

Reading at Ellwood – why is it so important?

“We cannot easily read for ourselves what we haven't heard said... Reading aloud to children is essential in helping them become readers... it has such value, and learning to read is such a long-term process, and the bit we call 'learning' is such a small part of it, that reading aloud is necessary all through the school years.”

- Aidan Chambers, *The Reading Environment*

Today a
READER,
tomorrow a
LEADER.

Margaret Fuller



10 ways to become a
better reader...

1. Read
2. READ
3. Read
4. read
5. READ
6. Read
7. Read
8. read
9. Read
10. READ



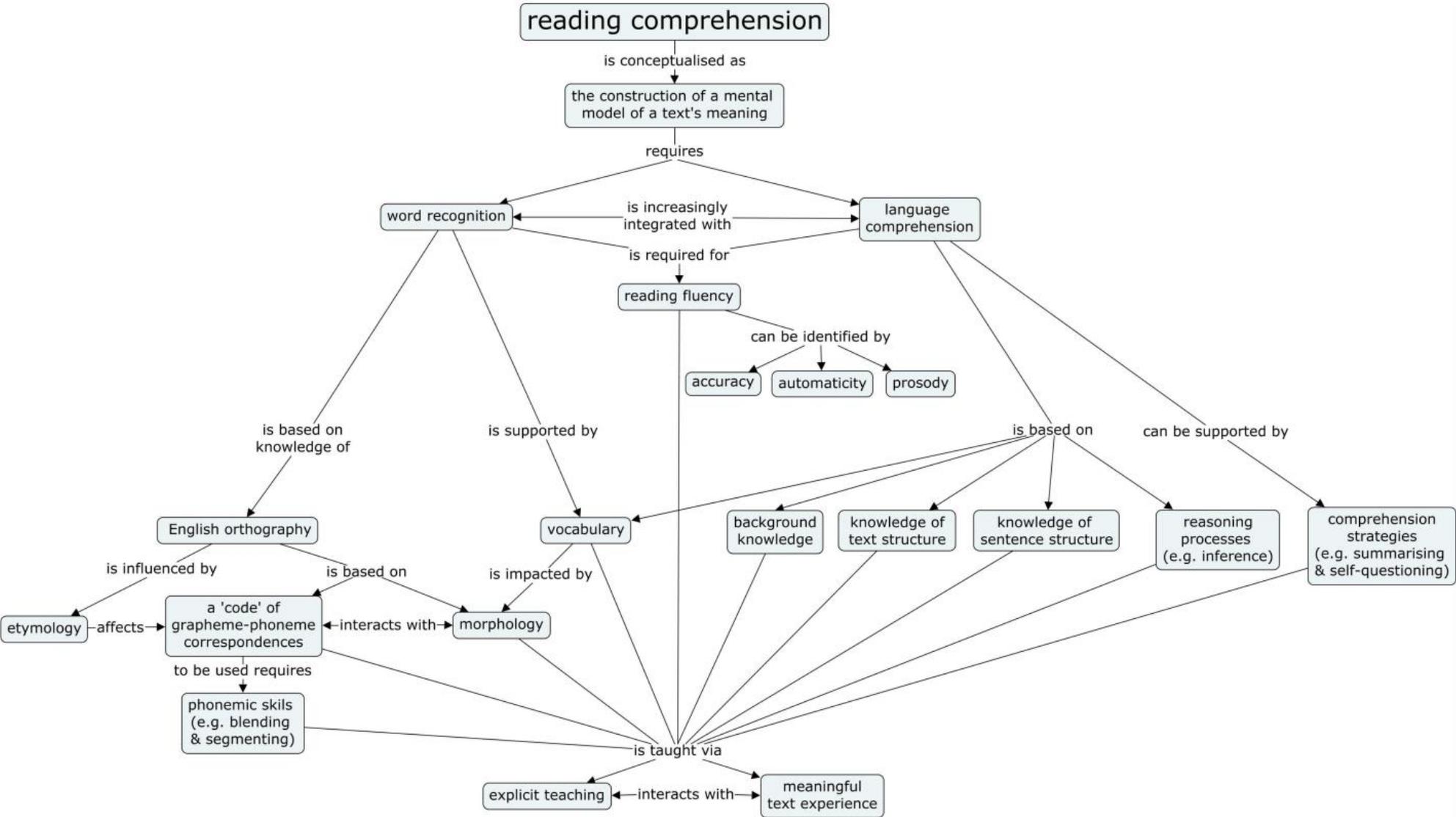
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The Simple View of Reading

