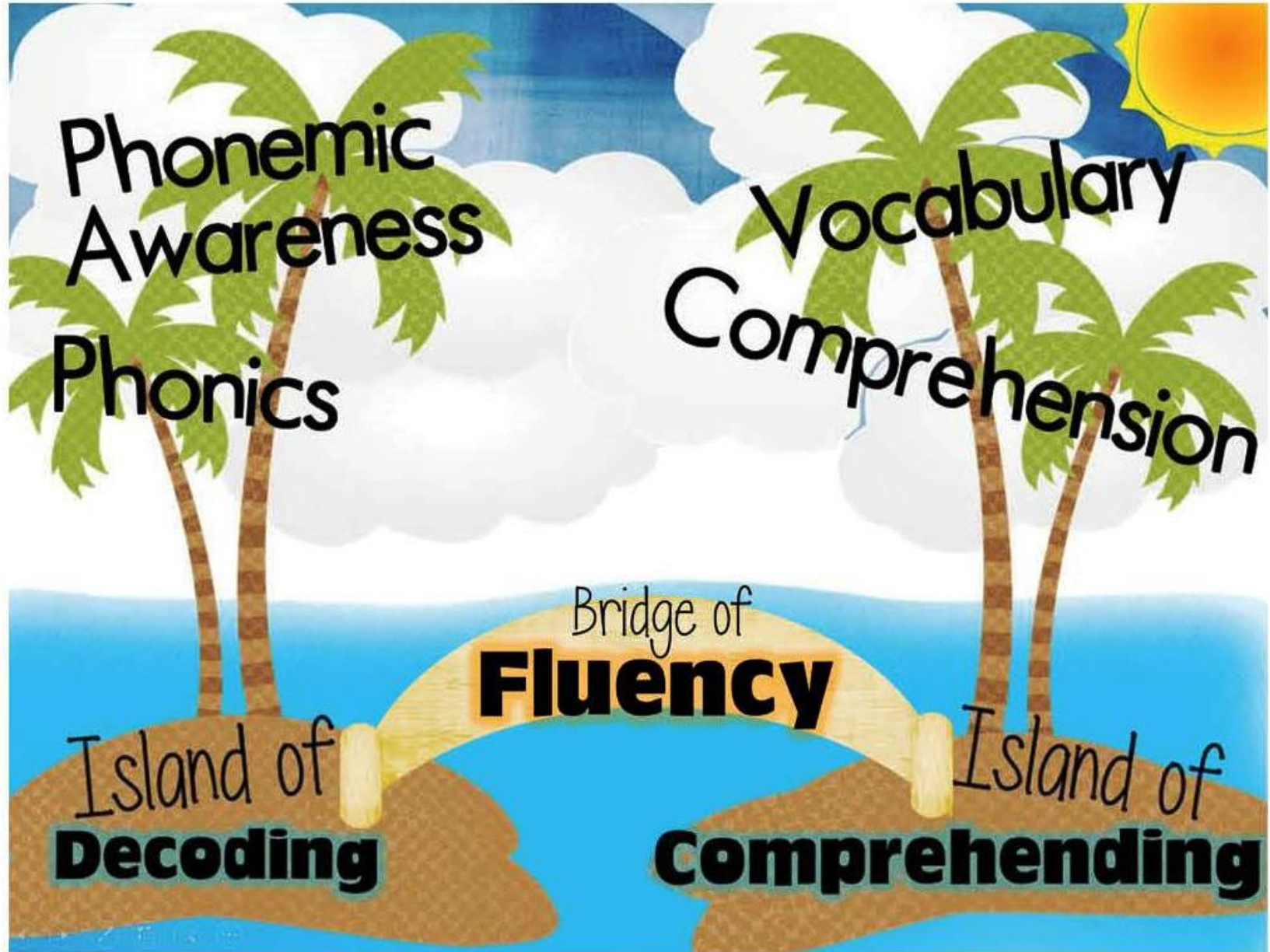




Books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village.

What skills do you need to read?

