



# Reading workshop for year groups 2 - 3

Thursday 27<sup>th</sup> February

# Aims and objectives

- The importance of reading
- How we teach reading here at OLOV
- National Curriculum objectives for different year groups
- How to support your child with reading at home – activities, example questions
- Any questions or queries

Brilliant 4 year old 🥰 😄 gives inspiring speech



0:01 / 2:01

CyberLink  
by PowerDirector



<https://www.youtube.com/watch?v=TDuOsD79D9o&t=20s>



# The Power of Reading!



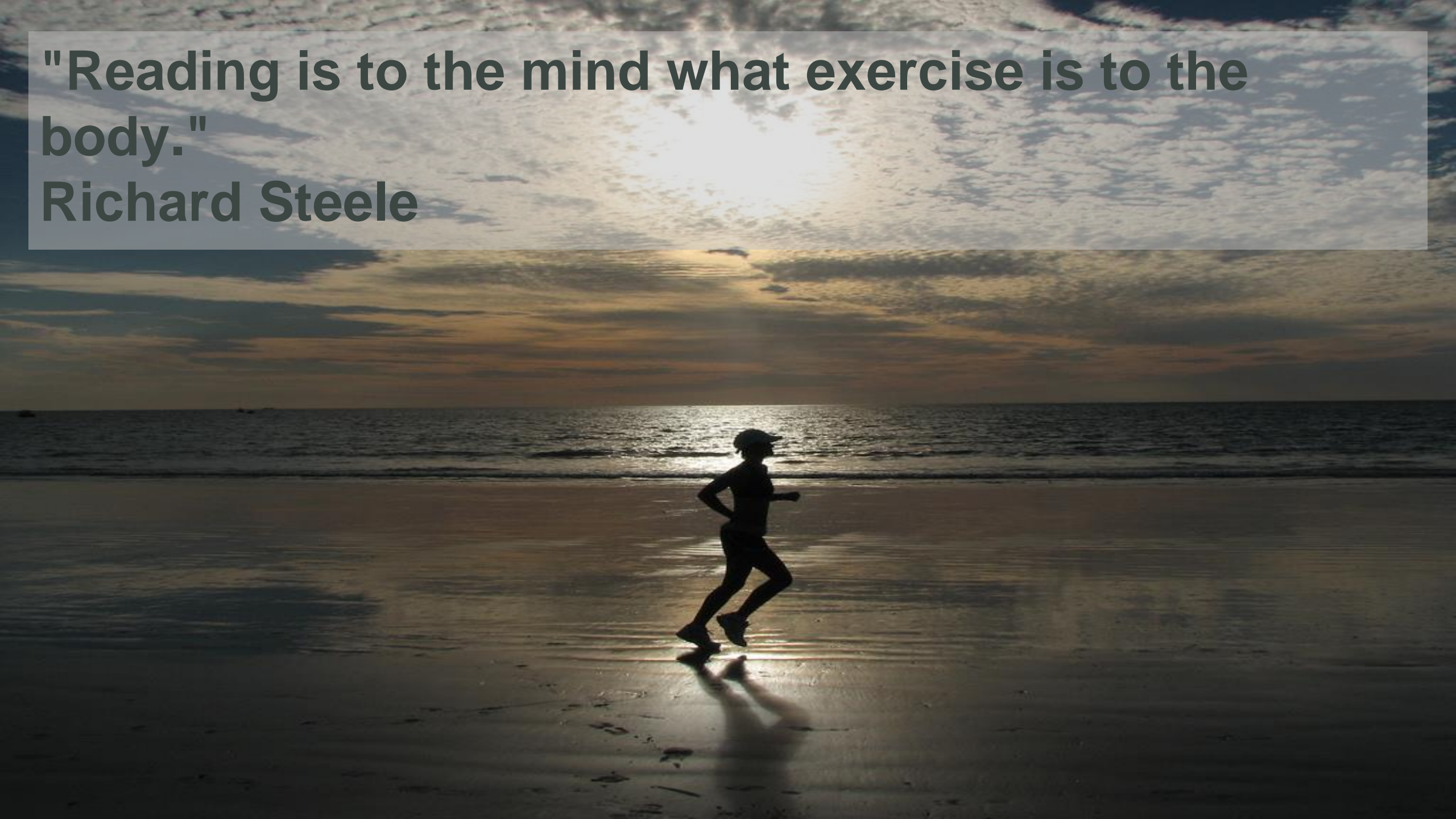
- **Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.**
- **There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.**



