# The Third Primary Support Staff Conference

Monday 5th June 2023 9am-3:30pm

For LSAs, Support Staff & SENCos

Key Notes: Reading (Lindsay Pickton)

- Well-Being and EQ
- What is Learning?
- Safeguarding & PE
- How do I look after myself (Meditation/diet/exercise)

9.30am start

COLLIS Primary School




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# The Dragonfly





When the heat of the summer
Made drowsy the land
A dragonfly came
And sat on my hand.
With its blue jointed body,
And wings like spun glass,
It lit on my fingers
As though they were grass.





Eleanor Farjeon

Horsey, Horsey don't you stop
Just let your feet go clipity clop
Your tail goes swish and the wheels go round
Giddy up, we're homeward bound.

Hey diddle diddle, the cat and the fiddle,
The cow jumped over the moon.
The little dog laughed to see such fun
And the dish ran away with the spoon!

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Mary had a little lamb,
His fleece was white as snow,
And everywhere that Mary went,
The lamb was sure to go

He followed her to school one day,
Which was against the rule,
It made the children laugh and play,
To see a lamb at school.

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the king's horses and all the king's men,
Couldn't put Humpty together again.

Little Miss Muffet sat on a tuffet,
Eating her curds and whey,
Along came a spider, who sat down beside her,
And frightened Miss Muffet away!

