Primary Education Advisors

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@EnglishHubUK

Developing Readers

Helping children to become confident, avid readers



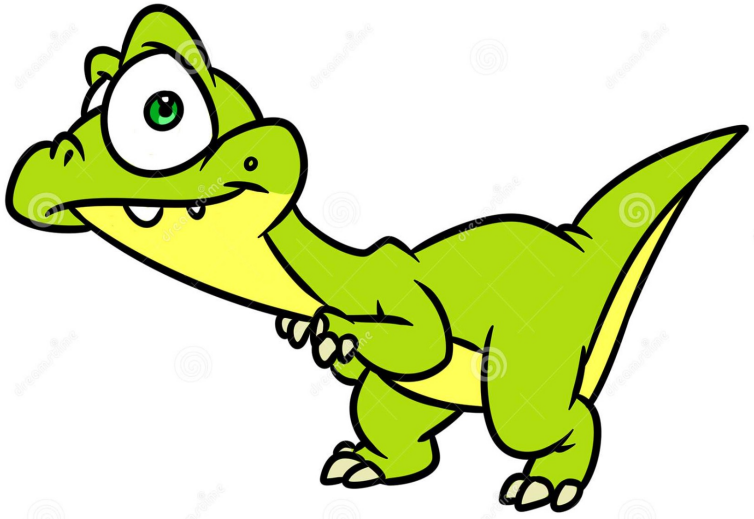
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Farewell, Pete
by Roger Stevens

I had a little dinosaur
Nothing would it eat
But a chocolate cupcake
And my best mate, Pete.

At school it burst the football
It wasn't fond of sports
It gobbled up the goalposts
and Mr Walton's shorts.

It chased my Auntie Emma
You should have heard her shout
But it didn't like my granny
In fact, it spat her out.



A Smile

Jez Alborough



Smiling is infectious
You catch it like the ‘flu.
When someone smiled at me today
I started smiling too.
I passed around the corner
And someone saw my grin.
When he smiled, I realised
I’d passed it on to him.

I thought about my smile and then
I realised its worth.
A single smile like mine could travel
Right around the earth.
If you feel a smile begin
Don’t leave it undetected.
Let’s start an epidemic quick
And get the world infected.

Magic Penny

by Malvina Reynolds

Love is something if you give it away,

Give it away, give it away.

Love is something if you give it away,

You end up having more.

It's just like a magic penny,

Hold it tight and you won't have any.

Lend it, spend it, and you'll have so many

They'll roll all over the floor.

For love is something if you give it away,

Give it away, give it away.

Love is something if you give it away,

You end up having more.

The Selfish Giant

Oscar Wilde

Tuning into language

Listening to stories prepares children's minds for reading.

They're focusing their attention, soaking up words, pursuing meaning in narrative and turning the whole experience into 'pictures' in their mind's eye.

The more practice children have at listening to stories,

the easier it is for them to comprehend written stories when they read for themselves.

Sue Palmer

Statutory Requirements

Year 1

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Being encouraged to link what they read or hear to their own experiences

Recognising and joining in with predictable phrases

Participate in discussion about what is read to them, taking turns and listening to what others say

Year 2

Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Statutory Requirements

Year 3/4

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say

Year 5/6

Participate in discussion about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously

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.

