

# HOW CHILDREN LEARN TO READ.



What can I do to help my child?

# 5 STAGES OF READING DEVELOPMENT

- **Emerging pre-reader (typically between 6 months to 5 years)**
  - “By the end of this stage, a child ‘pretends’ to read, can - over time - retell a story when looking at pages of book previously read to them.
  - Can name letters of alphabet; can recognise some signs; can print own name; and plays with books, pencils and paper.
  - Acquires skills by being read to by an adult (or older child) who responds to the child’s questions and warmly appreciates the child’s interest in books and reading.
  - The child understands thousands of words they hear by age 5 but can usually read few, if any of them.”
  - Wolf (2008)



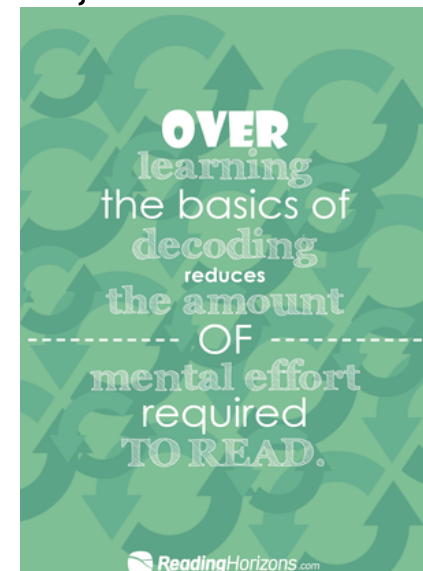
# 5 STAGES OF READING DEVELOPMENT

- **Emergent and Novice (typically between 5 to 7 years)**
  - Learning the relationships between letters and sounds, and between printed and spoken words. The child starts to read simple text containing high frequency words and phonetically regular words, and uses emerging skills to 'sound out' new one-syllable words.
  - There is direct instruction in letter-sound relations (phonics).
  - The child is being read to on a level above what a child can read independently, to develop more advanced language patterns, vocabulary and concepts.
  - Later in this stage most children can understand approximately 4000, but can read about 600.



# 5 STAGES OF READING DEVELOPMENT

- **Decoder (typically between 7 - 9 years old)**
- Reading simple, familiar stories and selections with increasing fluency. This is done by consolidating the basic decoding elements: phonics, sight vocabulary and meaning in the reading of familiar stories and selections.
- A child is still being read to at levels above their own independent reading level, to develop language, vocabulary and understanding.
- About 3000 words can be read; approximately 9000 understood when heard. Listening is still more effective than reading.





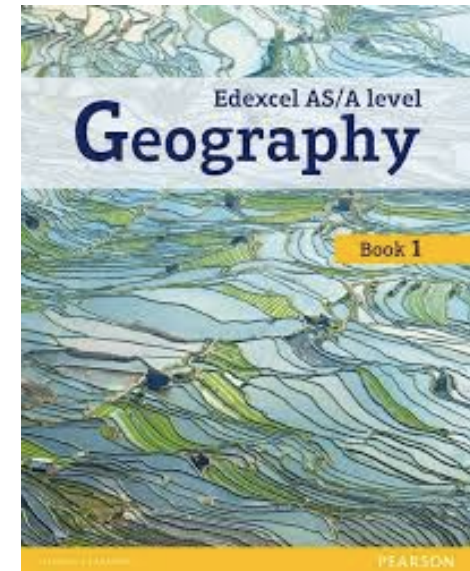
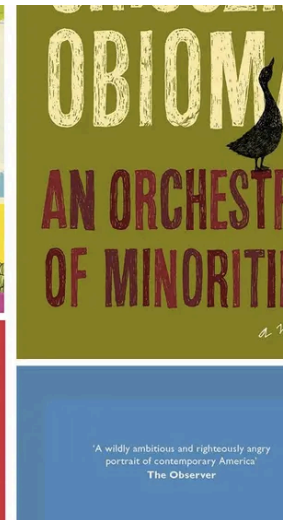
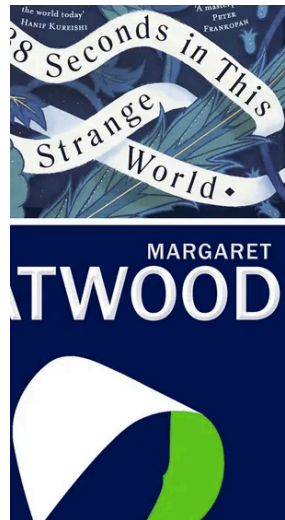
# 5 STAGES OF READING DEVELOPMENT

- **Fluent and Comprehending (typically between 9 - 15 years)**
- **At this time we can all be lulled by fluent-sounding reading into thinking that a child understands all the words he or she is reading.**
- At this stage the goal is going deeper: an increased capacity to apply an understanding of the varied uses of words - irony, voice, metaphor, and point of view - to go below the surface of the text.



