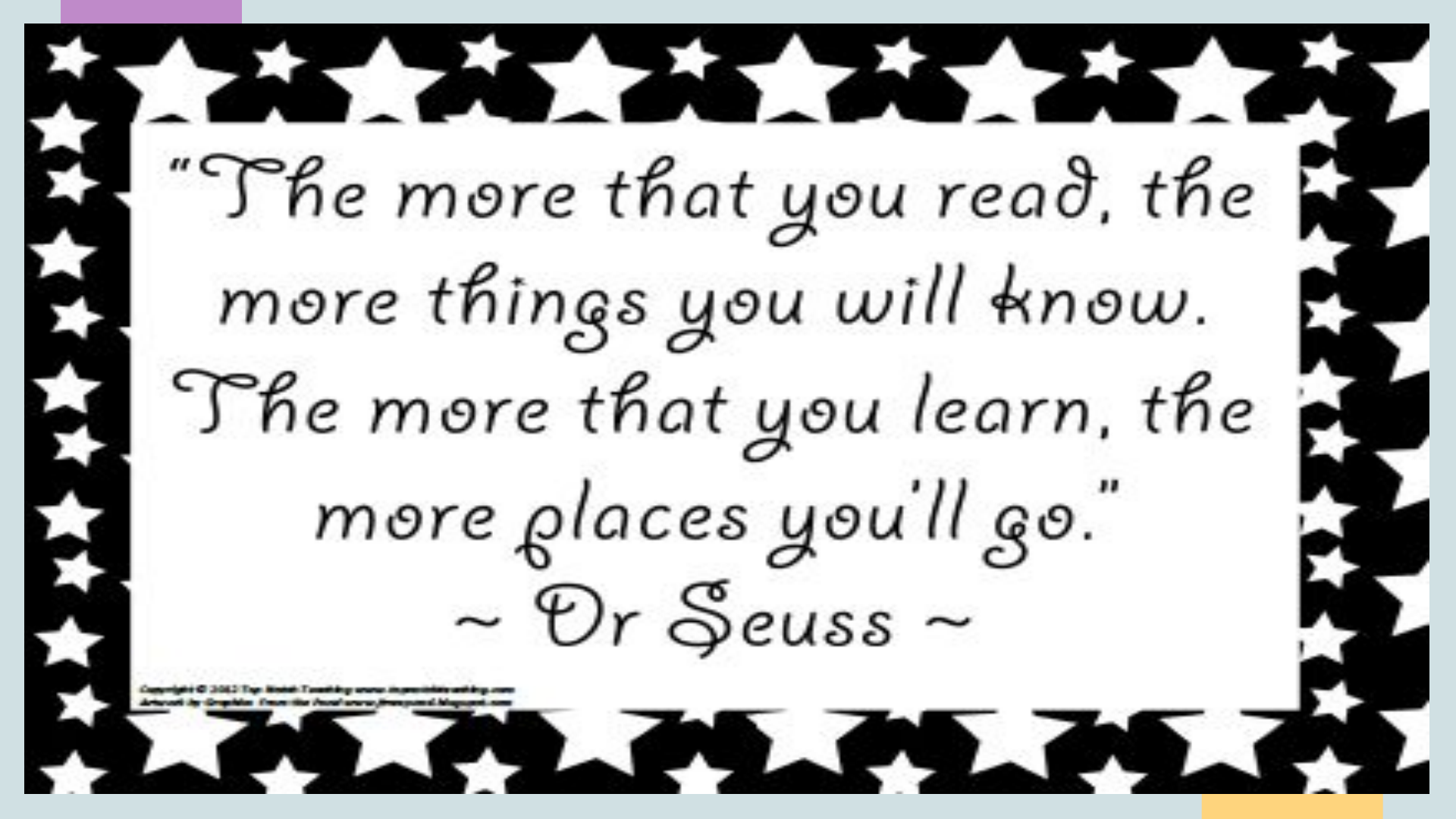


The background features a light blue gradient. On the left, there is a vertical purple bar. Below it, a blue shape extends horizontally. A horizontal bar with segments of purple, yellow, and red spans across the middle. On the right, a red shape extends horizontally and then curves down into a yellow vertical bar.

