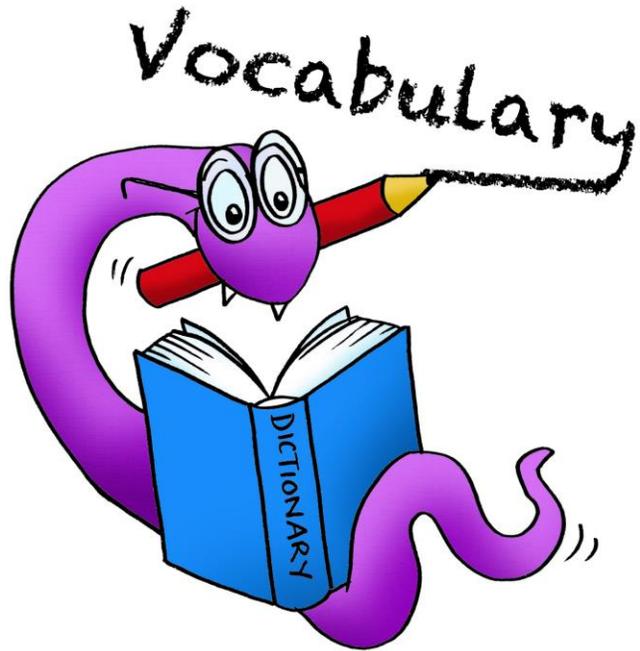
What kind of questions should I ask?





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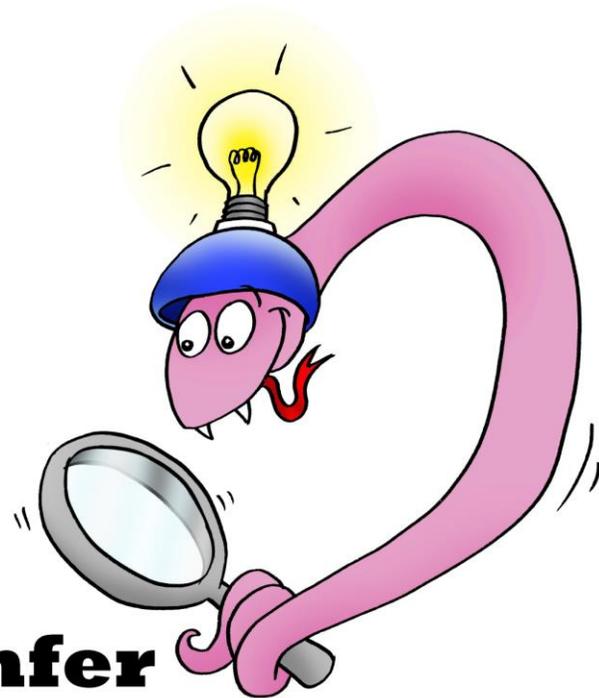
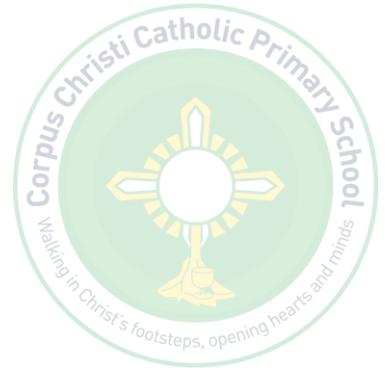
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What does the word _____ mean?

Can you think of a synonym for _____?

Which word is similar in meaning to _____?



How might the character be feeling? What evidence can you use to support this?

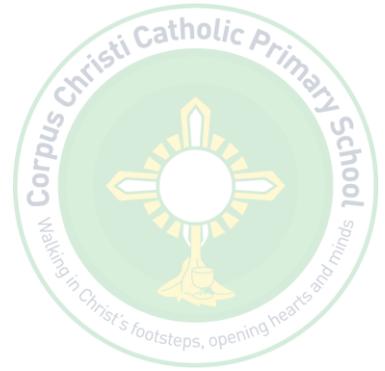
Why do you think _____ did _____?

Why might _____ be _____?



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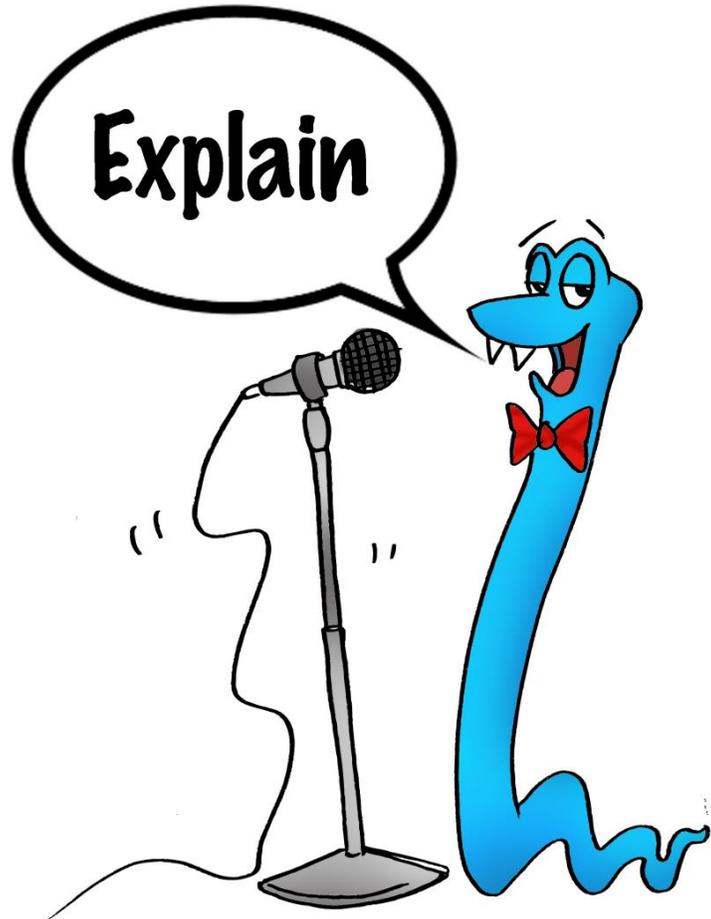
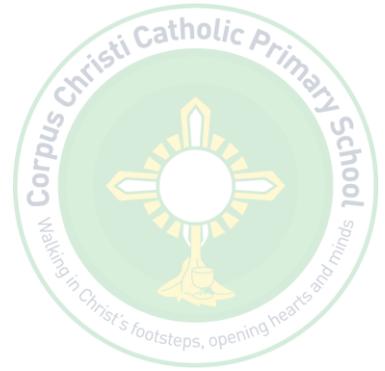
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Using the front cover what might this book be about?