# 5 STAGES OF READING DEVELOPMENT

- **Expert (typically from 16 years and older)**
- By this stage, the learner is reading widely from a broad range of complex materials, both expository and narrative, with a variety of viewpoints.
- Learners are reading widely across the disciplines, include the physical, biological and social sciences as well as the humanities, politics and current affairs.



# KEY SKILLS USED TO READ.



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# PHONICS

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26 LETTERS

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44 PHONEMES

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144 LETTER COMBINATIONS!

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[HTTPS://YOUTU.BE/UCI2MU7URBC](https://youtu.be/UCI2MU7URBC)

[HTTPS://WWW.PHONICSPLAY.CO.UK/BURIEDTREASURE2.HTML](https://www.phonicsplay.co.uk/buriedtreasure2.html)



# METHODS USED TO READ WORDS

## Antonym

(opposite meaning is in the text)

Unlike animals that hunt during the day, nocturnal hunters must find their way in the darkness.

## Direct Definition

(meaning is stated in the sentence)

Chinese junks were sailing ships with flat bottoms.

## Context Clues

### Appositive

(meaning is set off by commas)

A country imports, or brings in, products from other countries.

### Synonym

(similar meaning is in the text)

A beaver uses its big front teeth to gnaw trees. These incisors continue to grow as they are worn away.

### Example

(group of items in a category)

The animals feed on grasses, leafy plants, shrubs, and other vegetation.

## ■ Context clues

- When attempting to decipher the meaning of a new word, it is often useful to look at what comes before and after that word. The surrounding words can give readers helpful context clues about the meaning and structure of the new word, as well as how it is used.



# USE CONTEXT TO FIND THE MISSING WORD

- Although Simba was the true king, his uncle, who **usurped** the throne, was ruling the jungle with cruelty.
- *Using the context what might usurped mean?*