# Three Reading Modes

**Read to the child**

**Read with the child**

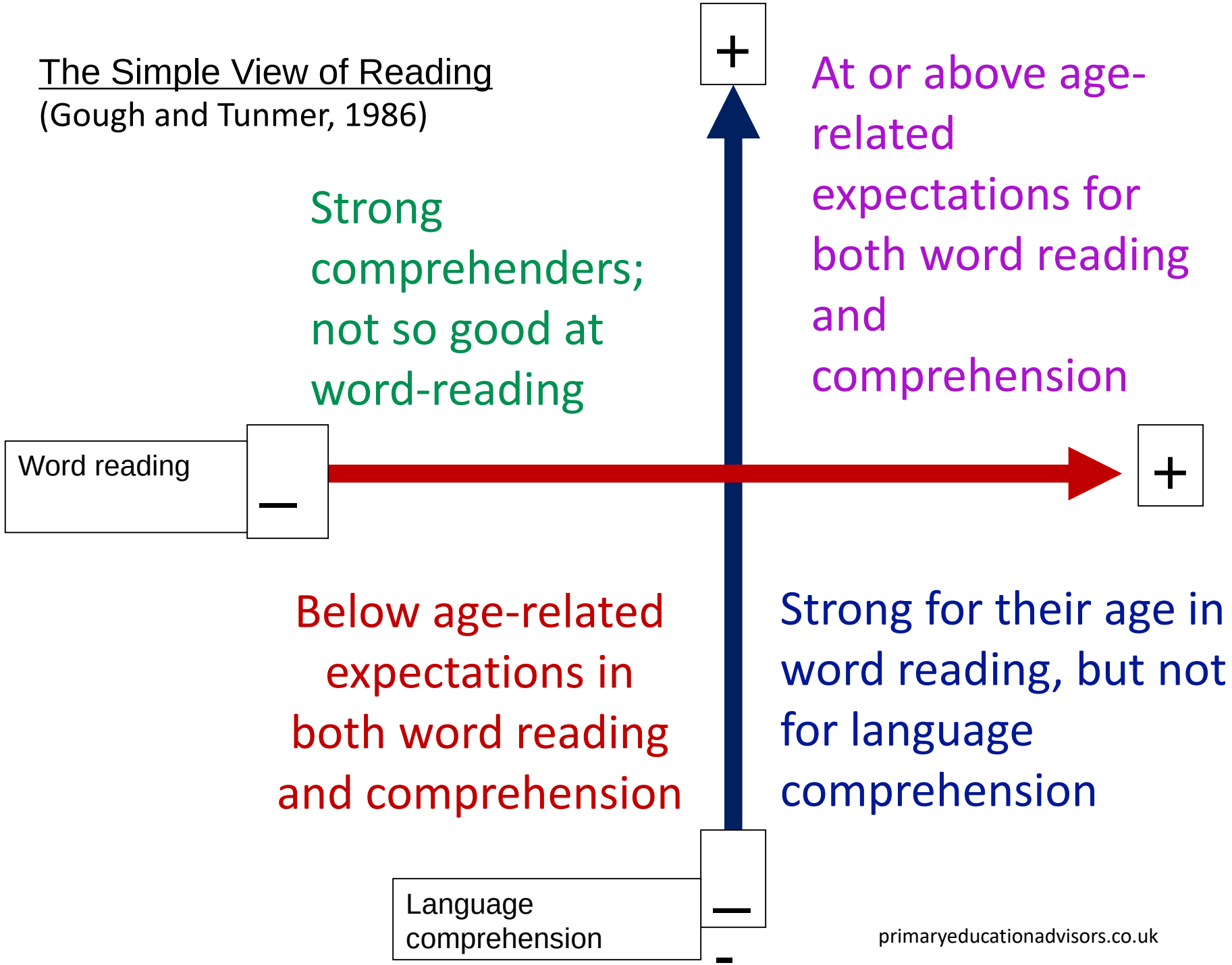
**Read by the child**

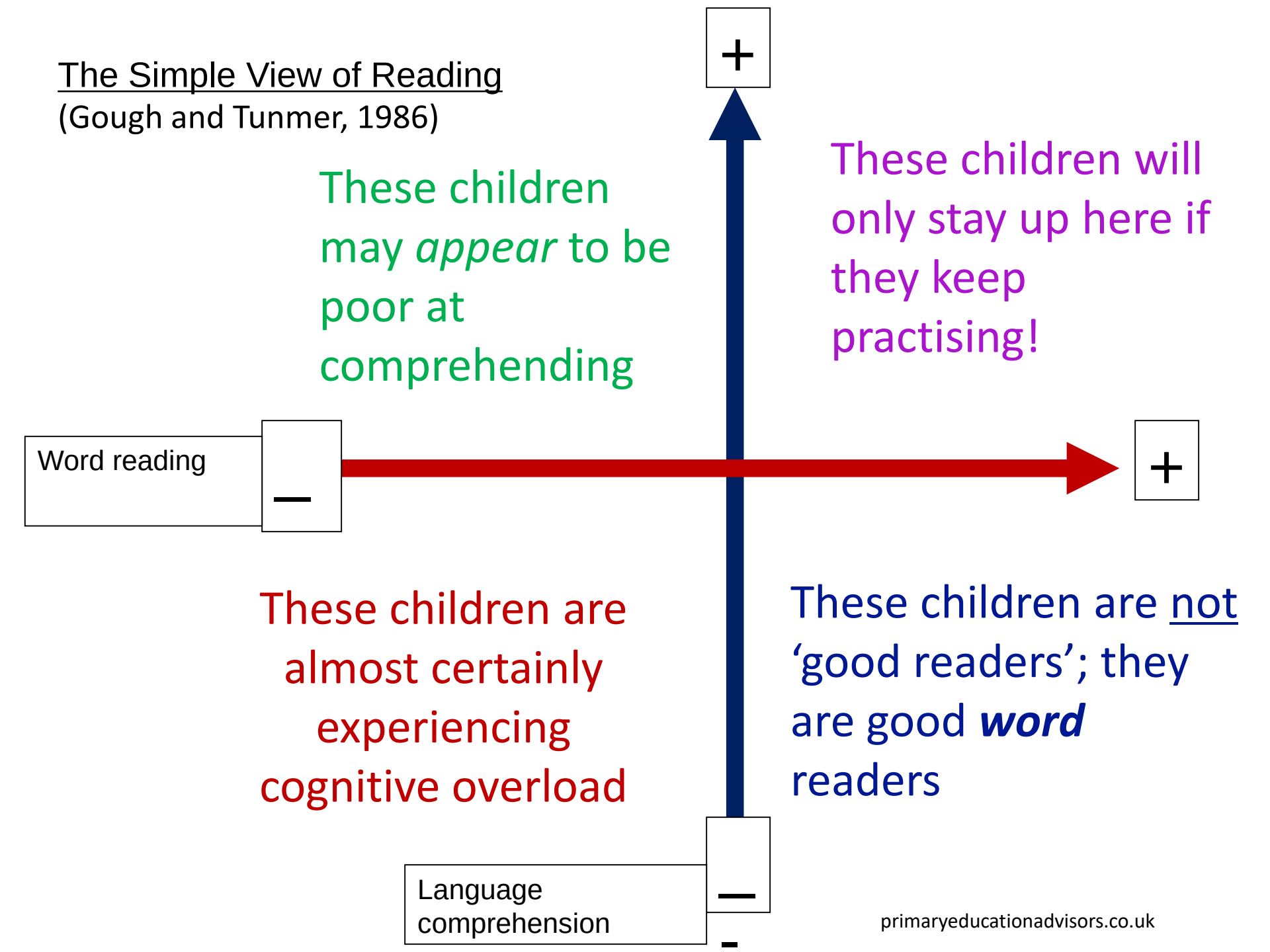
# Read…

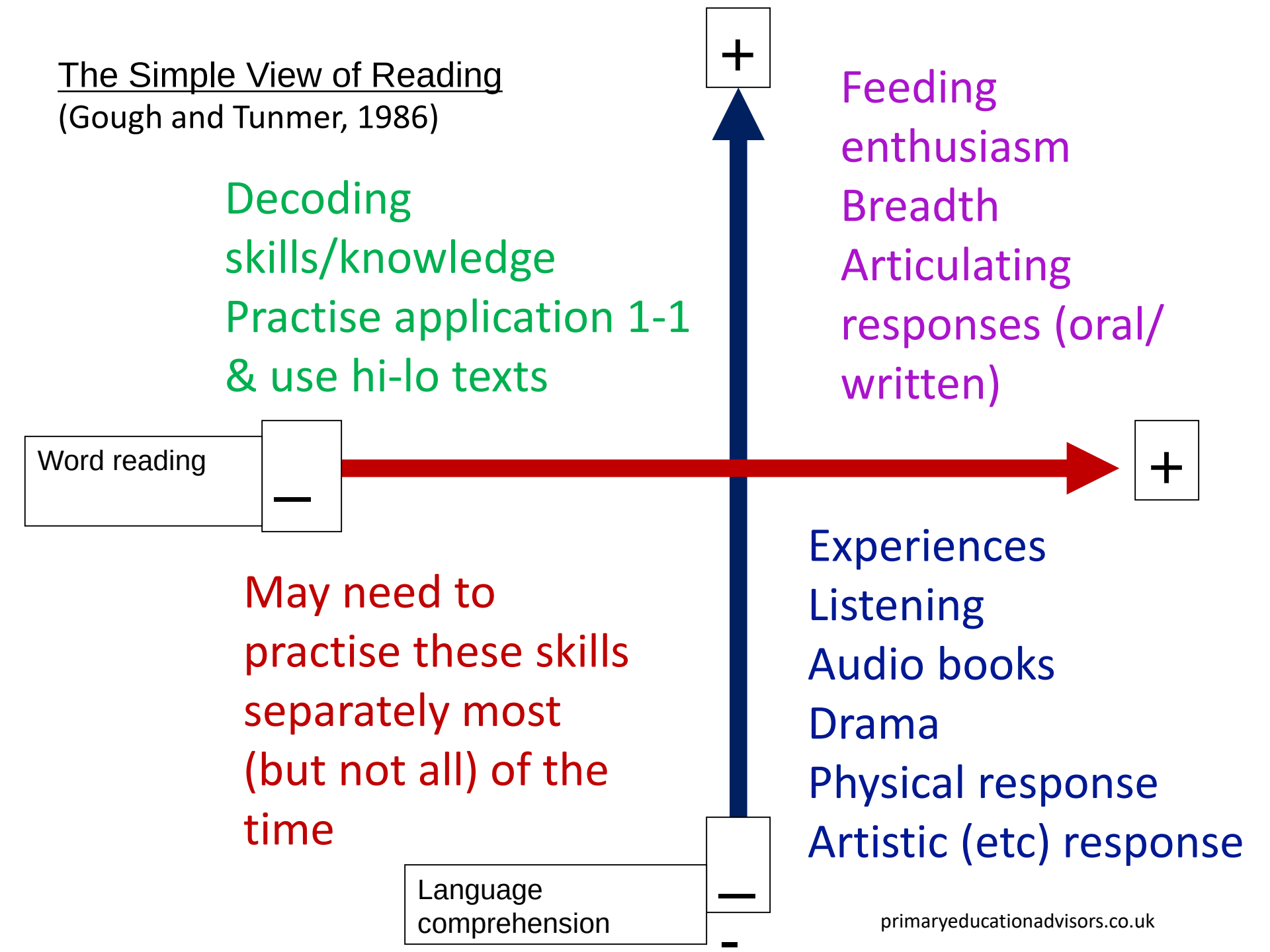
red

Mr Smith saw red. “Sit down and be quiet!” he hissed, through clenched teeth.