# Research on reading

- **Reading to children everyday helps them to concentrate** (Osbourne, 2007)
- Reading to children leads them to **speak about what is happening** and use this as a learning experience (Fisher, 2005)
- **Children who are read to have wider vocabularies, write better, and do well overall in school** in comparison to those children who are not read to (Hiebert, Scott, & Wilkinson, 1985)
- Reading books with children helps them to **develop empathy and more confidence** (Smith, 2005)

**"Reading is to the mind what exercise is to the body."  
Richard Steele**





**What are we doing in school to  
support your children with  
reading?**





# Reading at Our Lady of the Visitation

## The Teaching of Reading in Year 2/3



- Phonics in Year 2/ Spelling programme in Year 3
  - Shared reading – whole class
- Independent reading – by themselves or to an adult
  - Reading across the curriculum
    - Class novels and stories
    - Reading Buddies
- Additional support programmes (if needed)



# Reading requires two skills

**Phonics and Word  
Recognition**

**Understanding  
(Comprehension)**



# **Importantly- What is reading?**

## **Understanding (Comprehension)**

- **Being able to read does not mean you understand what you read.**
- **Your child might be able to decode but may not necessarily understand what the text means.**
- **The best way to develop understanding is to talk about texts.**
- **The next slide is easy to read – does anyone understand what it means?**

## **An extract taken from a computer manual**

**According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.**



## Some of the skills that pupils in year 2-3 need to know are:

- continue to apply phonic knowledge and skills
- read accurately words of two or more syllables
- re-read books to build up their fluency and confidence
- develop pleasure and motivation for reading
- listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction and vocabulary
- continuing to build up poetry knowledge and recite some
- checking that the text makes sense to them as they read and correcting inaccurate reading

- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen
- participate in discussion about books that are read to them, taking turns and listening to what others say



- In KS1, the key focus is about word reading before reading comprehension. In KS2, the key focus is on the reading comprehension and understanding of the text.
- As children move up from KS1, they will be expected to practise these different reading skills more independently.
- Support will be provided where necessary.



# Reading Strategies

Strategies you could use  
when children don't know  
a word

## Reading Strategies

What do I do if I don't know what a word?



Use picture clues



Sound out the word



Look for chunks in the word

**Help**ful

Connect to a word you know



Reread the sentence

**Tryin' Lion**



Try it Again!

- Try to read the sentence again.
- Try a word that makes sense.


Keep reading past the word to look for clues



Use prior knowledge



*Now you have lots of strategies that you can use to read that unknown word!*

A series of water droplets of varying sizes are arranged on a dark blue, reflective surface. The droplets are positioned to form a shape that resembles a heart or a stylized figure. Each droplet has a bright highlight on its upper left side, and a dark shadow is cast to its right. The background is a solid, dark blue color with some subtle texture.

**So what could we do to  
support at home?**



The background is a warm, orange-yellow gradient. It features several overlapping clock faces. One large clock face is on the right, showing Roman numerals and hands. Another clock face is on the left, partially obscured. A third, smaller clock face is at the bottom right. In the bottom left, there is a dark silhouette of a tree. The text "We need time for reading..." is centered in the lower half of the image.

**We need time for  
reading...**





**Becoming a reader requires  
reading outside of school, in  
the home.**

**Children need to be reading  
for pleasure.**





A place to keep their books





**A place to read?**



**Take an interest  
in what they are  
reading and  
listen to them  
read.**



# Reading Models





**Encourage  
them to read  
something new.**





# **Reading to your children – be a model to promote reading for pleasure and reading technique**

- **Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction, comics, newspapers, kindles, ipads.**
- **Read them the book that was your favourite when you were a child.**
- **Read slowly, with expression. Try to use different and funny voices for characters.**
  - **Follow the words and read the story using the pictures.**
    - **Discuss the meaning of new or unfamiliar words.**
- **Talk about what is happening and what might happen next. Leave the story on a cliffhanger!**