# METHODS USED TO READ WORDS



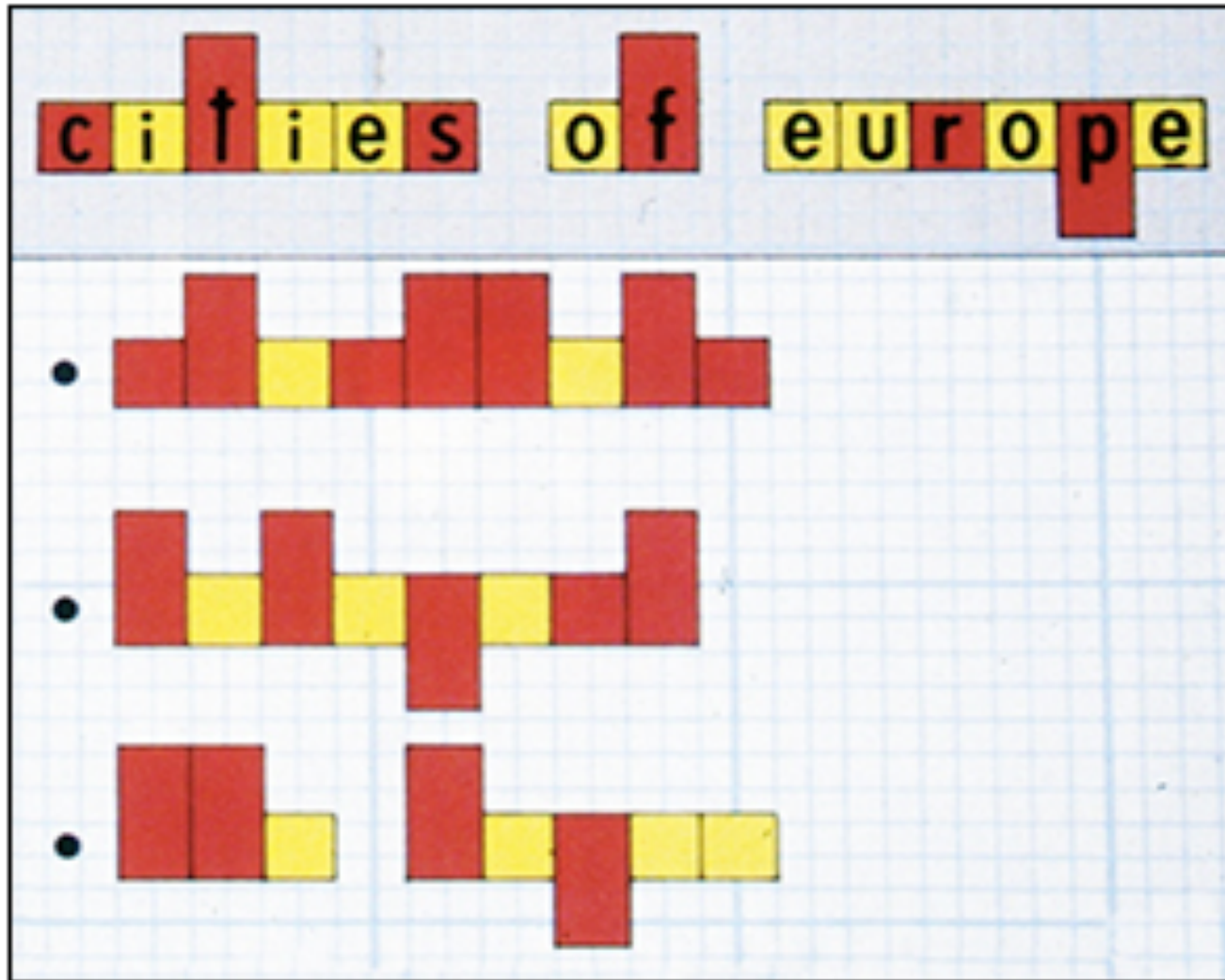
## Picture clues

Pictorial clues can serve as a bridge to decoding strategies such as sounding out and blending (phonics).

Pictures can also increase comprehension by providing elaboration for a text explanation and improve recollection and retention.

Teaching students to use the detecting strategy will help support other reading strategies as they learn how to read fluently and accurately.





**stockholm**  
**budapest**  
**the hague**

## METHODS USED TO READ WORDS

- **Bouma shape**
- The Bouma shape is essentially the shape that the letters in a word form. Shape changes based on the font and the upper case. Thus, *reading upper cases is harder as the word loses its shape of a unit and becomes a set of letters.*
- Reading and recognizing sight words- tricky words/high frequency words

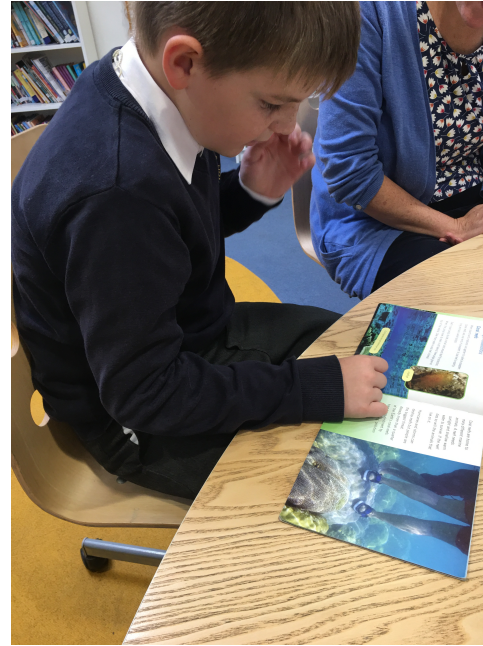
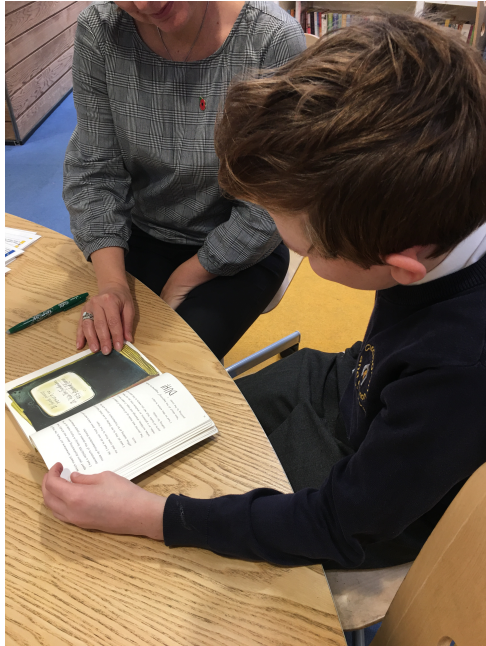


# HOW DO WE TEACH READING AT CUDDINGTON AND DINTON?

- Phonics
- Within English lessons
- Reading books changes x3 a week
- Library books
- Guided reading sessions x4 a week
- Encourage the love a reading and books!