Mr Smith saw red. “At last!” he sighed. He’d been looking for a telephone box since he’d arrived in the village.

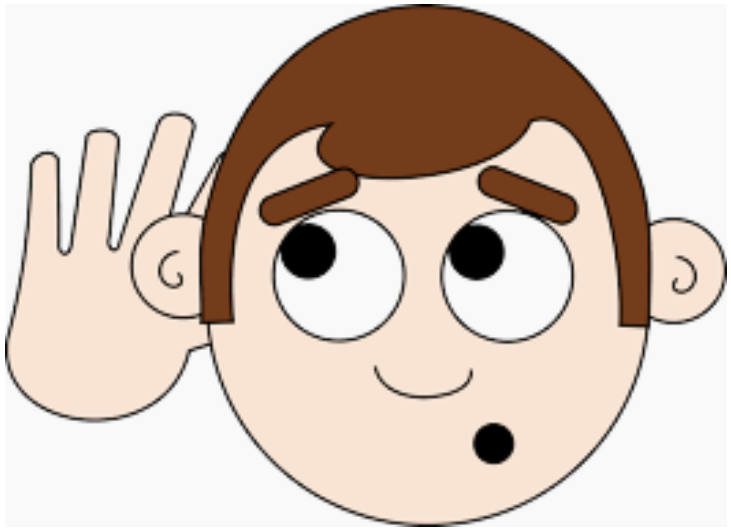

The Simple View of Reading
(Gough and Tunmer, 1986)
+
At or above age-related expectations for both word reading and comprehension
Strong comprehenders; not so good at word-reading
Word reading
–
+
Below age-related expectations in both word reading and comprehension
Strong for their age in word reading, but not for language comprehension
Language comprehension
–
-
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The Simple View of Reading
(Gough and Tunmer, 1986)
+
These children may *appear* to be poor at comprehending
These children will only stay up here if they keep practising!
Word reading
–
+
These children are almost certainly experiencing cognitive overload
These children are not 'good readers'; they are good ***word*** readers
Language comprehension
–
-
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The Simple View of Reading
(Gough and Tunmer, 1986)
Decoding
skills/knowledge
Practise application 1-1
& use hi-lo texts
Feeding
enthusiasm
Breadth
Articulating
responses (oral/
written)
Word reading
+
–
+
May need to
practise these skills
separately most
(but not all) of the
time
Experiences
Listening
Audio books
Drama
Physical response
Artistic (etc) response
Language
comprehension
–
-
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# Phonics

## for reading

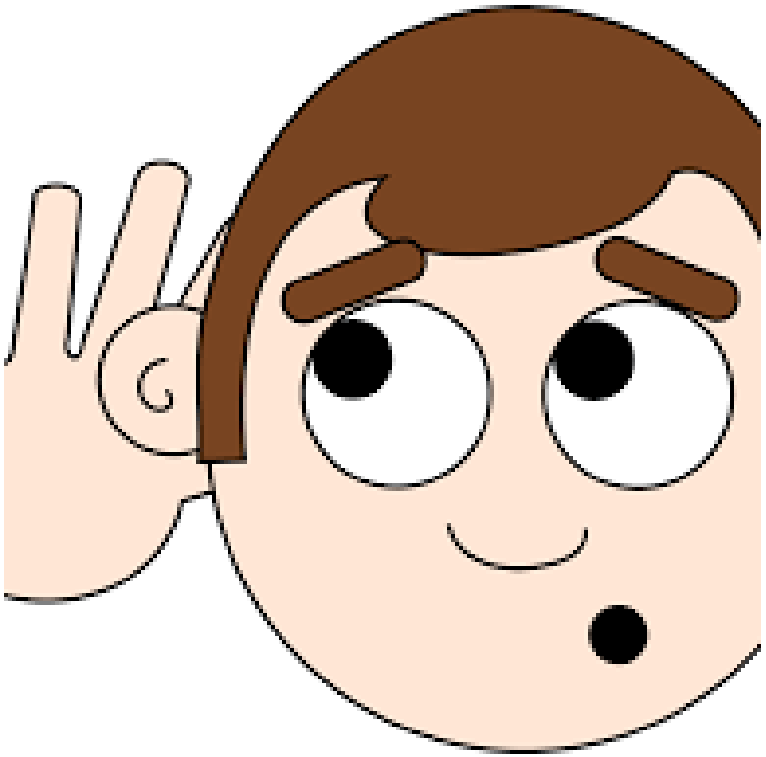


# We all need Phonics

phylloquinone

# Distinguishing Phonemes

| | |
|---|---|
| twist | 5 |
| street | 5 |
| rhyme | 3 |
| ought | 2 |



## Blending

I'll give you the separate sounds;

You blend them together

## Segmenting

I'll give you the whole word;

You segment it into their separate sounds

# Phonics skill 3:
# Phoneme Manipulation

o

do

so

ant

She wanted to go outside.

read

I read a book.

I read a book last weekend.

I often read when I'm on holiday.

# Phoneme Manipulation

Very often, selecting the correct phoneme is entirely dependent on vocabulary and comprehension.

Phonics and comprehension are NOT separate issues!

# Becoming a reader

Decoding



Automaticity



Fluency

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**Notice:**
**no mention of *understanding*!**

## Automaticity

The fast, ***effortless word recognition*** that comes with a great deal of reading practice.

**Automaticity** refers only to accurate, ***speedy word recognition***, not to reading with expression.

Automaticity (or automatic word recognition) is ***necessary,*** *but not sufficient****, for fluency*****.**

## Fluency

The ability to read with ***speed, accuracy,*** and ***accurate expression.***

In order to ***understand what they read***, children must be able to read fluently whether they are reading aloud or silently.