$$WR \times LC = RC$$

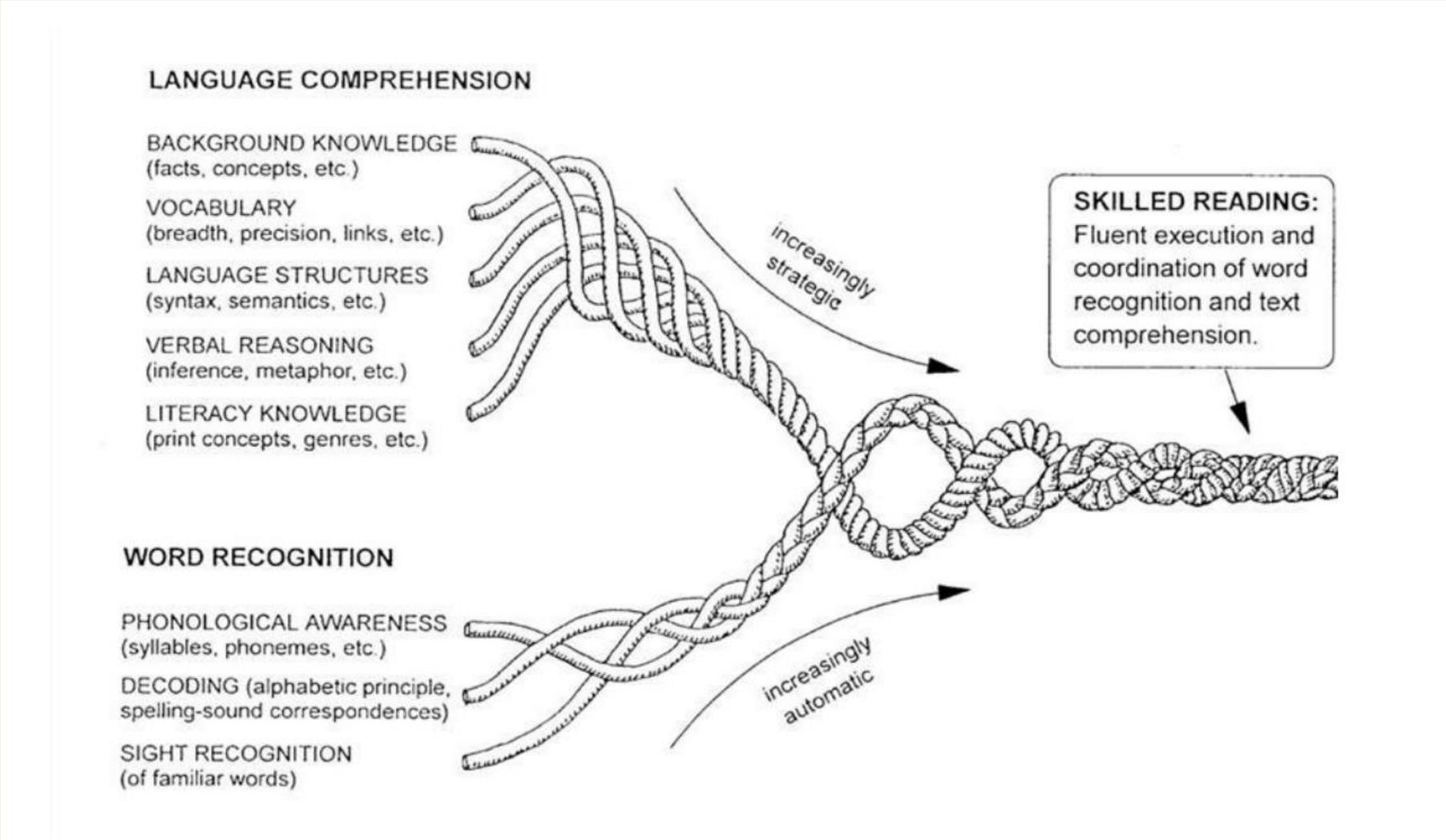


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The Reading Rope



