

Teaching Effective Reading Comprehension

Where does the teaching of reading take place in JKPS?

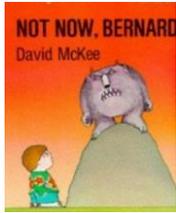
“Finding ways to engage students in reading may be one of the most effective ways to leverage social change.”

Organisation for Economic Cooperation and Development's Programme for International Student Assessment (2002)

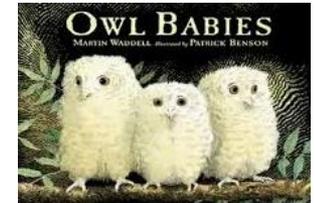


“If we don't learn to love books, we don't read. And if we don't read widely, we don't think deeply.”

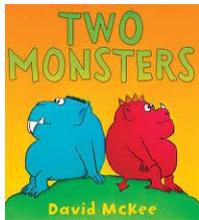
Michael Rosen



Reading within the National Curriculum



Expectations of how children should be taught to read are broken up into two sections:



Word Reading - teaching decoding

Comprehension- teaching of understanding of text

The teaching of **word reading** is heavily emphasised in foundation stage and KS1, where phonics is seen as the gateway to reading and spelling. However the curriculum is very clear, that **comprehension** needs to be taught through out.

When is reading taught?



8:45-9:00 Independent reading

9:00-9:30 Guided Reading/ RWI

Throughout the day as comprehension, instructional, informational (research) and for pleasure.

Guided Reading

To help create critical readers, we need to give plentiful opportunities to access the text, in as many ways as possible and to go back and look. The comprehension model of :

(1) Pre read activity

(2) Guided Reading activity- led read

(3) Follow up activity



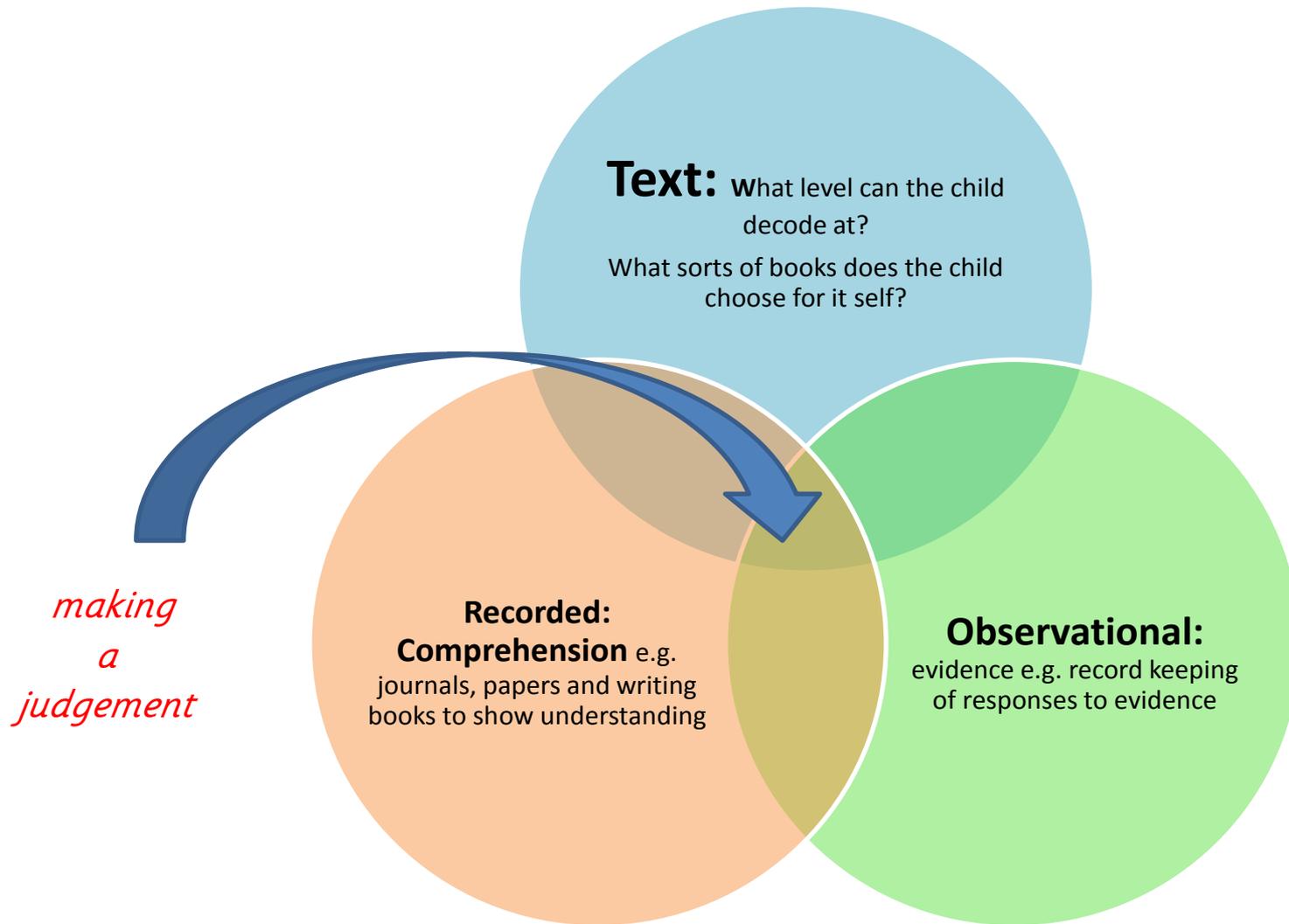
...allows children to create an **opinion about the text**, or **identify a theme** before an adult can guide them through some or part of a text. A **follow up task** can support to consolidate the Guided session or further understanding. The pre read and the follow up can be seen as **reading investigations**.