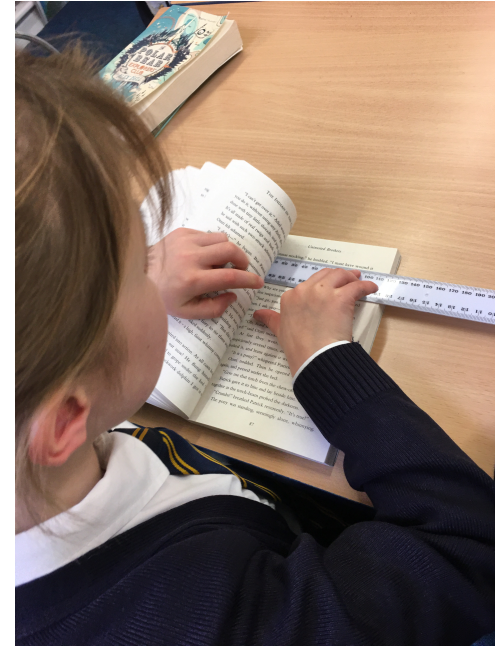
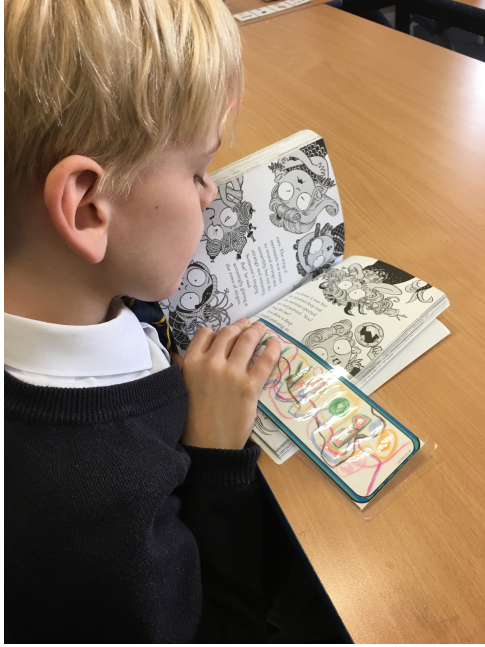
| Reading Band     | Lilac       | Pink | Red    | Yellow | Blue | Green        | Orange      | Turquoise   | Purple       | Gold | White       | Lime | Library Reader | Brown       | Grey         | Dark Blue   | Burgundy     | Black       | Free Reader  |
|------------------|-------------|------|--------|--------|------|--------------|-------------|-------------|--------------|------|-------------|------|----------------|-------------|--------------|-------------|--------------|-------------|--------------|
| Em. Exp. Exc.    | Little Owls |      | Year 1 |        |      | Y1 Exceeding |             |             |              |      | Y3 Emerging |      |                | Y3 Expected | Y3 Exceeding |             | Y5 Emerging  | Y5 Expected | Y5 Exceeding |
| Forename Surname |             |      |        |        |      |              | Y2 Emerging | Y2 Expected | Y2 Exceeding |      |             |      |                |             | Y4 Emerging  | Y4 Expected | Y4 Exceeding |             |              |

# READING BOOKS

- We use these 'guidelines' to help gauge reading levels. This is only a starting point for assessment and many other factors contribute to an end of year level.







# WHOLE CLASS GUIDED READING



# NATIONAL ASSESSMENTS

- Phonics check Year 1
- Real words
- Alien words
- Use of 'sound buttons'
- Approx 32/40 to 'pass'
- Can re-take in year 2

## Section 1

sut



yad



dop



uct



## Section 2

label

vanish

blossom

thankful



# NATIONAL ASSESSMENTS

- Sats Year 2



# What Is A Cowboy?

A long time ago, there were lots of cowboys in North America. Some were young and some were old; most were men and very few were women. They rode horses and looked after cows.



A cowboy with his horse

## Practice questions

c

Most cowboys were...

Tick **one**.

men.

☐

girls.

☐

women.

☐

boys.

☐

d

What animals did cowboys look after?

\_\_\_\_\_

- What might children put for their answer?



# NATIONAL ASSESSMENTS

- Sats Year 6



Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too. 'It's the park... they've shut it down.'

For a second no one said a word. Joe and Ajay looked at each other, then back at Joe's mum. Her face was pale, her jaw dropped open. She stared at the letter, her eyes watery and ready to spill over with tears.

'Shut the park!' Joe said furiously. 'They can't do that, it's... it's the park!!'

'Yeah, everyone loves that place!' Ajay joined in.