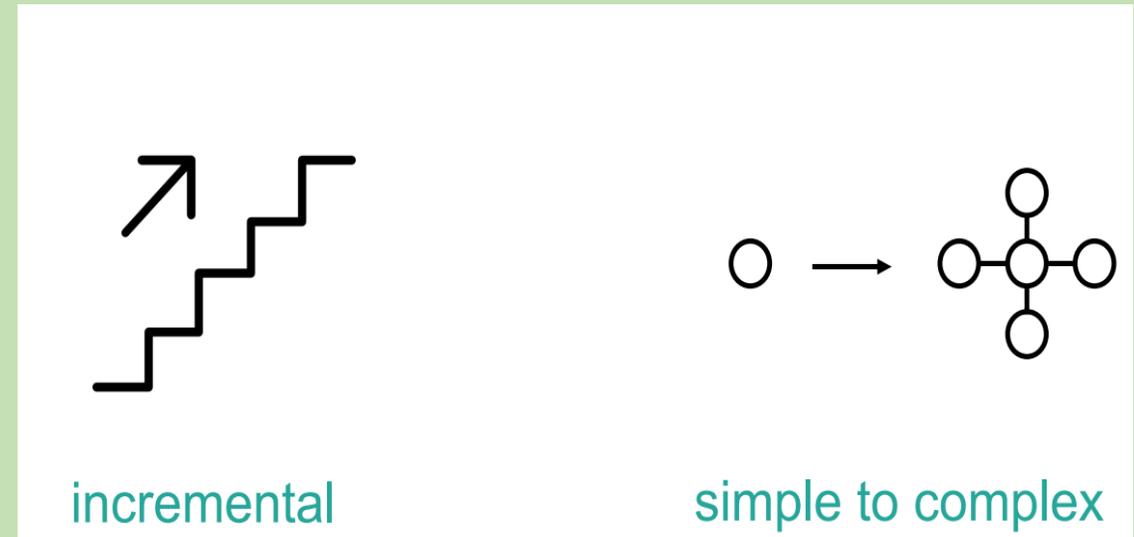
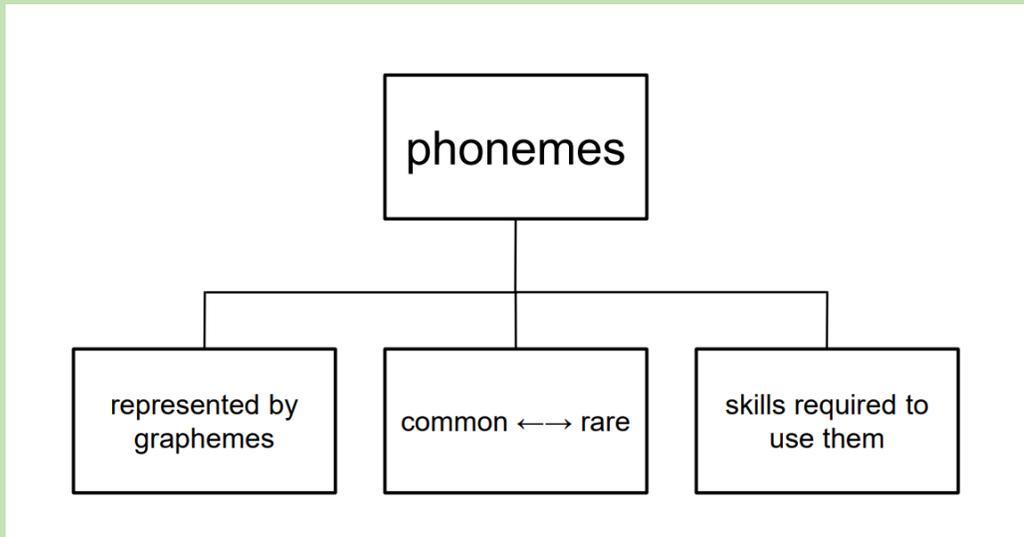
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Phonics