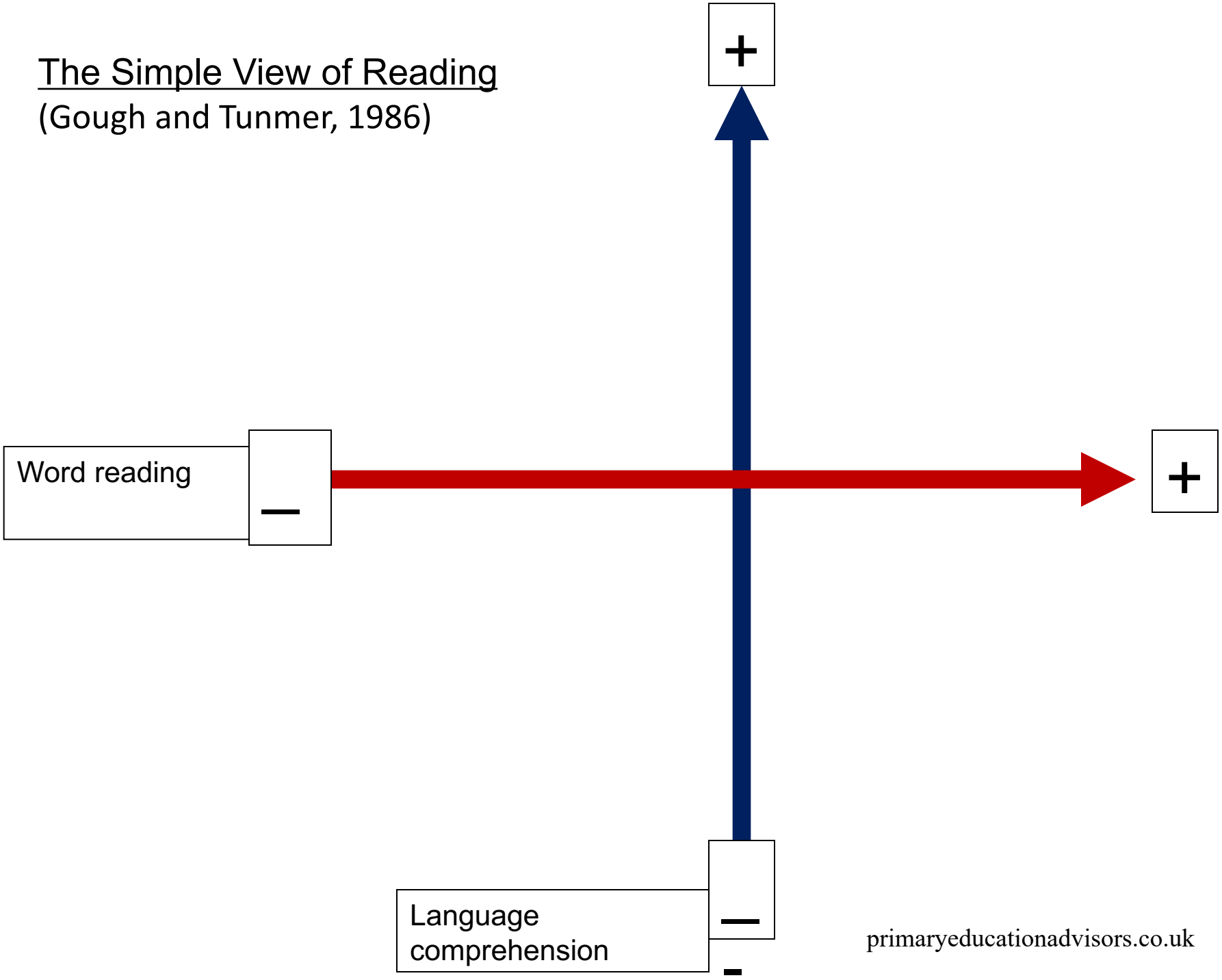
“Understanding all the words”

is not the same as

“reading the text”.

