

# The Importance of Reading



# Why is reading so important?

- Success in reading = the best predictor of achievement in school.
- Quantity and quality of reading practice is best predictor of success in reading.
- Highest 10% read more than 40 minutes per day.
- Lowest 10% read less than 2 minutes per day.
- Students who read appropriately complex texts 25 minutes a day will **grow at twice the rate** of those that are reading 5 minutes daily.





# Resources

- Structured 'reading scheme' –we buy new books to update whenever possible.
- Extremely well-stocked library –open almost daily to change books (and brilliant librarian!)
- Dedicated library slot for each class, each week
- 1 library session per half term, aimed at developing 'library skills'.
- Class book shelves.



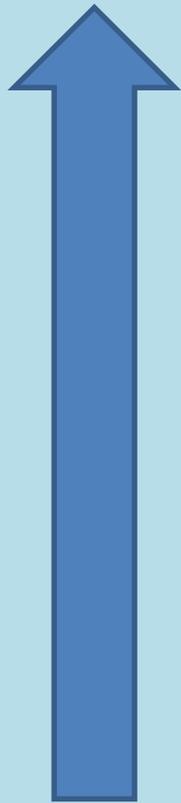
# What do we do in school?

- Whole class **Literacy lessons** aimed at developing aspects of reading - analysing techniques used by writers.
- **Guided Reading** – children in small similar ability groups ability - one teacher-led session each week (each with a focused objective.) On days not working with an adult – they carry out activities aimed at developing reading skills (including written comprehension work).
- **Cross curricular** reading.
- Parent helpers/TAs reading 1 to 1
- Reading buddies ( older pupils matched to read with younger pupils)
- Class ‘reader’.

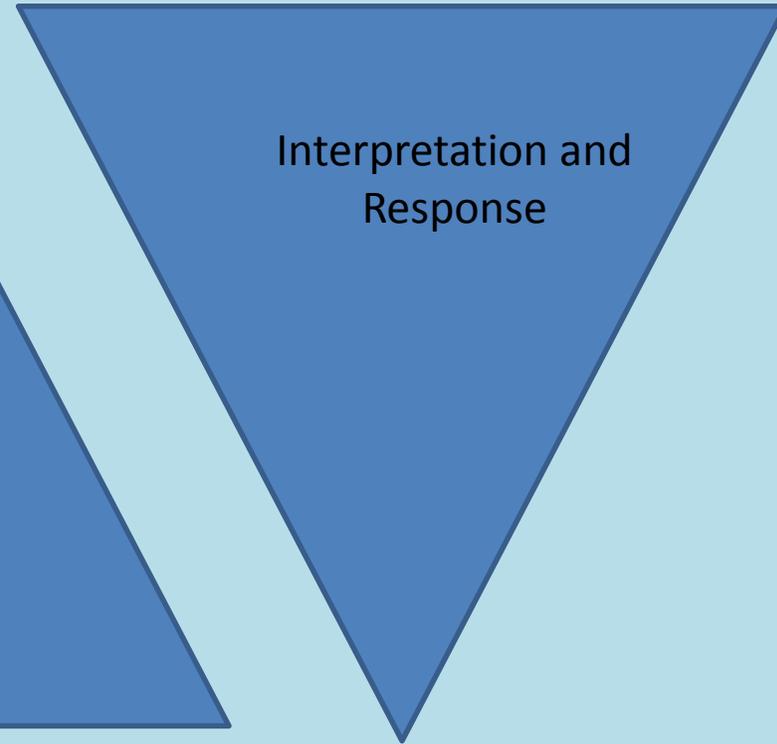
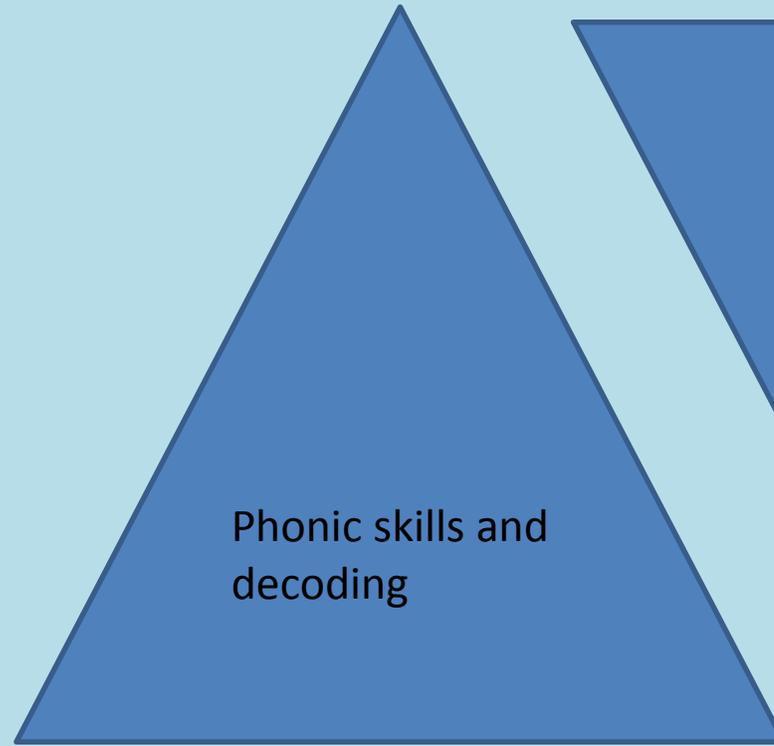
# How skills develop between KS1 and KS2

