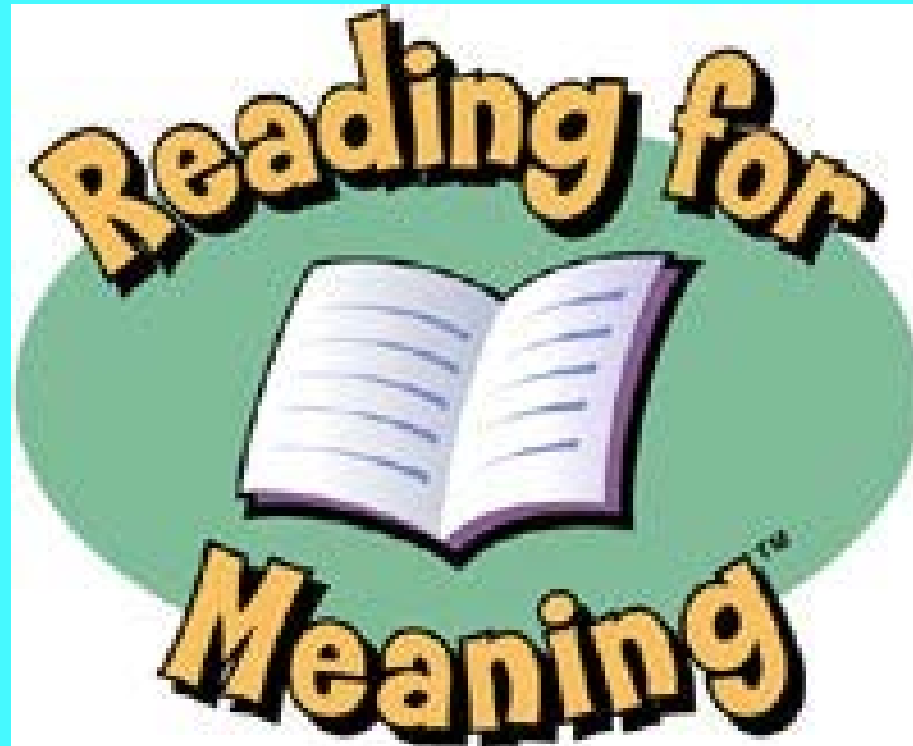




**Reading for Meaning  
with  
Cathy Neale and Julie Taylor  
Thursday 20th May 2021**

“Reading is the one ability that, once set in motion, has the ability to feed itself, grow exponentially and provide a basis from which possibilities are limitless.”

Michael Morpurgo





**“It’s called ‘reading’. It’s how people  
install new software into their brains”**



**Reading for Pleasure=  
Success at school**

# Why read...?



Develops vocabulary

Reading for pleasure at a young age –  
better vocabulary in later life

Increases general knowledge

Greater intellectual progress

Develops a better understanding of  
other cultures

Opens the imagination

Improves the memory

Develops empathy



**Strengthens thinking skills**

**Improves focus and concentration**

**Improves writing and spelling**

**Promotes a self-sufficient / independent approach to learning**

**Improves mathematics**



**Is being a fluent  
reader the same as  
being a competent  
reader?**

# Reading and comprehension

Comprehension is about understanding what you have read.

- Retrieval
- Inference
- Vocabulary
- Experience
- Making connections

Fluency does not always mean good understanding  
Excellent understanding does not mean that a child is a fluent reader.



# Time to Go Home, George - extract

# What might children find difficult in this text?

There was once a young woman called Lady Mary who had two brothers called Forbes and Edward. They lived together in the wild border country between England and Scotland, in a fine house which stood on a cliff overlooking the sea. Lady Mary was beautiful, and she had more men wanting to marry her than she could count on the fingers of both hands. Forbes and Edward were both proud and very fond of their lovely sister, and anxious that she should choose well amongst her suitors. Now among her suitors was a certain Lord Fox.

**(What are the issues for children when reading this text? Discuss).**

# Difficulties for children in previous text

Vocabulary – suitors

Varying word meanings – wild, fine

Idiom – count on the fingers of both hands (meaning many rather than actually doing this)

Pronouns – linking They, She etc. to the relevant character/s

Inference – Certain Lord Fox (not opposite of uncertain) – what might this mean?

Knowledge – without historical knowledge this text might be difficult to understand.

## **Concept: what**

The captain announced over the intercom that all passengers needed to fasten their seatbelts and prepare for landing.