When reading aloud, fluent readers read in ***phrases*** and ***add intonation appropriately.***

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# Fluency

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# When

he

saw

the

marrow

Kevin’s

eyes

brightened.

There

it

lay

swollen

and

striped

amongst

all

the

carrots

and

onions

and

potatoes

and

radishes

and

he

had

never

seen

anything

like

it

before.

‘No

day’s

a

good

day

unless

you

learn

something

new,’

Kevin

said

to

himself.

So

he

stepped

into

the

shop

and

asked

the

greengrocer

to

tell

him

what

the

strange

object

was.

‘That,’

said

the

greengrocer,

‘that

is

a

mare’s

egg.’

# Fluency Matters

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# Mare's Eggs

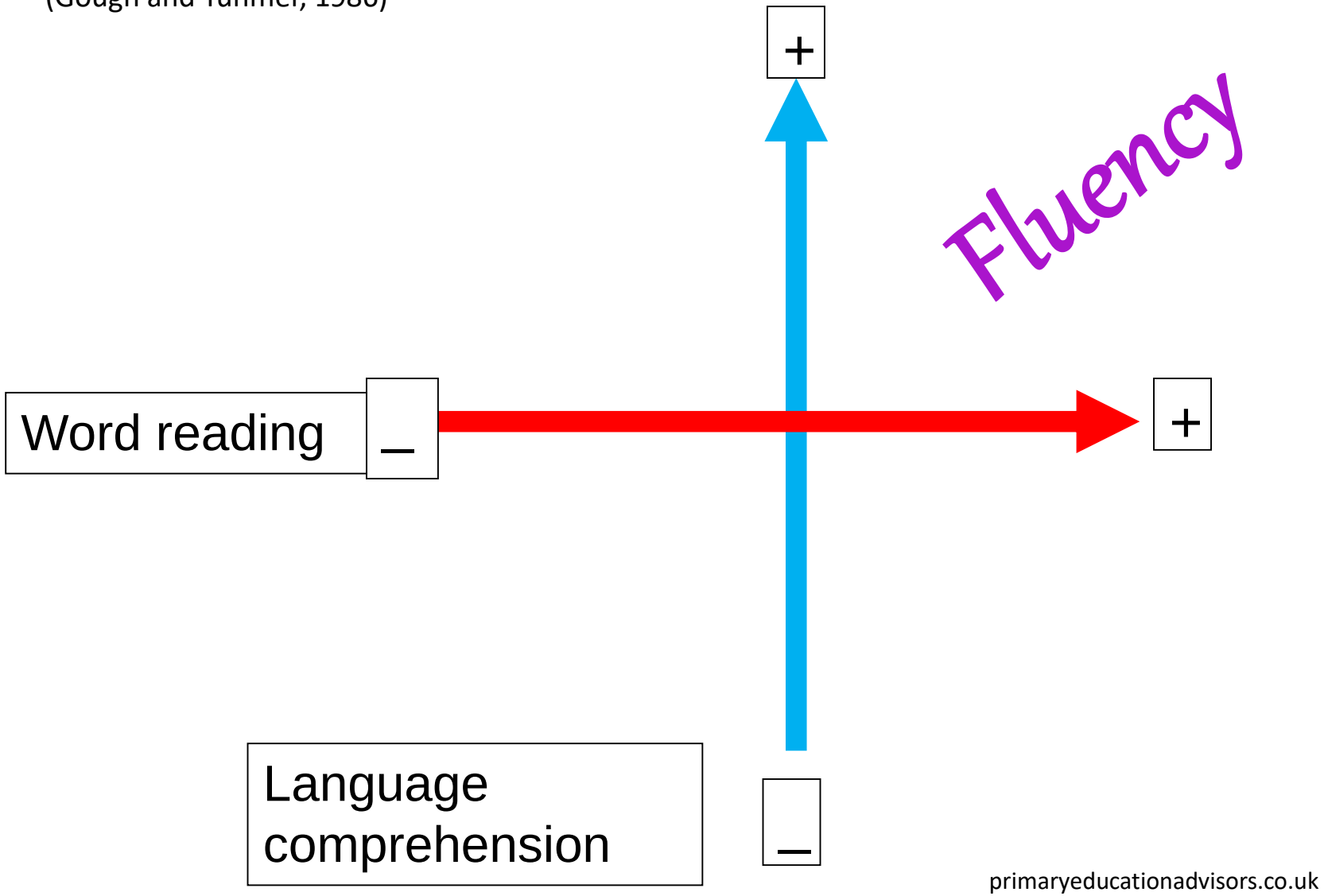
Kevin Crossely-Holland (Short, OUP)

When he saw the marrow, Kevin's eyes brightened. There it lay, swollen and striped, amongst all the carrots and onions and potatoes and radishes, and he had never seen anything like it before.

'No day's a good day unless you learn something new,' Kevin said to himself. So he stepped into the shop and asked the greengrocer to tell him what the strange object was.

'That,' said the greengrocer, 'that is a mare's egg.'

The Simple View of Reading
(Gough and Tunmer, 1986)



# Fluency enables comprehension

Modelling

Choral reading

Jump-in

Repeat (Echo) reading

Poetry and song

Hey diddle diddle, the cat and the fiddle,
The cow jumped over the moon.
The little dog laughed to see such fun
And the dish ran away with the spoon!

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Little Miss Muffet sat on a tuffet,
Eating her curds and whey,
Along came a spider, who sat down beside her,
And frightened Miss Muffet away!

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He followed her to school one day,
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To see a lamb at school.

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the king's horses and all the king's men,
Couldn't put Humpty together again.

# Aliens Stole My Underpants by Brian Moses

To understand the ways
of alien beings is hard,
and I've never worked it out
why they landed in my backyard.

And I've always wondered why
on their journey from the stars,
these aliens stole my underpants
and took them back to Mars.

They came on a Monday night
when the weekend wash had been done,
pegged out on the line
to be dried by the morning sun.

Mrs Driver from next door
was a witness at the scene
when aliens snatched my underpants –
I'm glad that they were clean!