We teach children phonics by using a systematic approach.

What do we mean by phonics?

What do we mean by systematic?



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Why should you read with children every day?

Reading every day with your child allows them to practice fluency and word recognition. This then contributes to their comprehension and level of understanding of what they are reading.

For example, children are taught sounds in phonics lessons. Below are two completely made-up words. They both have the same sound at the beginning. The more practice your child has, the more familiar they will become with words they see and read. Research shows that it takes approximately 17 times for words to be stored in long-term memory at different periods of time. Therefore, children must see and read these words to be able to remember them. This is why reading and repeating the books time and time again is so important. It is allowing exposure to the sounds and words which will then be more successfully stored in long-term memory.

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How do we teach our children to read?

Children in EYFS, Y1 and Y2 focus on our phonics scheme (Floppy's phonics)

Floppy's Phonics is a rigorous, easy-to-use systematic synthetic phonics teaching programme for early reading and writing success.

Floppy's Phonics is matched to the levelled reading books that the school invested money into. All staff have completed the Floppy's Phonics training course. All classrooms have the resources to accompany Floppy's Phonics where appropriate (phonics sound cards, alphabetic code posters, sound mats and helpful word mats).

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Children in KS2 (y3-6) are taught to read through daily guided reading sessions and 1:1 reading with an adult.

KS2 children follow the Oxford Reading Tree scheme through to y6. They can access rich vocabulary and appropriate stories/non-fiction texts through this scheme. Alongside these books, children have access to ‘high quality texts’ and library books, which allows them to read for pleasure and share with an adult.

Reading is assessed on a termly basis in different ways. From this we can gather reading ages of each child.

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[The importance of reading aloud to children. – YouTube](#)

Research from The Book Trust reveals that almost two-thirds of parents of primary school children worry about a lack of shared family time.

This is mainly down to the distractions of work, social media, technology and school homework, causing families to feel like they live separate lives under the same roof.

In fact, nine out of ten parents want their family to have more quality time together - and finding time to read could be the answer.

Here's a great thing about reading aloud: It doesn't take special skills or equipment, just you, your child, and some books. Read aloud for a few minutes at a time, but do it often. Don't worry about finishing entire books — focus on pages that you and your child enjoy.