# KS 1 Reading Meeting

2019



"The more that you read, the  
more things you will know.  
The more that you learn, the  
more places you'll go."  
~ Dr Seuss ~

# Do you know...


\*90% Of vocab is only encountered when reading

\*Knowing more words makes you smarter.

# Reading with our children



Research shows that reading to a young child is the single most important thing you can do to help your child educationally.



# Reading can...



show you CARE for your child

help you CONNECT with your child


unlock CONFIDENCE in your child



Just 10 minutes...



of focussed reading time a day  
can make a world of difference  
not only to your child, but also to  
**YOU!**



# Early skills



‘Read’ the pictures.

Know where to start reading.

Know writing starts on the left and pages turn right to left.

Know that groups of letters make words.

**1:1 CORRESPONDENCE**

# Strategies



Sound the word out c-a-t

Put the word back together c-a-t = cat

Chunk the word

Use the pictures

Read on and re-read





# Questions to ask

- \*What is the story about?
- \*Who are the important people in the story?
- \*Where does the story take place?
- \*What do you think will happen next?
- \*How did you know about...?
- \*Would you recommend this to a friend?  
Why?

# Comments you could write.

- \*We took it in turns to read the pages.
- \*We practised the rhyming words.
- \*Jim used very good expression.
- \*Only 2 pages read tonight so we discussed the pictures too.
- \*We talked about what might happen next.
- \*We read a book from the library as well.

# Make a regular time together.

Building a regular story time into your child's bedtime routine.

Switching off the TV and your mobile to read with them. Resist the urge to tidy their room or do the washing up and give them your time to sit and read together.

Telling them about a book or story you liked when you were a child. You may still be able to find a copy of it on the internet!

Making up a story or telling them about when you were a child or something that happened to you at school – remember you don't always need a book to tell a good story.

# What else?

- \*Praise words they get right.
- \*Look out for things that will motivate you to read.
- \*Get your child to think of questions to see if you have been listening!
- \*Read traffic signs, bus timetables, cereal packets, etc



\*Seeing you and other adults reading.

\*Visit the library - storytelling workshops?

Stories on CD

\*If a film version of a book is coming out, read the book first and then see the film.

\*PRAISE.



## Things to note.

Reading is a lot more than being able to mechanically read words. We want our children to **read** because they **love** it and see it as a **gift** that can open the world to them.

Moving a child up in reading is a decision based on other developmental factors, not just being able to read the words easily or being able to read it quickly.

Books are for enjoyment as well as teaching them to read and should be read more than once. This build confidence, understanding and fluency.


# System



\*Children are expected to read 5 times a week - we 'Strive for Five'.

\*Books are changed 3 times a week.

\*However, books need to be in school everyday.





“I opened a book and in I strode,  
Now nobody can find me  
I’ve left my chair, my house, my road,  
My town and my world behind me.  
I’m wearing the cloak, I’ve slipped on the ring,  
I’ve swallowed the magic potion.  
I’ve fought with a dragon, dined with a king,  
And swam in a bottomless ocean.  
I opened a book and made some friends,