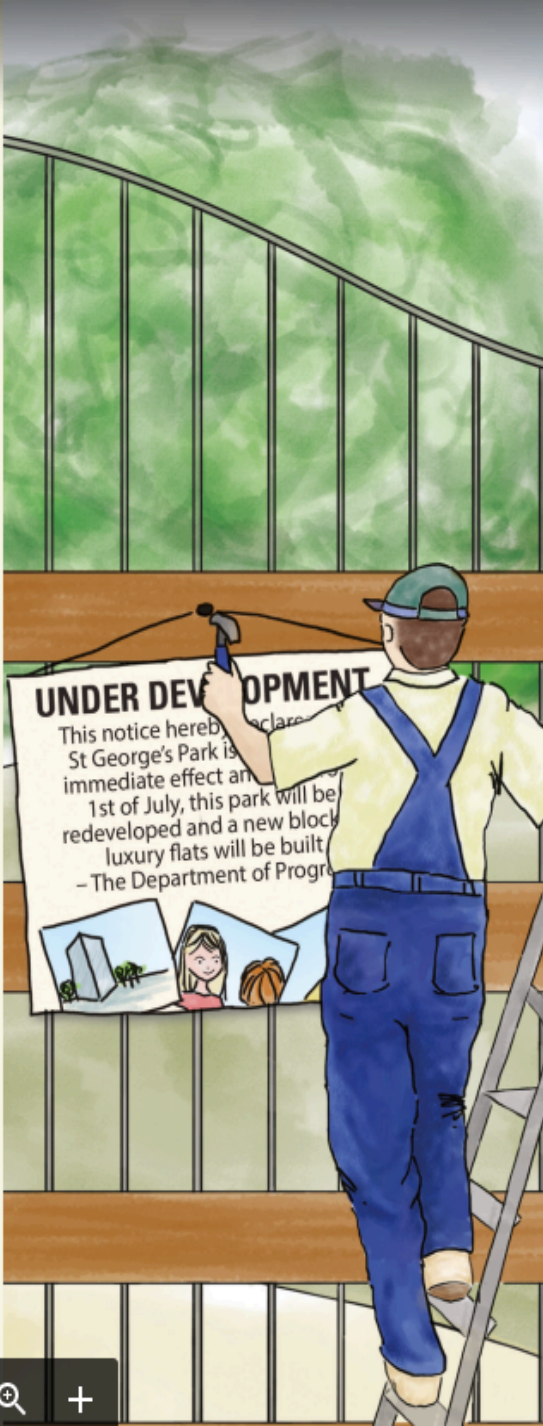
'You boys best get to school, or you'll be late,' said Mum, her voice all shaky.

'But what about...?' Joe started to say.

'You leave that to me, I don't want you worrying.' Mum tried to smile, but it didn't reach her eyes. If she was trying to reassure Joe, it wasn't working. He knew his mum needed that job – how else was she supposed to put sweet-and-sour spaghetti on the table?

'Don't worry, Mum, I'll... I'll think of something.'

Joe's mum just nodded, turning away to wipe her eyes.



7 What is Joe's mother thinking after she reads the letter?

Tick **one** thought.

*I'm happy that the boys have finished their breakfast.* ☐

*I don't want the boys to realise how upset I am.* ☐

*I'm worried the boys will be late for school.* ☐

*I'll cook sweet-and-sour spaghetti for the boys later.* ☐

1 mark

8 If she was trying to **reassure** Joe, it wasn't working.

What does *reassure* mean in this sentence?

\_\_\_\_\_

1 mark

# OUR SCHOOL PERFORMANCE

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Year 2 sats reading

Last summer 88%  
of children meeting  
the 'Expected'  
standard in  
reading.

50% of the the class  
were working at  
'Greater Depth'-  
the highest  
standard.



**Expected**

**School 83%**

**National 73%**

**Greater Depth**

**School 33%**

**National 27%**

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## **OUR SCHOOL PERFORMANCE**

- Year 6 Sat Reading  
summer 2019.





# HOW CAN I SUPPORT MY CHILD AT HOME?

- <https://www.oxfordowl.co.uk/for-home/reading/>
- Developing Reading at Home booklets- Key Stage 1 Year 1 and 2
- Lowers Key Stage 2- Year 3 and 4
- Upper Key stage 2- Year 5 and 6





## Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James

reads 20 minutes per night,  
5 times per week



Travis

reads only 4 minutes per night  
...or not at all



In one week:

100

minutes of reading



20

minutes of reading

In one month:

400

minutes of reading



80

minutes of reading

In one school year (9 months):

3600

minutes of reading



720

minutes of reading

By the end of sixth grade:

21,600

minutes of reading



4320

minutes of reading

## WHY READING IS SO IMPORTANT

- “Experts agree that readers, no matter which reading philosophy is followed, have to **practice, practice, practice.**”
- Maryanne Wolf 2008