- Phonemic awareness
- Phonics knowledge (decoding)
- Fluency
- Vocabulary
- Comprehension



Phonemic
Awareness

Phonics

Vocabulary

Comprehension

Bridge of

Fluency

Island of

Decoding

Island of

Comprehending

What is fluency?

Fluency is an important contributor to reading comprehension, after children have achieved secure knowledge of phonics. Fluent readers can read quickly, accurately and with appropriate stress and intonation, which aids comprehension by freeing pupils' cognitive resources to focus on meaning (Swanson and O'Connor, 2009; National Reading Panel, 2000)

What does a fluent reader do?

The shop from nowhere arrived with the dawn on a crisp November morning.

Word travelled quickly around the village, and by midday the place was abuzz with rumour and hearsay.

"There were four shops in the row yesterday. Today there are five!"

"Did you hear? It sits between the butcher's and the ironmonger's..."

"The brickwork is black as midnight, and it sparkles strangely in the light!"

By evening time, a curious crowd had begun to gather around the mysterious building. They jostled for position and traded strange and wonderful theories about where the shop had come from and what it

might sell, all the while hoping to catch a glimpse of movement through the darkened windows.

The shop was indeed built from bricks the colour of midnight, bricks that shimmered and sparkled under the glow of the gas streetlamps. Blocking the doorway was a golden gate so fine and intricate that some wondrous spider might have spun it. Over the windows, curling letters spelled out a name:

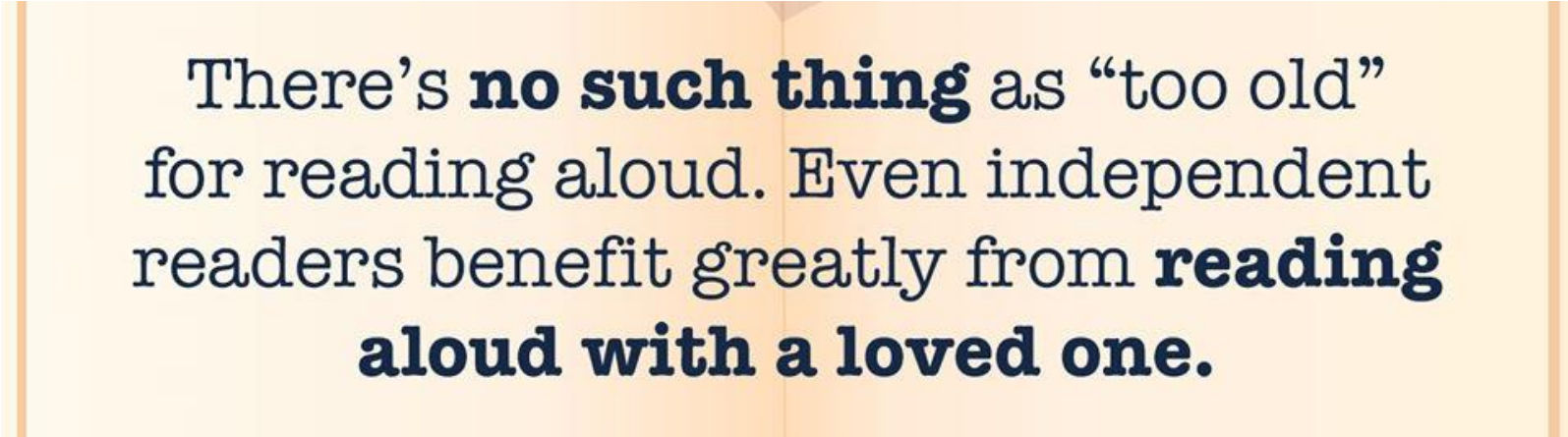
THE
NOWHERE
EMPORIUM

What does a fluent reader do?

- Recognises most words (90-95%) by sight;
- Pays attention to the punctuation;
- Changes the pitch, volume and pace of the reading to match the mood of the text;
- Uses voices for characters and dialogue
- Reads for meaning and accuracy - monitoring understanding and self-correcting if necessary
- Reads at an appropriate speed;
- Reads aloud with the natural rhythms of speech, e.g segments text into meaningful units;

How can you help?