5 It seems they were quite choosy
as nothing else was taken.
Do aliens wear underpants
or were they just mistaken?

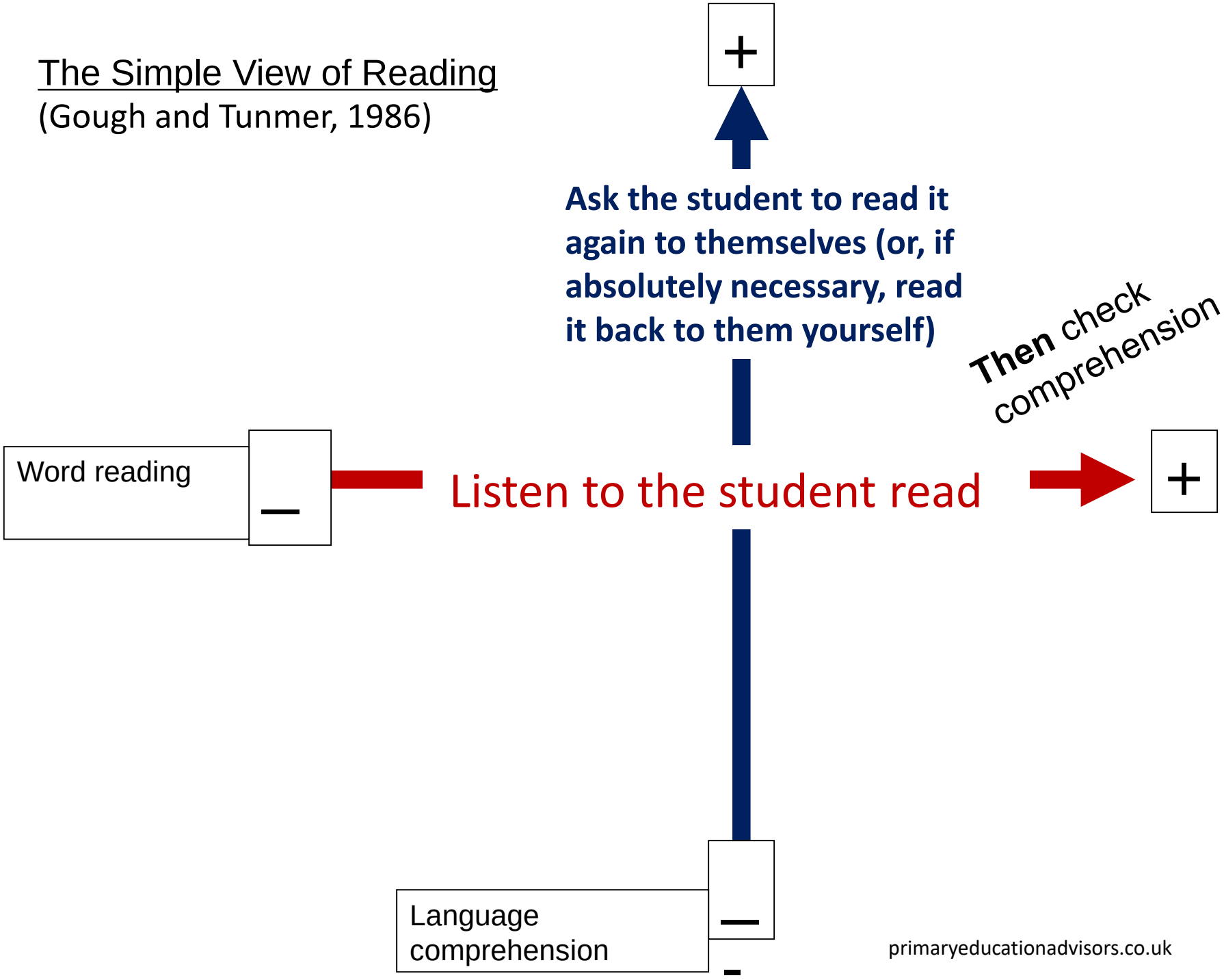
6 I think I have a theory
as to what they wanted them for,
they needed to block off a draught
blowing in through the spacecraft door.

7 Or maybe some Mars museum
wanted items brought back from Space.
Just think, my pair of Y-fronts
displayed in their own glass case.

8 And on the label beneath
would be written where they got 'em
and how such funny underwear
once covered an Earthling's bottom!

# The Simple View of Reading

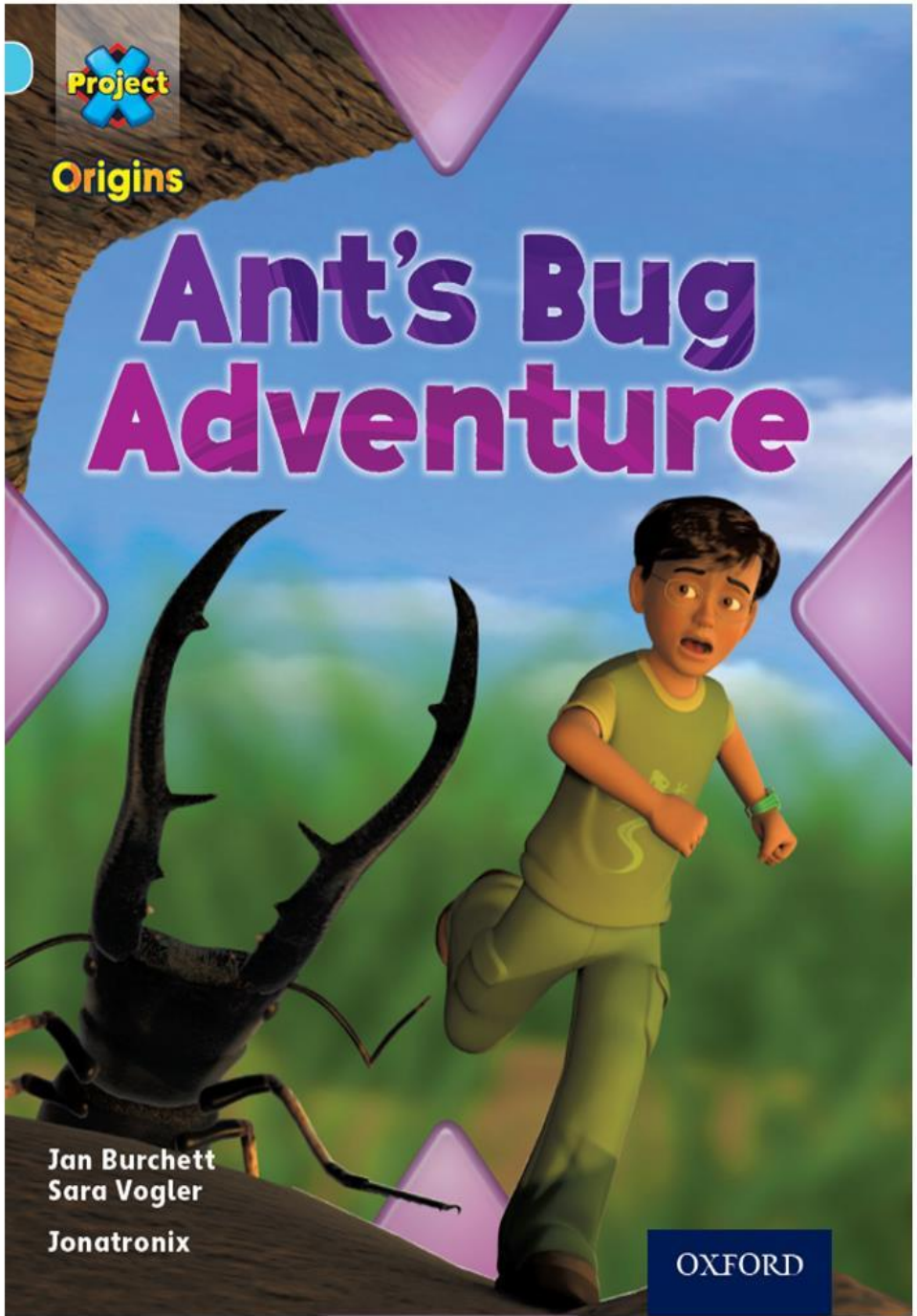
(Gough and Tunmer, 1986)