The Simple View of Reading

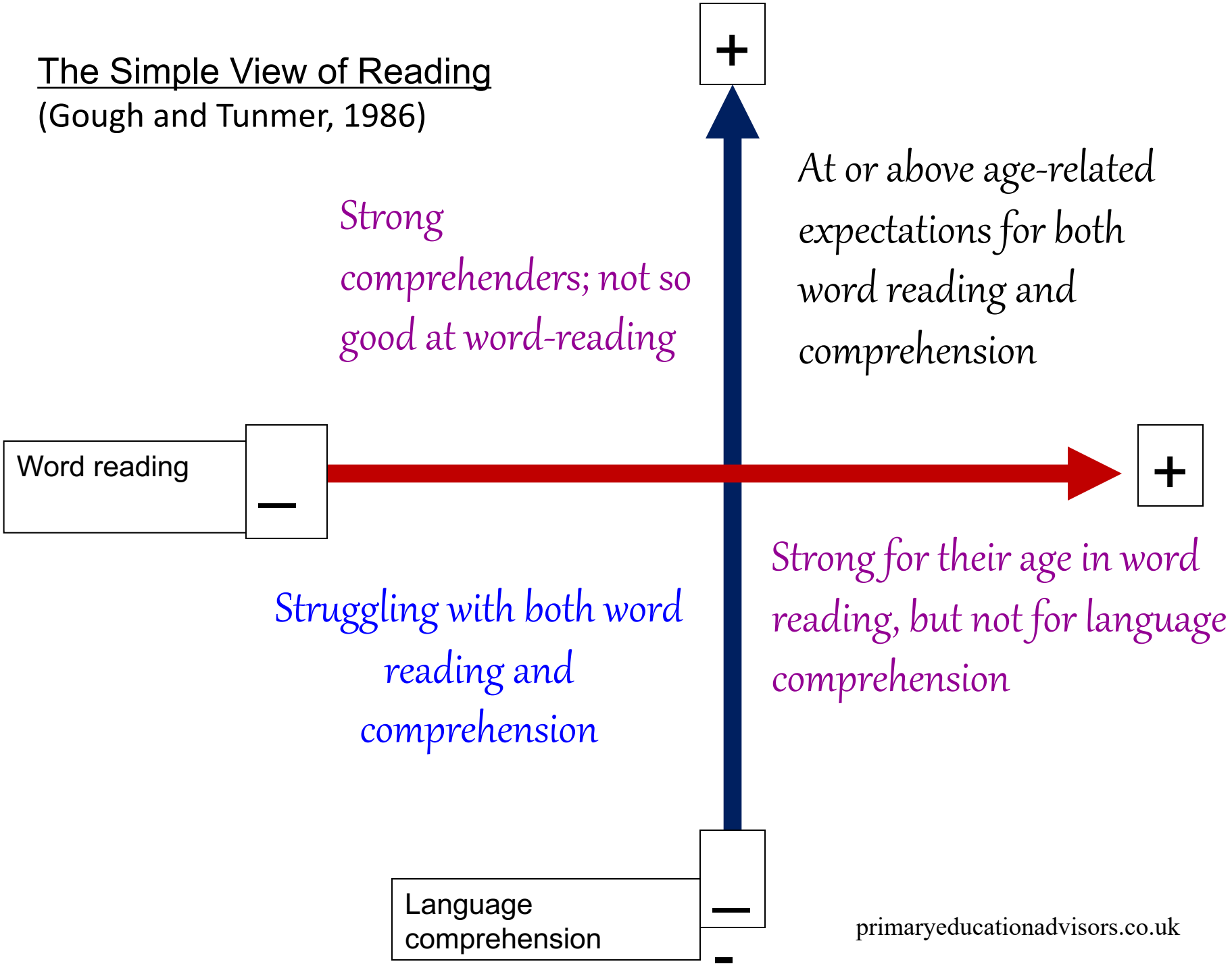
(Gough and Tunmer, 1986)



