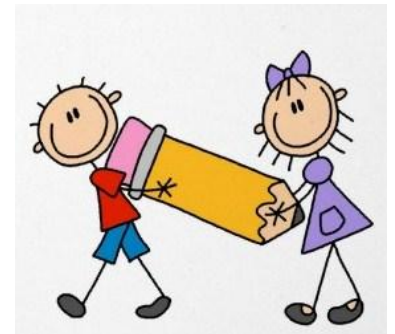




Reading and Writing Lea Endowed C of E School

"If
you want to be a writer, you
must do two things above all
others: read a lot and write a lot."
Stephen King



Reading

- Success in reading is fundamental to success in school. Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.
- It is not a performance.
- It is not a test.



Understanding (Comprehension)

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.
- Please read the following slide - does anyone understand what it means?



Extract From 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.

Reading Requires 2 Skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

Reading At Home - Enjoy!

- Make reading visible; have books available in your home
- Share books every day.
- Boys need to see that reading is something men do.
- Talk about books.
- Sit and listen - don't do chores around the reader!
- Respect choices.



What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about - what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

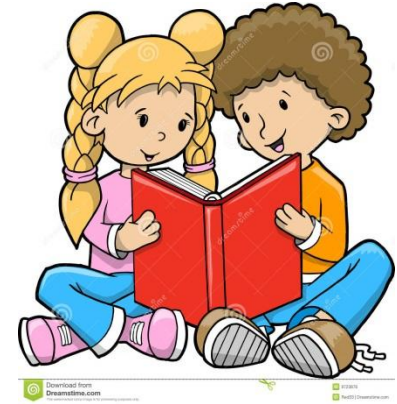


How to Use These Strategies At Home

- Fred let his pet frog go.
- It ***** across the grass.
- *What is the first sound?*
- It h***** across the grass.
- *What would make sense?*
- It hopping across the grass.
- *Does that sound right?*
- It hopped across the grass.



Closed Questions



- 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*.
-
- 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?

Talking About Books



- Do you like this book; why?
- Who is your favourite character?
- Tell me about a character in the book.
- Which words tell you what the character is like?
- How would you feel?
- What do you think will happen next?
- What would you do?
- What have you learned about A in your book?
- What can you tell me about A?

Understanding (Comprehension)

- Finding information on the page.
- Being able to find information that is *not* on the page. Looking for clues.
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.



Hearing Your Child Read

- Choose a quiet time and give your child your full attention.
- Give support if required using the strategies explained earlier.
- Explain the meaning of new words.
- Talk about the text using open questions.

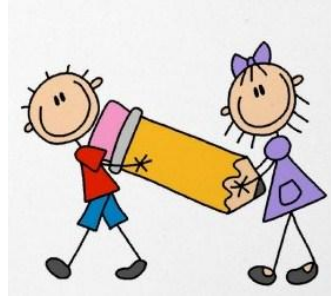


Reading To Your Children



- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- 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.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger!

Good Writers...



Enjoy writing

Read widely, recognise good writing and know what makes it good.

Learn writing skills from their reading. **Vocabulary and grammar**

Have 'something to say' - a purpose and an audience. **Make writing real**

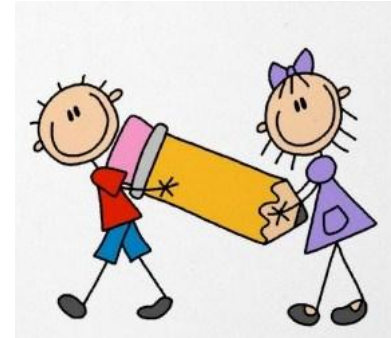
Know how to develop their ideas. **Role Play, drama etc**

Can plan and prepare for writing. **Collecting ideas, drawing story maps**

Reflect upon, refine and improve their own work. **Next steps marking**

How Do We Teach It?

- Talk for Writing
- Developed by Pie Corbett and Julia Strong
- The three I's: *imitation, innovation, invention*



You can't become a good writer without knowing some good writing. Experienced writers do this 'automatically', they have an internal voice telling them what to do.

Inexperienced writers need to explore, learn and practise these skills through talk before they can apply them in their writing

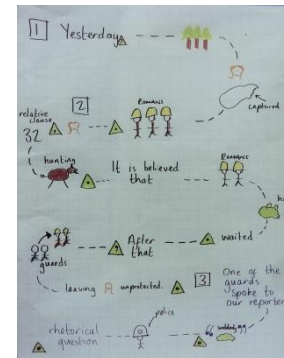
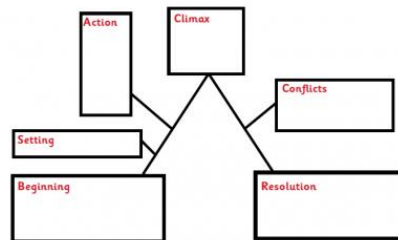
Pie Corbett

Phase 1 - Imitation

- Getting to know the text, its features and language.
- 'Warming up the text', storytelling, character profiles, story maps.



Story mountain



Phase 2 - Innovation

Substitute, add or alter: eg new character or ending.

Drama - hot-seating, interview.

Writing in role

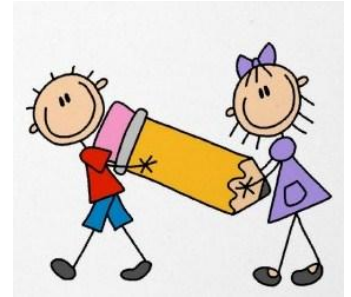
Magpie-ing words, styles and features

Word games.

Phase 3 - Invention

Writing your own version!

National Curriculum – English



At the end of Key Stage 1 children are tested on reading comprehension and Spelling, Punctuation and Grammar. Writing is assessed by the teacher but not actually tested.

At the end of Key Stage 2 children are tested on reading comprehension and Spelling, Punctuation and Grammar. Writing is assessed by the teacher but not actually tested.

Teacher assessment is against the Interim Assessment documents which are in the pack.

Grammar and Punctuation is explained in the booklet - much higher emphasis on these key skills now and we are having a drive on improving these skills in school by introducing focused morning work.

Spellings - these are included in pack and are regularly revised and tested in school.

How You Can Help!



- Encourage all mark making
- Ask Q's - what does it start with?
- Provide interesting equipment - pens, paper etc
- Be a writing role model.
- Share examples of writing from your life.
- Encourage recording of events - scrapbooks etc.
- Find reasons to write - shopping lists, thank you notes etc.
- Do not write for your child.
- Help with ideas and organisation.
- Don't get bogged down with spelling and punctuation.
- Let them write about whatever they want.
- Play word games, make up stories, record on an I-Pad.
- Use a keyboard if they find handwriting really difficult.
- Praise effort and process, not just the end result.

- And...read, read, read!

You're Never Too Young!

- Polar Bear, Polar Bear
- <http://www.youtube.com/watch?v=qU97IXT8MIs>