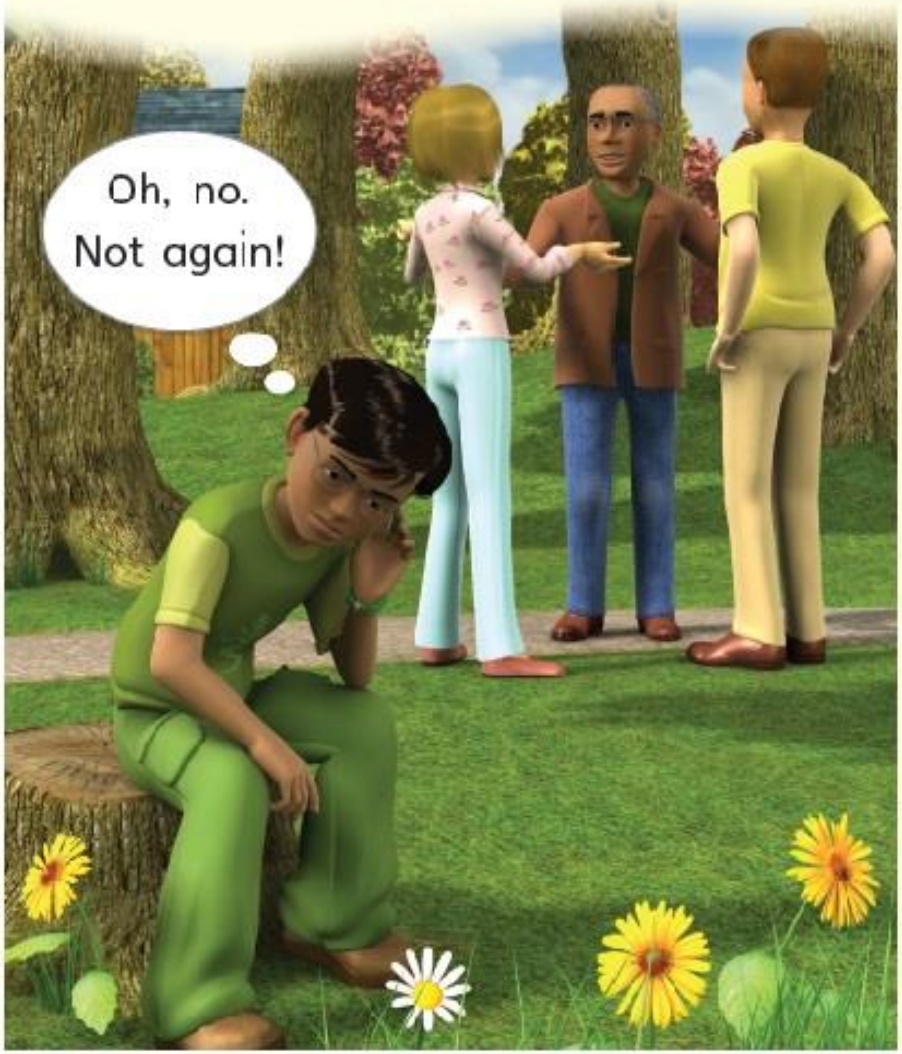
# Understanding

What do you know?

*How do you know it?*


Project X
Origins
Ant's Bug Adventure
Jan Burchett
Sara Vogler
Jonatronix
OXFORD

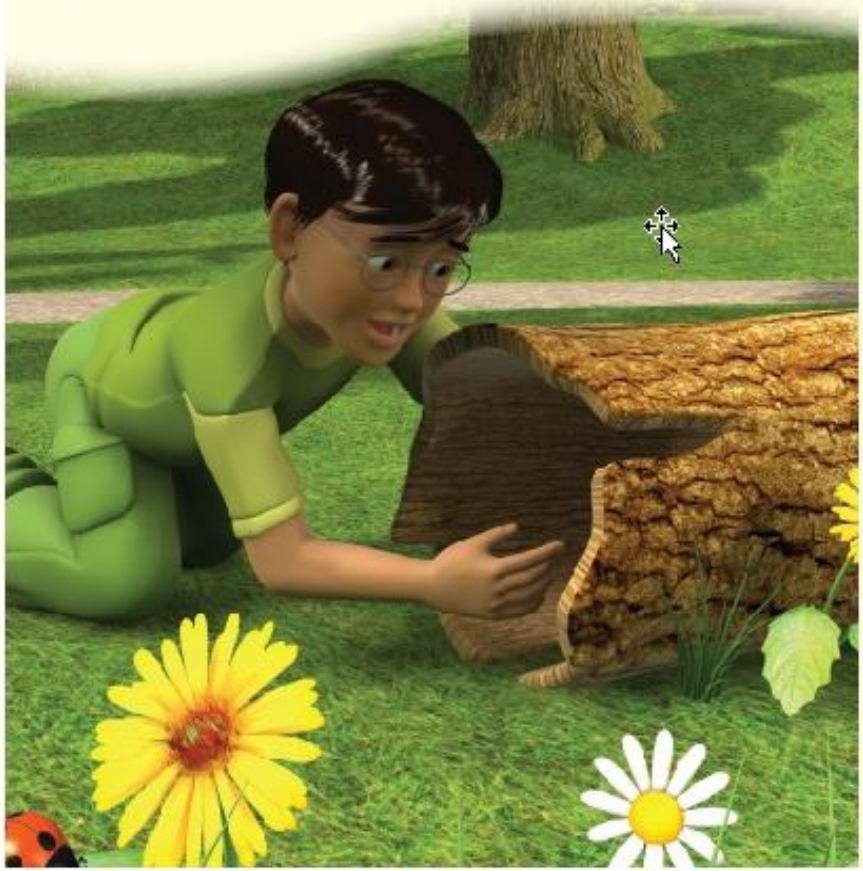
Ant and his dad were on a walk. Dad had stopped to talk.