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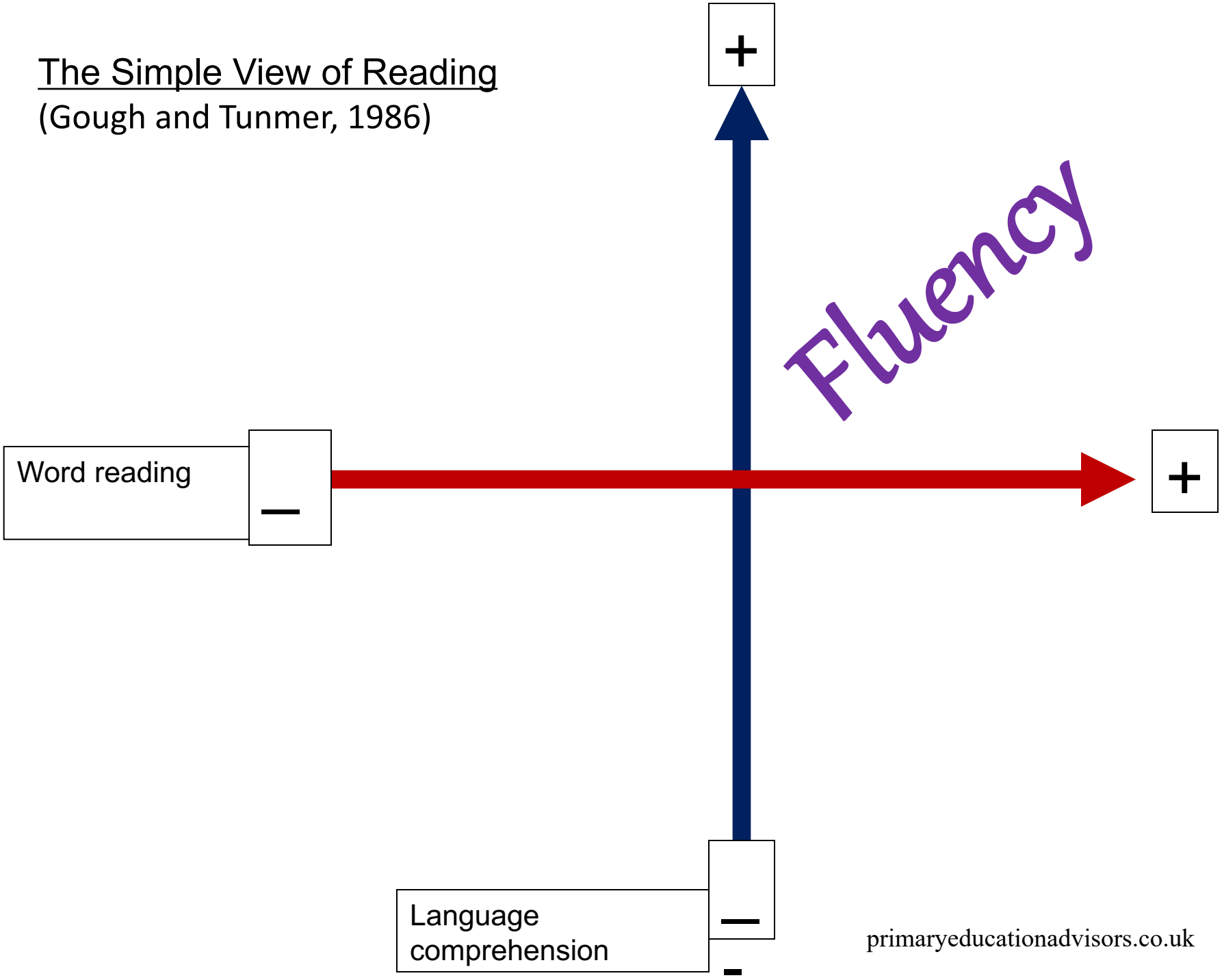
The Simple View of Reading

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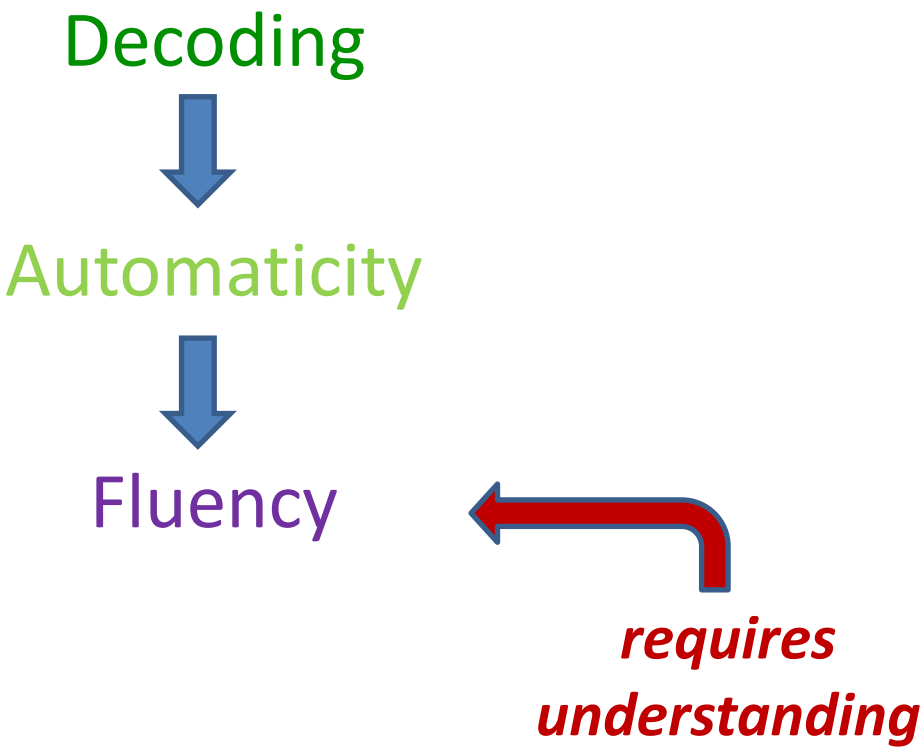
The Simple View of Reading

(Gough and Tunmer, 1986)



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Becoming a reader



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

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.