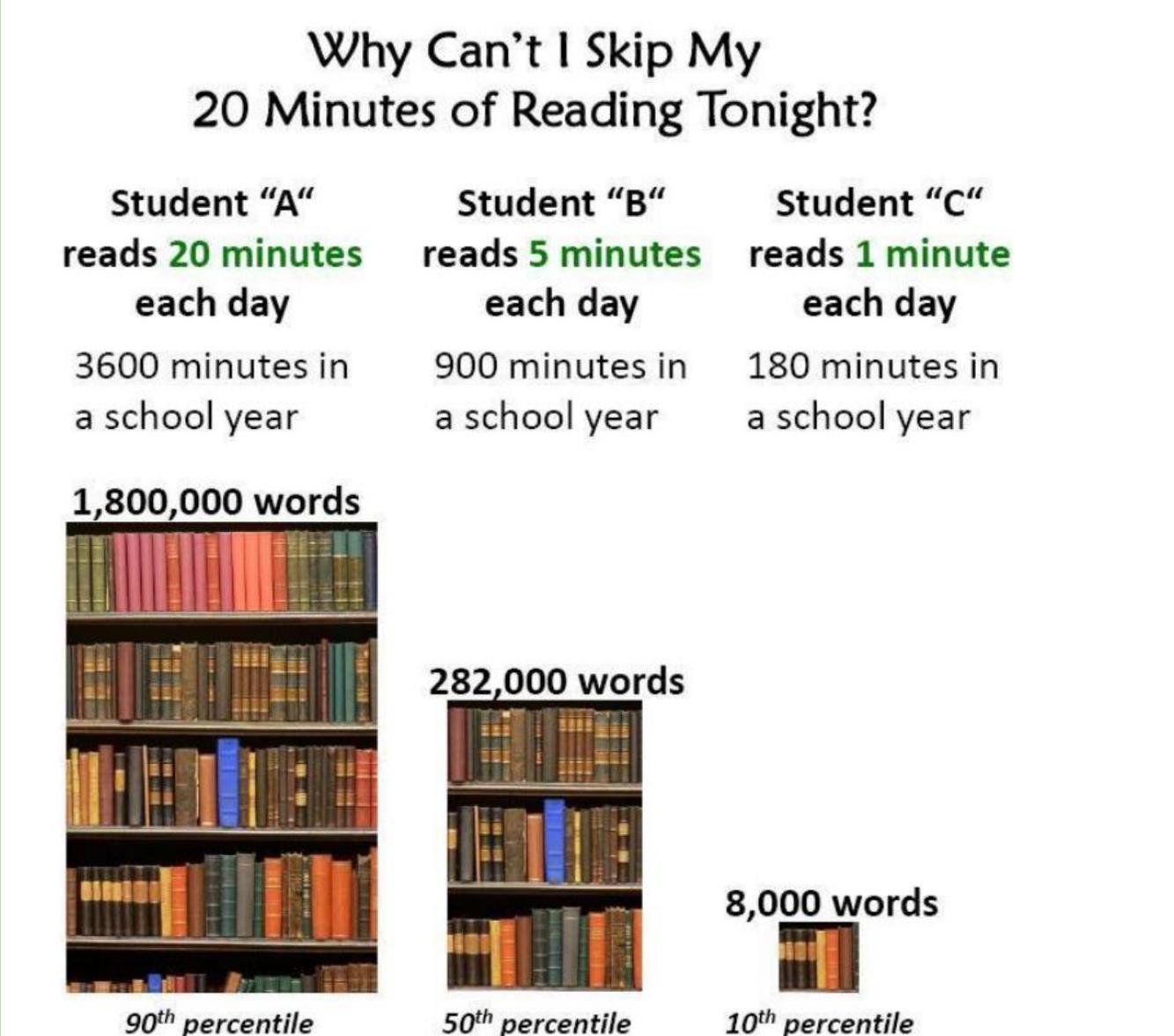
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Why should you read with children every day?

Fluency

Reading to improve fluency is so important. Modelling this to your children is also important. The more fluent your child becomes, the more they will understand. Therefore, fluency is not about rushing to get to the end of the text the quickest. It is about maintaining a pace and making connections with the words as they go.

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Why do we teach our children to read?

Research shows that being able to read accurately by the age of six has a strong correlation with future academic success. Being unable to read significantly narrows the range of work and life opportunities and life opportunities a person can access. We know that children who find reading difficult, fall behind – not just in reading but in all subjects. The vicious circle develops. Good readers do well at school and poor readers will find it a real struggle. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that make later intervention more challenging.

It's important to focus on getting early reading right!

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At Ellwood, we want all of our children to leave us with all of the doors open for enjoyment, academic success and lifelong opportunities.

Thank you for listening!