Do you think that ... will change his/her/their behaviour in the future?

What do you think will happen next? Why?



What is the author's point of view?

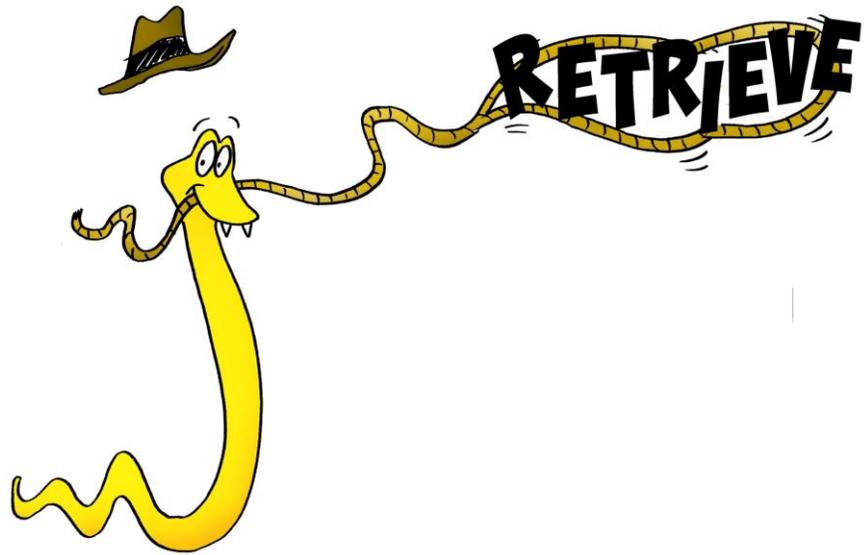
What affect does have on the audience?

How does the author engage the reader here?



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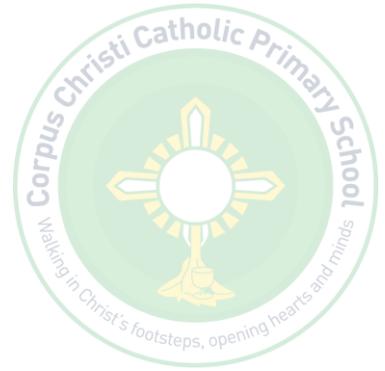
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What happens when?

Give two places where

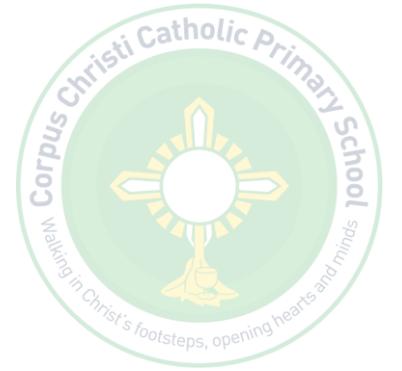
Name two



Explain what has happened in one/ two sentences.

What are the three most important facts from this non-fiction book?

Summarises the character's personality in three words.



Questioning

Find one word which the author has used to describe the snow.

Chapter Two

Bubblepop Choco-Wows

Willow brushed the powdery snow away from the shop door. Today was the launch of her brand-new sweet – the Bubblepop Choco-Wow. It took some tinkering, but it had the chewy pop of bubble gum, the silky taste of chocolate and a perfect dollop of wow-factor.



Willow had barely got through the door when Mayor Chow bumbled in. He was always the first to try Willow's new creations.

He bought the very first Bubblepop Choco-Wow and stuffed it into his mouth.

Round and round went the sweet, slowly chewing and churning. One of Chow's eyebrows raised up as he tried to work out the flavours.

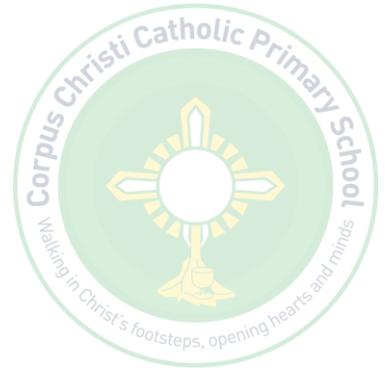
Then the other went up when he worked out the flavours were good. Soon, the flavours became so good that his eyebrows had nearly given him a new fringe.



Mayor Chow was always in line waiting to try Willow's sweets. True or false

Match the descriptions...
Chewy pop –
Silky taste –
Perfect dollop –

What had nearly given Mayor Chow a new fringe?



Take Home



- Ask your child different types of questions to check their understanding (VIPERS).
- Read between the lines and encourage your child to infer.
- Use a range of question words...

evidence

impression

find one word

conclusion

statement

true or false