Three Reading Modes

Read to the child

Read with the child

Read by the child

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If we only focus on reading scheme progression...

Children might think that they can stop reading now they have finished the graded reading scheme of books that previously marked their progress to becoming a reader.

This loss of structure can result in a loss of motivation or incentive for reading and once the habit of reading fades it can be very hard to re-ignite it. When moving up the levels of school's hierarchy of books, children have a clear route to reading.

Once they reach the top they can feel as though they have no map for the reading journey ahead.

Teach Yourself Helping Your Child to Read - Reid & Bentley. Publ. May 2009

He was alone, and in the dark;
and when he reached out for
the matches, the matches
were put into his hand.

"Talk About Short"
In Short! by Kevin Crossley-Holland
(Oxford University Press)

Three Reading Modes

Read to the child

Read with the child

Read by the child

www.punoftheday.com

I couldn't quite remember how to throw a boomerang, but eventually it came back to me.

The dead batteries were given out free of charge.

I wondered why the frisbee was getting bigger. Then it hit me.

Have you ever tried to eat a clock? It's very time-consuming.

Helping with

Word Reading

I Spy
with my little eye…

Something beginning with…

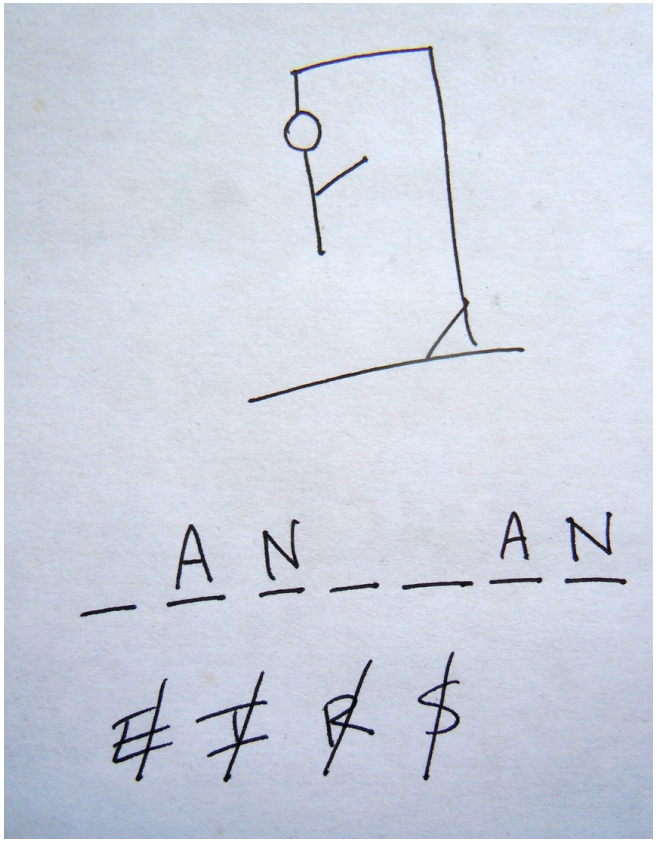
Something *ending* with…

Something with … in the middle!