KS2

*From learning to read to  
reading to learn....*



KS1



Advanced

Independent

Transitional

Early

Experimental

# Towards independence.

- Children need to:
- Develop their ability to understand **beyond the literal.**
- Children need to be able to think whilst reading!
- Analyse, predict, make connections, visualise, unpick vocab, use previous experience.
- Explore personal responses.
- Put their own responses into words.
- Build up stamina and range of literary experience.
- Be introduced very gradually to more demanding texts.
- Be motivated to tackle more and more challenging material.

# How can you support the development of reading skills at home?

**Aims:** To support children to THINK WHILST READING.

In order to do this, we need to be not just be listening to the children read, but asking a wide range of questions to ensure that thinking happens.

**At first it was all a blur.**

**At first there were only colours.**

**Then lines.**

**Slowly, through the haze of Stella's gaze, the room eventually took shape.**

**The little girl realised she was lying in her own bed.**

**This bedroom was just one of the countless in this vast country house. To her right side stood her wardrobe, on her left sat a tiny dressing table framed by a tall window. Stella knew her bedroom as well as she knew her own face.**

**Saxby Hall had always been her home, but somehow, at this moment, everything seemed strange.**

**Outside there was not a sound. The house had never been this quiet before. From her bed, Stella turned her head to look out of the window.**

**All was white. Thick snow had fallen. It had covered everything within sight – the long, sloping lawn, the huge deep lake, and the empty fields beyond the estate.**

**Icicles hung from the branches of the trees. Everything was frozen.**

**The sun was nowhere to be seen. The sky was as pale as clay. It seemed to be not quite night, not quite day. Was it early morning or late evening? The little girl had no idea.**

**Stella felt as if she had been asleep forever. Was it days? Months? Years? Her mouth was as dry as a desert. Her body felt as heavy as stone. As still as a statue.**

### **Literal or retrieval questions:**

What was the house Stella lived in called?

Describe the house Stella lived in.

### **Inference and deduction:**

What do you think has happened to Stella and what makes you think that?

How do you think Stella was feeling? Show me something in the text that makes you think that.

### **Text structure:**

The first paragraph is very short.

Why do you think the author chose to use short paragraphs?

### **Use of language and grammatical features:**

The author uses a lot of short sentences. What effect does this have?

Can you identify any similes? Which do you think is the most effective and why?

### **Writers' purposes and viewpoints:**

What kind of atmosphere is the writer trying to create? How does the writer create mysterious atmosphere?

Why do you think the writer chose to describe the weather in this way?

### **Social and historical context:**

Does this remind you of any other books you've read?

When do you think the story was set? Why?

Do you think it is a modern story?

What country do you think it was set in?

## Question Types

- **Literal or retrieval questions:** To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.
- **Inference and deduction:** To deduce, infer or interpret information, events or ideas from texts.
- **Structure:** To identify and comment on the structure and organisation of texts, including grammatical and presentational features.
- **Use of language and grammatical features :** To explain and comment on writers' use of language.
- **Writers' purposes and viewpoints:** To identify the overall effect of the text on the reader.
- **Social and historical context:** To relate texts to their social, cultural and historical traditions.

**COMING SOON to Cunningham Hill ... Accelerated Reading**  
**Monitor and assess pupils' reading materials more closely.**



- Each child will initially (and then termly) sit a 'Star Assessment'.
- Determines a ZPD score (Zone of Proximal Development)
- This corresponds to the lower and upper limits of the level of text complexity they should be reading within in order to make the most progress.
- All school books – including library books and scheme books- are graded on database.
- After completing a book, they take a mini 10 minute quiz , which then assesses their understanding and as this cycle continues, ZPD ranges increase and broaden so they continue to read suitably challenging literature .
- Encourage them to be actively engaged with the material they read.
- Alert teachers to children who are not reading appropriately levelled texts.