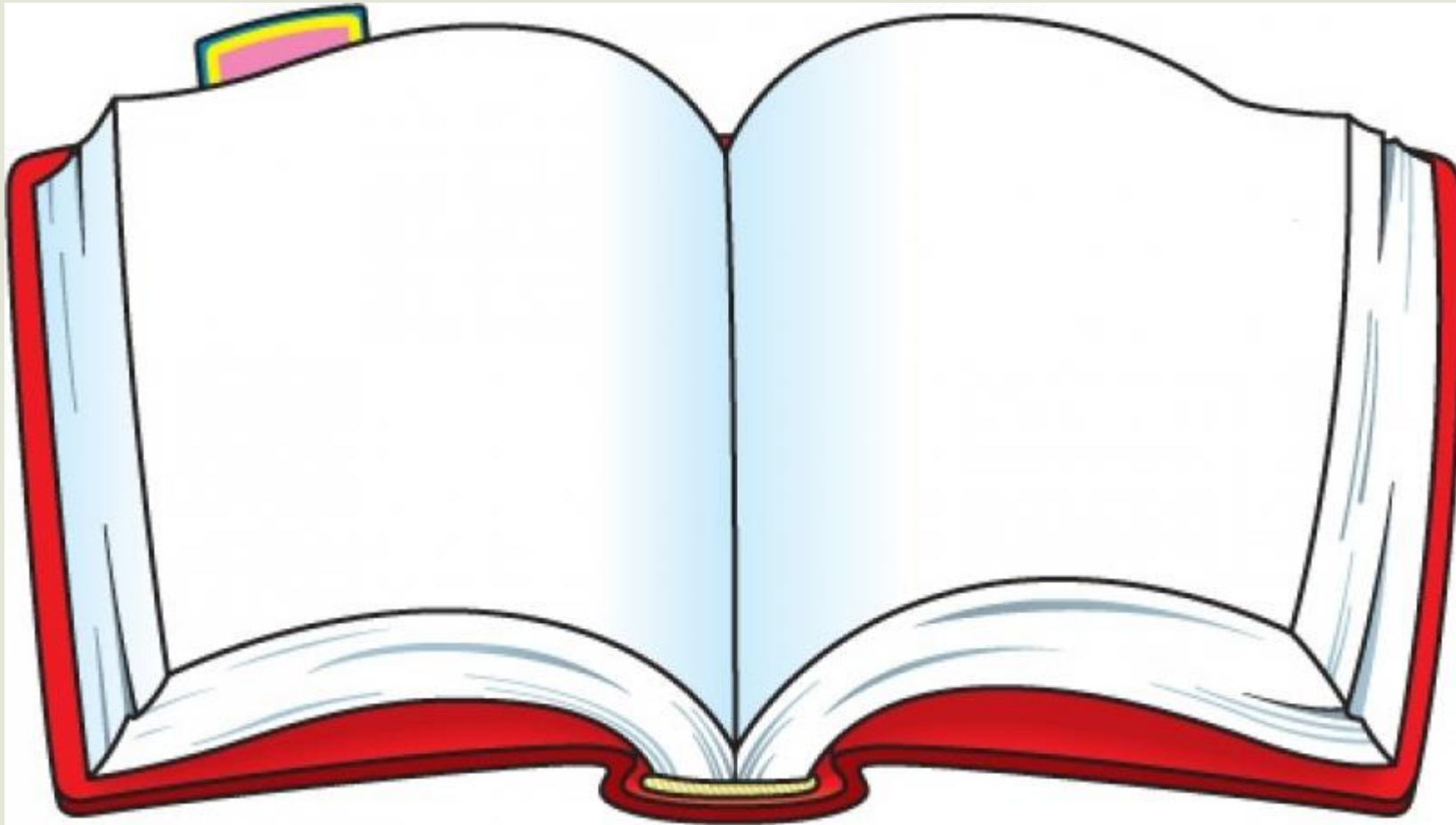
# Talk and open questioning to support your children at home – this supports their ability to explain ideas in more detail instead of yes/no answers

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?