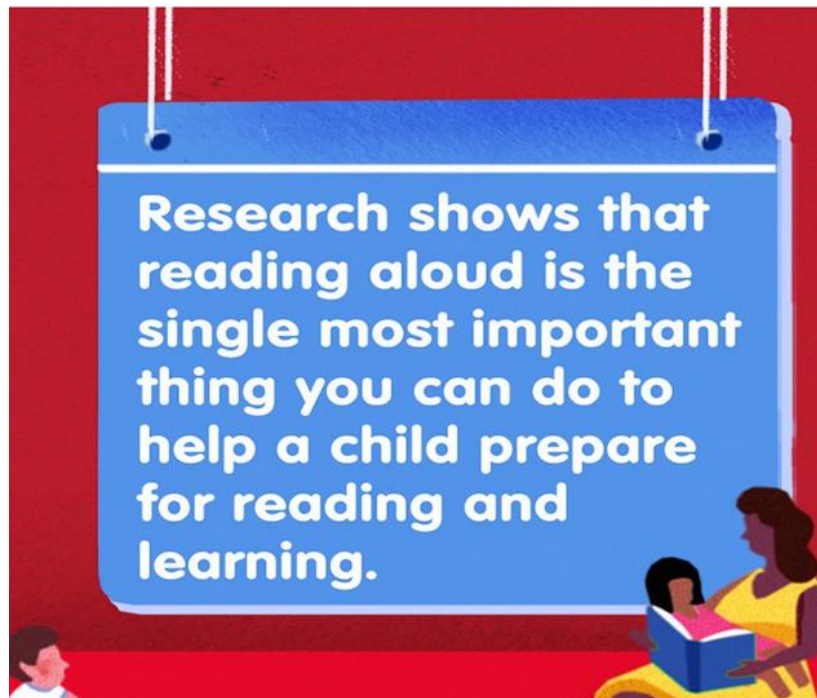
1. Give time for your children to read **aloud** to you. This is how children can practise being a fluent reader.



There's **no such thing** as “too old” for reading aloud. Even independent readers benefit greatly from **reading aloud with a loved one.**

How can you help?

- Read aloud to your children – modelling all those aspects of being a fluent reader.




How can you help?

- Echo reading;
- ‘Scooping’ the text;
- Encourage children to read at an appropriate level of challenge;
- Audiobooks

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Five Finger Rule

How to choose a book that is just right for you.
Open the book to any page.
Put up a finger for each word you don't know.

- 5** Too tricky!
- 3-4** Give it a go!
- 1-2** Just perfect!
- 0-1** Too easy!

twinkl
visit [twinkl.com.au](http://www.twinkl.com.au)

Why Closing the Word Gap Matters: Oxford Language Report



How and Why

Children's vocabulary
can be greatly enhanced by
talking and reading with
parents.

In fact, the vocabulary of the average
children's book is greater than that
found on prime time television.

(Hayes & Ahrens, 1988)



We know from other research that the size of a child's vocabulary is the best predictor of success on future tests and children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood and three times more likely to have mental health issues.

Leading academics have made similarly stark conclusions about the impact the word gap has on a child's academic performance and wider life chances.

"A child who is not at the expected standard in language at the age of five is 11 times less likely to achieve the expected level in maths at age 11."¹²

"Research from the Early Intervention Foundation showed that children with language difficulties at age five were four times more likely to have reading difficulties in adulthood, three times as likely to have mental health problems, and twice as likely to be unemployed when they reached adulthood."¹³

"In 2016, just 12% of pupils with language difficulties achieved at least the expected standard in reading, writing and mathematics at the end of primary school, compared to 53% of all pupils."¹⁴

Children with better language will tend to develop better reasoning, inferencing and pragmatic skills."¹⁵

National Curriculum

“Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech.

Reading also feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.”

How can you help?

- Talk to them – use challenging vocabulary
- Encouraging your children to read a wide range of books ;
- Strategies to work out the meanings of words in context:
 - read back and read on
 - use a dictionary
 - find a synonym
 - use knowledge of prefixes and suffixes, e.g. disrespectfully = dis + respect + ful +ly
 - use knowledge of the word families, e.g. confided = confidential
 - idioms, e.g. it's raining cats and dogs
 - homophones, e.g desert, dessert, deserted

What is the 'magic number?'