## **Concept: who**

The man pulled over my father's car and checked his driving licence.

## **Concept: why**

Adam got off his bike and pulled the bike pump off the frame and attached it to the front tyre.

**All of the above require some historical, cultural or life knowledge and will give you an indication as to the type of vocabulary and experiences the children have gaps in.**

## **Concept: Where**

- Catherine waded through the chlorinated water to the deep end, where the big kids swam.
- The children played outside until the bell rang and they had to line up.
- (children need experiences of these events to understand where the characters are. Encourage them to identify/underline key words to help them.)

## **Concept: When**

- The first rays of the sun were just starting to peek over the horizon.
- Before Pam ventured out to go to school, she made certain that she had on her coat, gloves and scarf.
- (Which are the key words in these sentences that help you to decide when the events happened?)

# Vocabulary Learning = Problem Solving

**I saw 2 frimps.**

What do we know?

- Visible objects - can be seen
- Can be counted - there are two

**They looked tasty to me.**


- Visible objects - can be seen
- Can be counted - there are two
- They look edible.
- They look attractive.

**I picked them off the bush, peeled them and ate them. Yummy!**

- Visible objects – can be seen
- Can be counted – there are two
- Look edible
- Look attractive
- Grow on a bush
- Have a peel

## **My stomach turned cold; I died.**

- Visible objects – can be seen
- Can be counted – there are two
- Look edible – but are poisonous
- Look attractive
- Grow on a bush
- Have a peel

0-2s	Language-Rich Environment										Storybooks	Language-Rich Environment					Conversation
3-4s	Understands that print has meaning	Knows how to handle books, turning one page at a time	Notices letters in own name		Pays attention to sounds in words		Hears the rhythm of language			Learns words for objects in the environment		Relates personal experience to stories read aloud					
PreK	Understands that text is read from left to right and top to bottom		Learns the alphabet song	Names ten letters of the alphabet		Knows that words are made of sounds		Distinguishes separate sounds in words		Fluency		Uses new words and creates longer sentences	Answers open-ended questions about stories such as Why? How? What?				
Kindergarten	Knows parts of books (index, chapters etc.)		Names all upper and lowercase letters	Knows sounds of most letters	Identifies words with same beginning sounds		Knows that letters in each word correspond to sounds			Sight reads high-frequency words		Uses new vocabulary in speech	Makes predictions about stories	Answers questions about stories read aloud			
First	Reads one-syllable "CVC" words		Knows words have a correct spelling	Identifies syllables in words	Blends sounds into words		Changes sounds by adding, deleting, or substituting phonemes			Creates meaning while reading	Rereads decoded words to master texts		Knows words have antonyms and synonyms	Follows simple written instructions	States information learned while reading		
Second			Reads words with one and two syllables		Attempts larger words using phonics knowledge			Continues to read with increasing speed		Uses context clues to decode new words		Uses roots, prefixes and suffixes	Summarizes stories: recalls details and main ideas, sequences events, identifies characters				
Third								Reads at 114 words per minute		Builds vocabulary through daily reading		Knows fact/opinion and explains cause/effect	Identifies confusing passages/ words and asks clarifying questions				
	 <p>It's Time For Learning. And Fun. - Time4Learning's Ed Mouse, the Educational Mouse</p>																
	Print concepts		Alphabetic system: phonemic awareness / phonics					Vocabulary		Comprehension							

Children start learning to read by sharing books and engaging in conversation with adults.

# Top Tips



Make reading a routine – a quiet time with no distractions

If your child mispronounces a word, allow time for self-correction

Tell your child unknown words to maintain the flow

Be positive

Talk about the text, pictures, characters – Ask questions, discuss

Choose an easier book rather than a book that is too challenging for your child to read to you

Read to your child often - more challenging books to enhance vocabulary

Read a variety of texts – comics, magazines, poems, information books, poetry

Re-reading - improves confidence, understanding and fluency

Praise, praise, praise!

# Key Reading Skills



- Decoding – the strategies used to make sense of the words on the page
- Retrieval and Recall – finding information, retelling stories and describing events
- Inference – Using clues in the text to answer questions
- Structure and organisation – e.g. non-fiction texts
- Language – how language is used for effect / vocabulary
- Purpose and viewpoint – who is telling the story? / newspapers
- Making links – with real life / other similar books

Any Questions?