Ant was bored. Then he saw a hollow log.



Ant looked inside the log but it was dark.
"I will see more if I am small ..." he said.



He pushed the button ...










The log was full of bugs.
Cool!

Suddenly the log shook. Ant saw a big, dark shape. It was a stag beetle.



The beetle was black with big jaws.

"Wow!" said Ant. "I will take a photo with my watch."



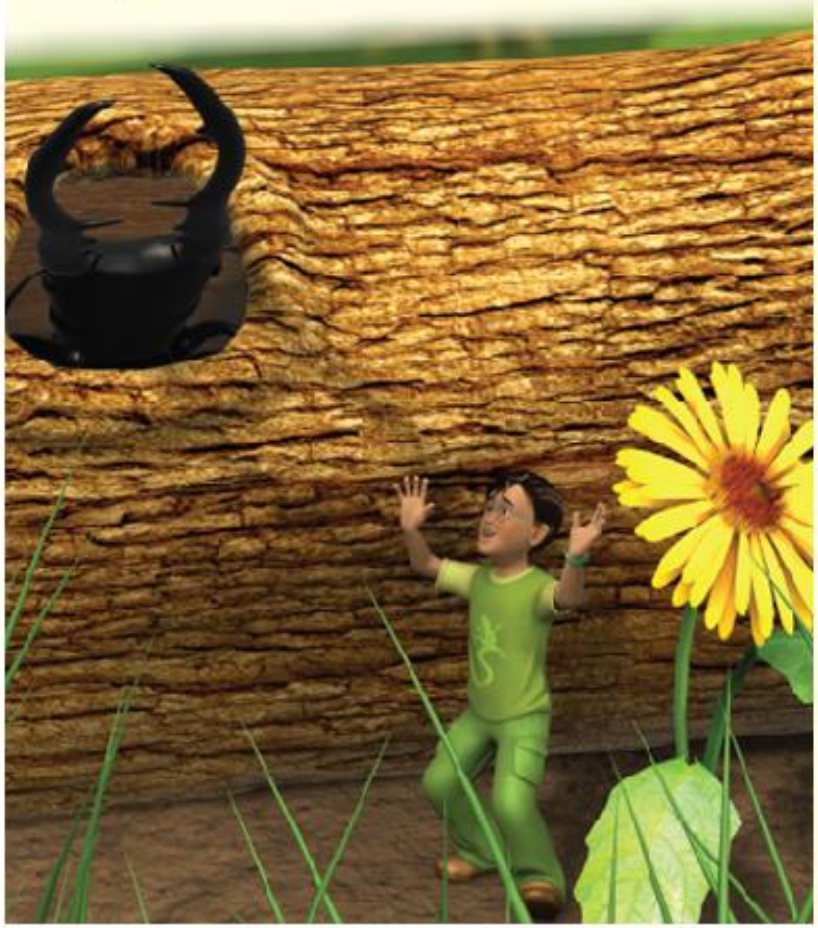
*Flash!* went the watch.
The flash made the beetle jump.
It ran at Ant!



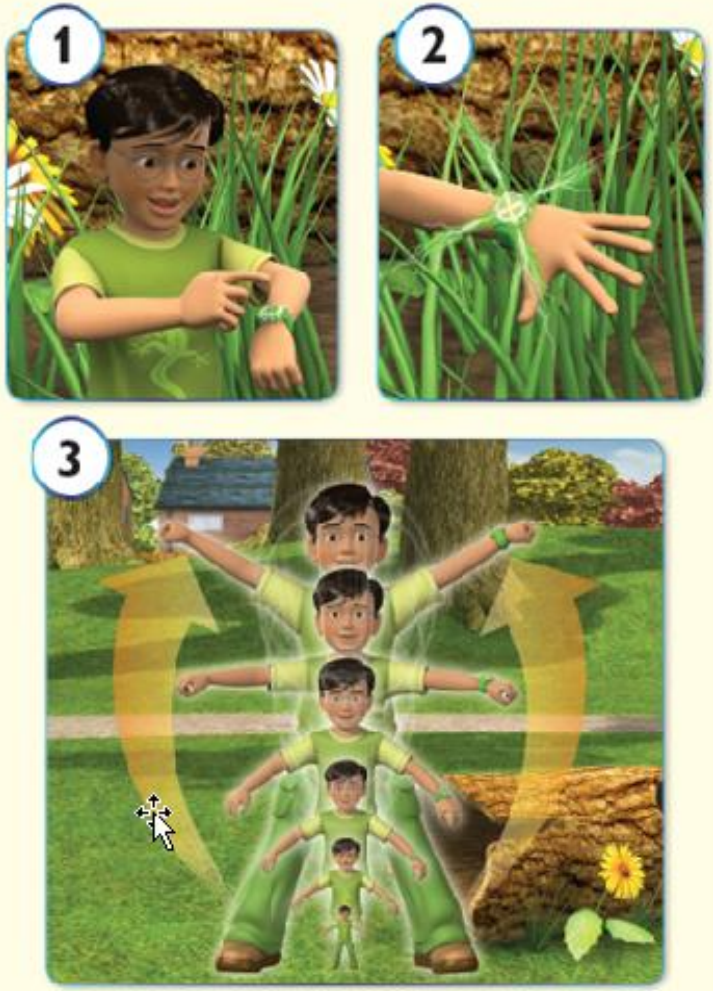
"Help!" yelled Ant.
He ran as fast as he could.
The beetle ran faster.