“15 minutes seems to be the “magic number” at which students start seeing substantial positive gains in reading achievement; students who read just over a half-hour to an hour per day see the greatest gains of all.”

Choosing books in school

A Guide to Free Readers

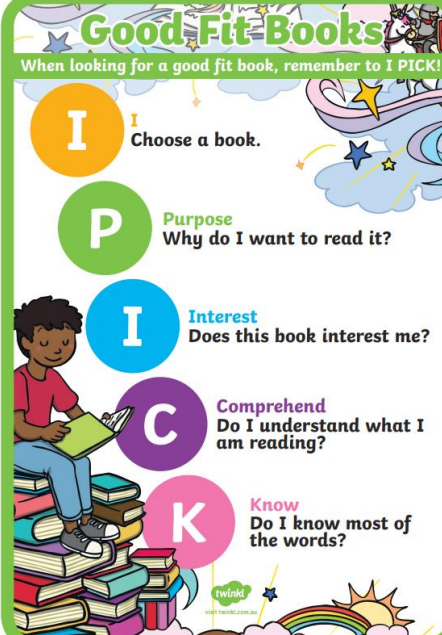
	Project Code X
	Spotty books
	<u>Zig-Zag</u> books
	Rainbow books
	Galaxy books

Books have been 'levelled' using the accelerated reader ATOS reading formula which takes into account average sentence length, range of vocabulary, average word length and interest level

Good Fit Books

When looking for a good fit book, remember to I PICK!

- I** Choose a book.
- P** Purpose
Why do I want to read it?
- I** Interest
Does this book interest me?
- C** Comprehend
Do I understand what I am reading?
- K** Know
Do I know most of the words?



Five-Finger Rule

How to choose a book that is just right for you.
Open the book to any page.
Put up a finger for each word you don't know.

- 5** Too tricky!
- 3-4** Give it a go!
- 1-2** Just perfect!
- 0-1** Too easy!



Non Fiction – Read at least 2 non-fiction books

Date	Title of the non-fiction book

Poetry – Read at least 2 poetry books

Date	Title of the Poetry Book

Recommended Reads for Year 3

While you are in Year 3, try to read at least 3 of these books

 <p>The Enormous Crocodile Roald Dahl</p>	 <p>The Magic Finger Roald Dahl</p>	 <p>Snakes and Ladders Michael Morpurgo</p>	 <p>The Littlest Dragon at School Margaret Ryan</p>	 <p>Flat Stanley Flat Again Jeff Brown</p>
Date finished	Date finished	Date finished	Date finished	Date finished
 <p>The Finger Eater Dick King Smith</p>	 <p>The Frankenstein Teacher Tony Bradman</p>	 <p>The Rather Small Turnip Laurence Anholt</p>	 <p>Cinderboy Laurence Anholt</p>	 <p>Conker Michael Morpurgo</p>
Date finished	Date finished	Date finished	Date finished	Date finished

Recommended Reads

- Encourage reading for a range of genres;
- Contribute to a reading ‘spine’ – a group of ‘must-reads’
- Can be shared with an adult if too tricky.
- Read non-fiction and poetry

How can you help?

- Persevere – read the whole book;
- Read some of the book to your child;
- Check reading level – 5 finger test;
- Encourage them to read a range of authors and genres;
- Ask them questions about the book;
- A big, fat book does not help you to be a great reader

READING EVERY DAY...

- ...**CREATES** lifelong readers.
- ...**TEACHES** children to find adventure, ideas, and answers through books.
- ...**STRENGTHENS** relationships and creates memories as a family activity.
- ...**OPENS DOORS** through which children can learn about themselves.
- ...**BUILDS** a diverse vocabulary and strengthens fluency in reading.
- ...**ALLOWS** a child's imagination and creativity to blossom.
- ...**GIVES** children the tools needed to become successful students.
- ...**TAKES** the "scary" out of reading in the classroom.
- ...**HELPS** children make connections to new places, people, and concepts.
- ...**AWAKENS** children to the world around them.