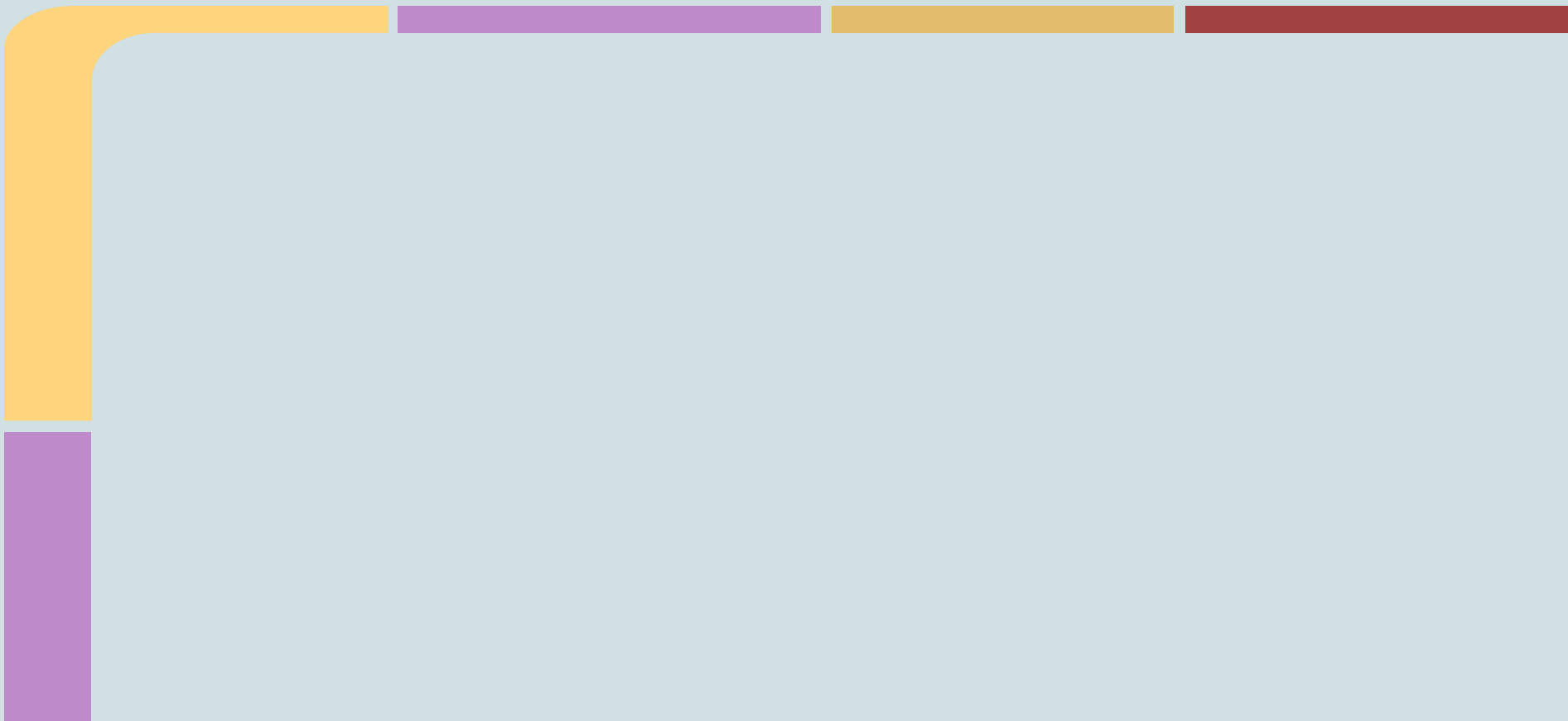
I shared their tears and their laughter  
And followed their roads with its bumps and bends  
To the happily ever after.

I finished my book and out I came  
The cloak can no longer hide me.  
My chair and my house are just the same,  
But I have a book inside me.”