Choosing the Right Text for Child

- ✓ A good text will be one that children can read 90-95% of the words without having to decode them.
- ✓ If a reader has to slow down to decode more than one word in ten, their ability to understand the text will be reduced.
- ✓ Year 3 and below, children books are banded



Building A Picture of a Reader





Reading Rewards

Reading Incentives

30 reads

Wrist band presented in assembly

60 reads

Book mark presented
in assembly

100 reads

Picture on JKPS
web site reading favourite book
Certificate in assembly



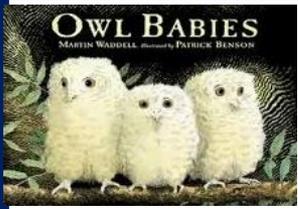
Reading

Termly Visits to Dulwich Library

2 nd Oct	Year 5
9 th Oct	Year 3B
16 th Oct	Year 3G
30 th Oct	Year 2B
6 th Nov	Year 2G
13 th Nov	Year 1G
20 th Nov	Year 1B
27 th Nov	Year RG
4 th Dec	Year RB
11 th Dec	Year 4G
18 th Dec	Year 4B Year 6 in afternoon

Volunteers need
to accompany
classes



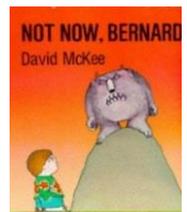


How can you help?

- **Read to you children**
- **Listen to you children read**
- **Volunteer to read at JKPS**
- **Book lists: class sets for guided reading**



Website links: <https://www.clpe.org.uk/corebooks>
<https://literarycurriculum.co.uk/blog/?category=booklists>



Questions to ask your child:

Can your child find evidence directly from the story to answer your questions?

The answer is right there in the text.

What did..... do?

Who did..... do it to

How many..... were/are there?

Who are.....?

Can you tell me what this word/bit means?

What kind of is that?



Can your child think and search for the answer?

The answers are found in different parts of the story and they might have to apply prior knowledge or personal experience to an answer.

How do you make/do.....?

What happened when..... did.....?

What happened to.....?

What do you think might happen next OR what happened before?

How many times...

What examples can you find?

Where did this happen?

Where was..... when this was happening?

Can your child answer questions without referring to the story?

The answer is not in the story, it is your child's opinion and thoughts.

Have you ever...

If you could...

If you were going to...

In your opinion...

Do you agree with.....? Why?

Do you know anyone who.....?

How do you feel about.....?