Change these questions so that the answers cannot be *yes* or *no*. We need to use *OPEN* questions, not *closed* questions.

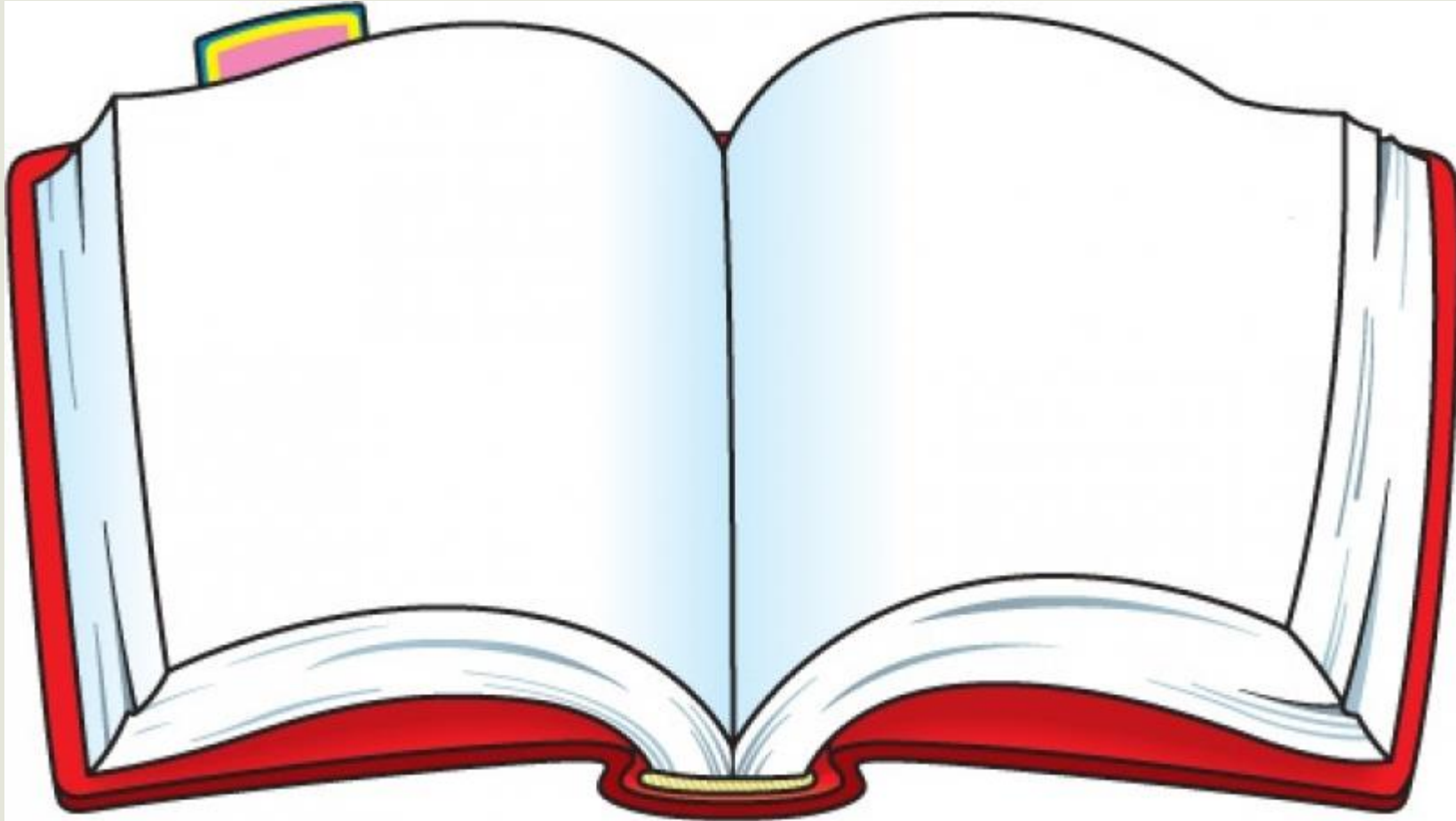
- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

**Now read an example text and think about what open questions could you ask?**





Look at the different question types – what could you ask about the books on the table?



**Thank you very much for attending  
today.**

**Any Questions?**