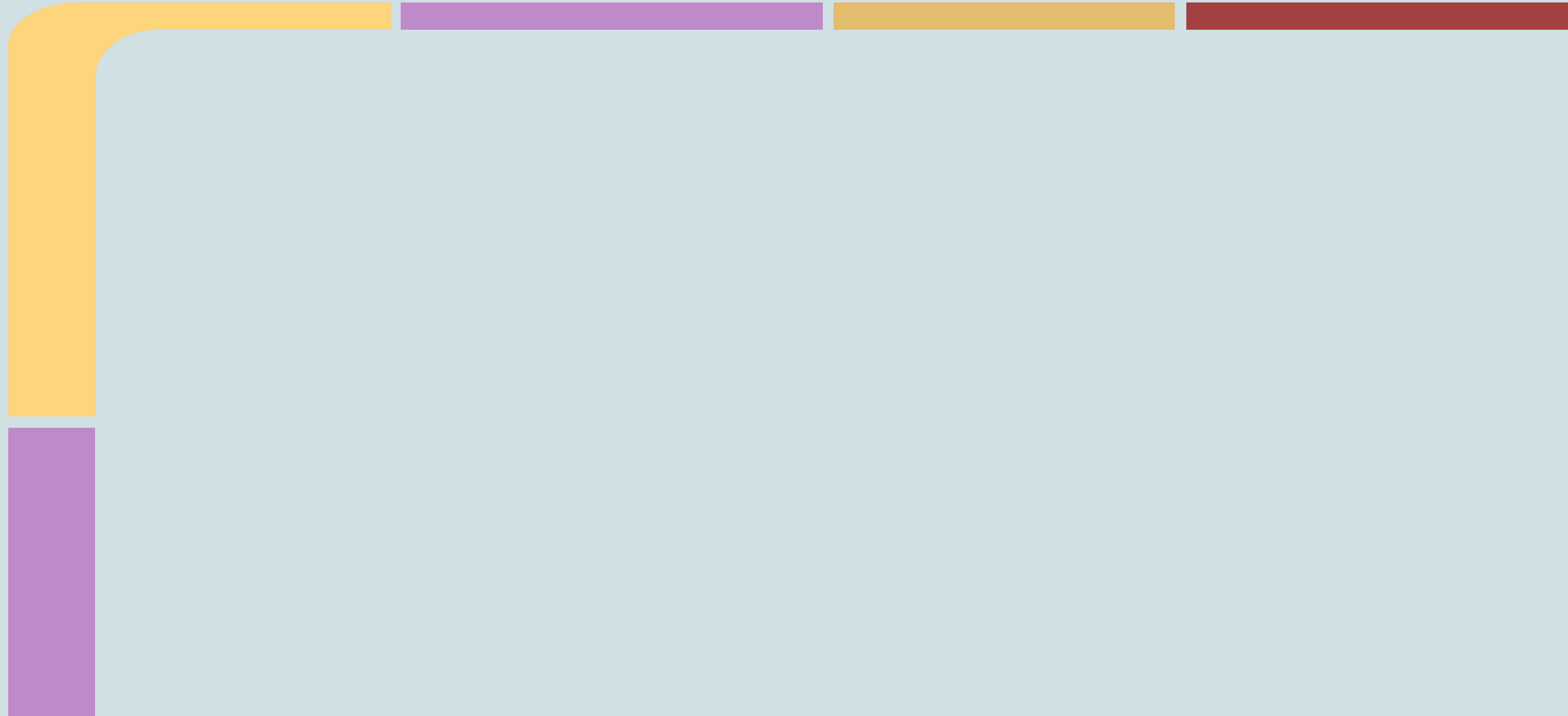
Julia Donaldson

A decorative graphic consisting of a yellow L-shaped corner element on the left side, and a horizontal bar at the top composed of four segments: yellow, purple, yellow, and red.

Have fun and ENJOY!