“Hangman”

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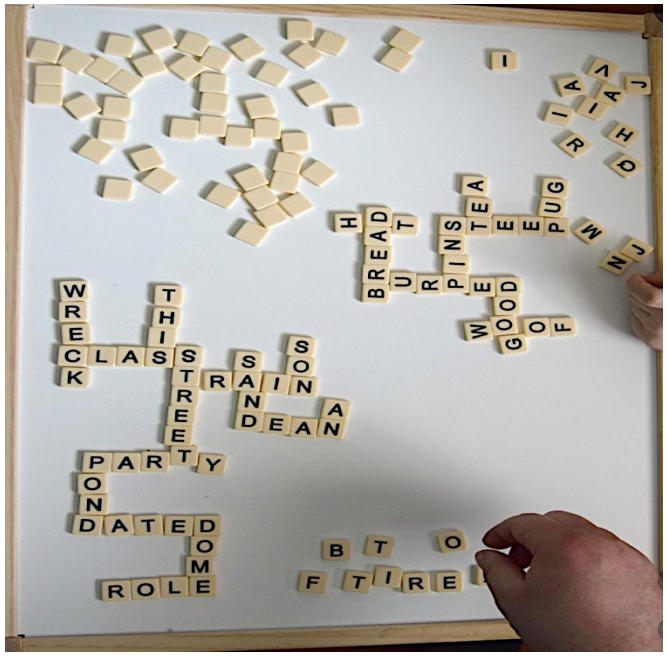
Board Games

Boggle

Scrabble

Upwords

Bananagrams


WRECK
THIS
CLASS
STREET
PARTY
ON
DATED
ROOM
ROLE
SAND
SON
DEAN
BREAD
PINS
TEA
PUG
WE
GOOD
OF
BUT
FIRE


UPWORDS
A B R Z F M I

Never, ever, ever, EVER

…let them know that all this play is helping with their reading and spelling!

“Phoneme Manipulation”

o

so

do

ant

She wanted to go out.

read

I read a book.

I read a book last weekend.

I often recommend what I read to my friends.

Word Reading begins with Vocabulary

Talk

Nursery rhymes

Clapping and action rhymes

Limericks (etc)

Song lyrics

Three Reading Modes

Read to the child

Read with the child

Read by the child

Helping with

Comprehension

Prior knowledge

The more you know, the more you can understand…

What's it about?

What happened?

What did you find out?

Plus

Micro-drama

Reading to/ with/ by (and Listening):

Talk about the reading:

- ***What did you like? …Why/ why not?***
- ***What have you found out? …Tell me more about that!***
- ***Wow! Show me…***
- ***Really?!***
- ***What do you think will happen?***
- ***What can you find out about from that?***

More ‘talking around reading’

This bit reminds me of….

What do you think?

How do you feel about…?

Can you explain that to me?

Do you agree with that opinion?

Do you like the bit where…?

I wonder if…?

I would hate that to happen to me – would you?

I wonder why the writer has done that?

Book Chat

Developing a Love of Reading



Book Chat encourages readers. Open questions, comments and prompts get the Book Chat going. Invite your child to make connections and share views. Join in with your thoughts too!

Book Chat develops language, comprehension and pleasure.



For more information visit:
bit.ly/RfPHome

The Open University

Enjoying reading: why bother?

PISA
Programme for International Student Assessment
2002

"Being more enthusiastic about reading, and a frequent reader, was more of an advantage on its own than having well educated parents in good jobs."

Reading for Pleasure

The IOE study, which is believed to be the first to examine the effect of reading for pleasure on cognitive development over time, found that children who read for pleasure made more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read.

The researchers...compared children from the same social backgrounds who had achieved the same test scores as each other both at ages 5 and 10. They discovered that those who read books often at age 10 and more than once a week at age 16 gained higher results in all three tests at age 16 than those who read less regularly.

Perhaps surprisingly, reading for pleasure was found to be more important for children's cognitive development between ages 10 and 16 than their parents' level of education.

http://www.ioe.ac.uk/89938.html

You can't make someone read. Just like you can't make them fall in love, or dream...

You can try, of course. "Go on, love me!" "Dream!" "Read! Read! Read, goddammit, I'm telling you to read!" "Go to your room and read!"

What happens next?

Nothing.

- Daniel Pennac, *The Rights of the Reader*

You cannot force someone to read!

So how do we encourage *real* independent reading?

Love Reading

Get caught reading *anything*

(and moan about interruptions)

Talk about favourite books and stories

Read TO and with, not just *by*

…and listen to audio books, too!

Choice

(Never, ever force the issue!)

Especially…

Read to them

Read (or listen) with them

for the sheer pleasure of it

(even if your secret motive is academic improvement)

Thank you!



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