Ant found a small hole. He jumped out and landed on the ground.



Ant pushed the button ...



He picked up the stag beetle.
"Not so scary now!" he said.





If horses laid eggs,
how big would they be?

# Mare's Eggs

By Kevin Crossley-Holland

hello@primaryeducationadvisors.co.uk




Carrie McKenzie







hello@primaryeducationadvisors.co.uk

# Mare's Eggs

Kevin Crossely-Holland (Short, OUP)

When he saw the marrow, Kevin's eyes brightened. There it lay, swollen and striped, amongst all the carrots and onions and potatoes and radishes, and he had never seen anything like it before.

'No day's a good day unless you learn something new,' Kevin said to himself. So he stepped into the shop and asked the greengrocer to tell him what the strange object was.

'That,' said the greengrocer, 'that is a mare's egg.'

'A mare's egg,' cried Kevin. 'Can I buy it?'

'It's yours for one pound,' said the greengrocer.

So Kevin bought the marrow and, to while away the time on his way back home across the heath, he tried to see how far ahead of him he could roll it. Before long, the marrow ran into a bush and a hare leapt out of the bush and galloped away as fast as his legs could carry him.

# Mare's Eggs continued

Kevin Crossely-Holland (Short, OUP)

Then Kevin gave chase. But long-legged as he was, he wasn't as quick as the leaping hare, and the animal escaped.

Next day, Kevin walked into town again and went back to the greengrocer's shop.

'You again,' said the greengrocer warily. 'Well! What can I do for you today?'

'That was a racehorse's egg,' said Kevin.

'Is that right?' said the greengrocer, grinning.

'It broke and the foal galloped away from me. I couldn't catch up with it.'

'Really?' said the greengrocer.

'So,' said Kevin, 'Have you got any carthorse's eggs?'

# Unfamiliar words

**Lynchpin words**

**hare**

**mare**

**foal**

**marrow**

**Inferrable / less important**

**radishes**

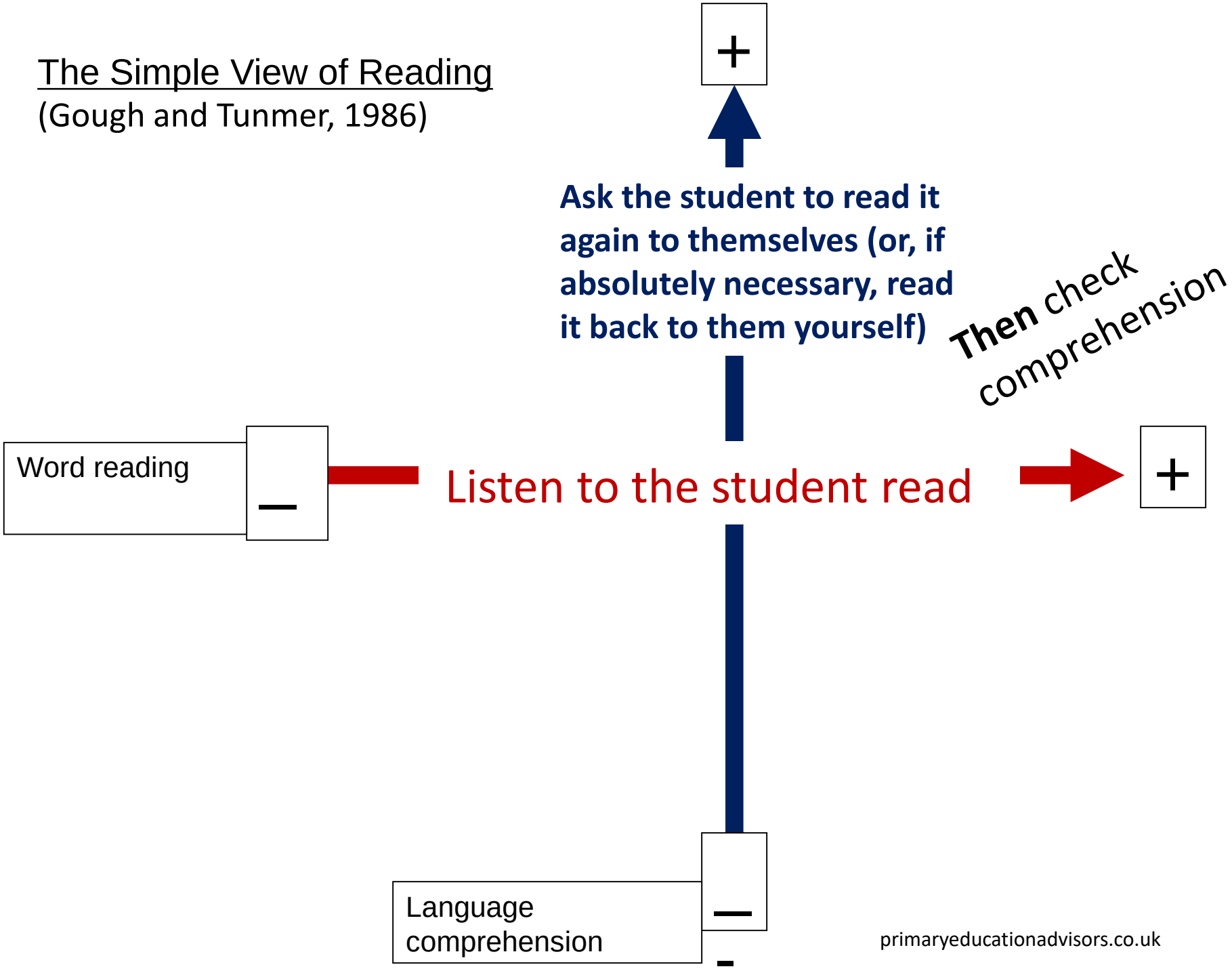
**greengrocer**

**galloped**

**heath**

# The Simple View of Reading

(Gough and Tunmer, 1986)



# Thank you!




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Back for 11.15pm – prompt please