# Reading Records

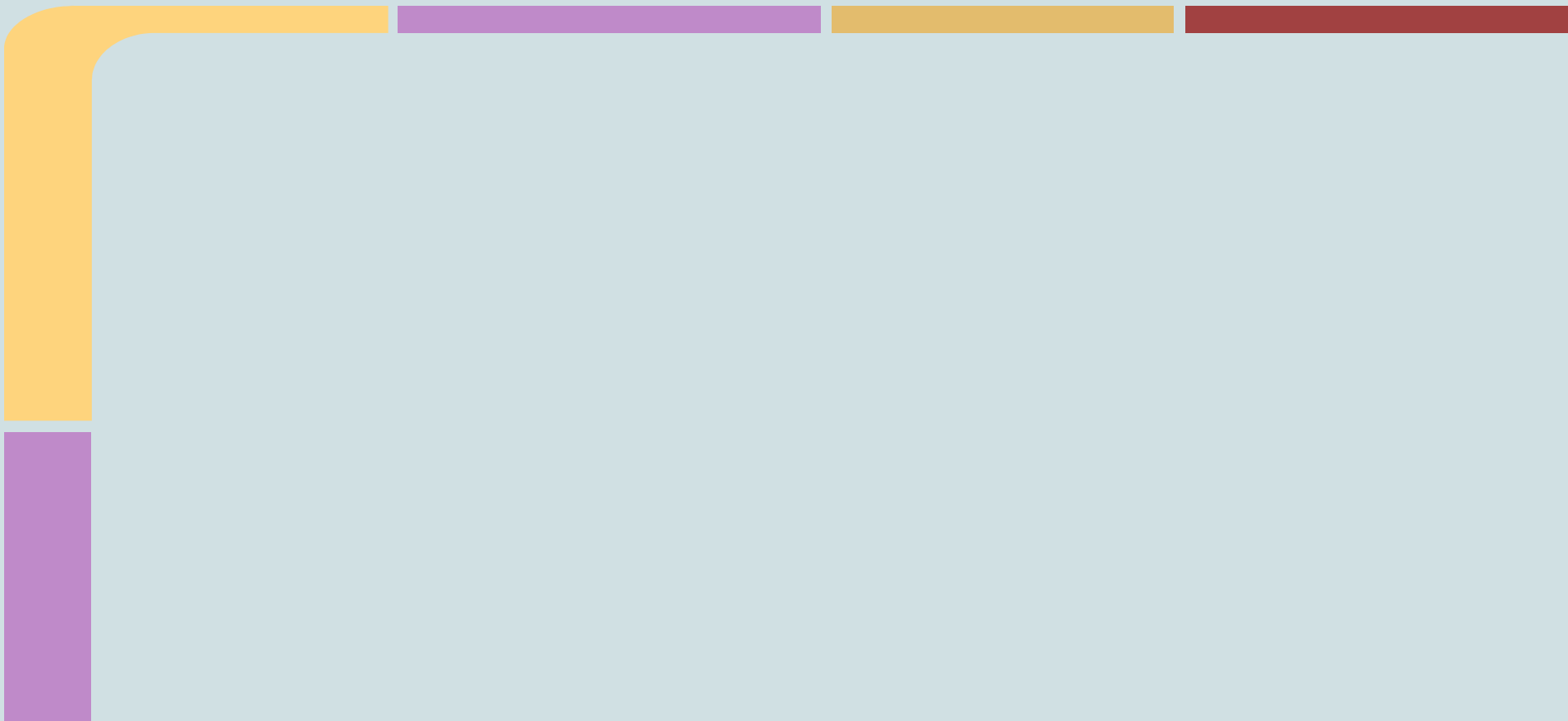


# Reading System

\*A record is kept of the frequency your child reads.

If we do not see your child's reading book and reading record during the week, a letter will be sent home.


If this is a persistent problem, you will be asked to come into school to discuss this.



# Research



Scholastic, in conjunction with YouGov, conducted a survey on family attitudes and behaviours around reading books for fun. This survey was on sample of 1755 parents and children.






# Headlines



Kids aged 6-8 are the most likely to be frequent readers (54%) in comparison to just 17% of kids aged 15-17.

58% of children love reading books for fun but it drops significantly after ages 8 and 11.





Nearly 9 in 10 parents of children aged 6-17 (88%) say it is very important that their children read books for fun.