

Empowering Your Child's Reading



Open Afternoon - Year 4

Reading Open Afternoon

Today we will share information about:

- Year 4 expectations
- Multiplication check information
- Why reading is important in Primary School
- How we teach reading in KS2 (including information about Accelerated Reader)
- How you can support your child to learn to read



Year 4

	8.45-9.10	9.15-9.50	9.50-10.30	10.30-10.55	10.55-11.05	11.15-11.55	11.55-12.15	12.15-1.15	1.15-1.30	1.30-2.15	2.15-3.00	3.00-3.10	
Monday	AR	English	English	ASSEMBLY AND BREAKTIME	Rocket	Maths	Reading Plus	LUNCH	Mastering Number	Handwriting	PSHE	PE	Story
Tuesday	AR	Non Fiction Reading	Grammar Check Grammar Lesson		Rocket	Mastering Number	Reading Plus Spelling Bee PPA DG		RE PPA SD	ICT PPA SD	Story		
Wednesday	AR	English	English		Rocket	Maths	Mastering Number		Handwriting	DT	Geography	Story	
Thursday	AR	English	English		Rocket	Maths	Mastering Number		PE		Handwriting	French	Story
Friday	AR	Spellings & Test	Spelling Bee		Rocket	Maths	Reading Plus		Mastering Number	Handwriting	Science	Music	Story



Homework

- Set online
- Tends to be Maths and spelling sheet – linked to work in class
- Spellings set and tested on Friday – Diaries need to be in school
- TTRS – schedule to be shared for MTC
- Reading – AR book



TTRS Schedule

MTC PREP SCHEDULE			
SEPTEMBER	GARAGE (mins per week) 21	21 minutes a week is the magic number for achieving top MTC scores.	
OCTOBER	GARAGE (mins per week) 21	AUTUMN OUMTC* 	
NOVEMBER & DECEMBER	GARAGE (mins per week) 21		
JANUARY & FEBRUARY	SOUNDCHECK (games per week) 3	GARAGE (mins per week) 18	SPRING OUMTC* 
MARCH	SOUNDCHECK (games per week) 5	GARAGE (mins per week) 16	
APRIL	SOUNDCHECK (games per week) 3	STUDIO (games per week) 3	GARAGE (mins per week) 15
MAY	SOUNDCHECK (games per week) 6	STUDIO (games per week) 15	SUMMER OUMTC* 
JUNE	SOUNDCHECK (games per week) 21	*The OUMTC is our own mini MTC and it is in semi test conditions. It will give you a good idea of how your students will perform on the real thing. Take part in three OUMTCs throughout the year to give you a baseline, benchmark and time to respond to the results	



Why is it so important to read well?

Nothing is more important in education than ensuring that every child can read well.

Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career.

Those who cannot will find themselves at constant disadvantage.

DFE – Reading, The Next Steps (2015)



This video, released by UK charity Save the Children, highlights the life-altering effects of illiteracy. Jack's dad refuses to read to him, but a dream shows him just how much the little boy's life suffers due to his inability to read.

The ad urges families to read with their children for at least ten minutes per day, to help them become confident readers.

<https://youtu.be/g4Nf0Hcuv4Y?si=vCcrdwx8S6e94m25>



How do we teach reading in KS2?

- Whole class reading lessons
- Accelerated Reader
- Reading Plus
- Intervention when needed
- Regular story times



Accelerated Reader

Accelerated Reader (AR) is a computer program that helps teachers to manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child takes a short quiz on the computer - passing the quiz is an indication that your child has understood what has been read.



Assessing Reading

All children are formally assessed termly to see how they are progressing with their reading.

The Star Reader Test on Accelerated Reader gives a reading age, ZPD and other diagnostic information about current reading level.

A reading comprehension test (written) is used to assess how well children are progressing towards the expected standard for their year group.

Children in Year 6 take a national statutory test in reading in May (SATs).

Allows schools and parents to compare their child's reading to other children of the same age, nationally.



Supporting Reading at home

Children who love reading will read more and, over time, choose literature which is more demanding and suitably stretching. It creates a virtuous circle: as the amount a child reads increases, their reading attainment improves, which in turn encourages them to read more. All reading makes a difference, but evidence suggests that reading for pleasure makes the most.

DFE – Reading, The Next Steps (2015)

Establish a Reading Routine

Have a consistent schedule: set a regular time for homework and a dedicated reading time.

This should be in a quiet and comfortable environment that is free from distractions.



Active Reading Engagement?

Read aloud together. This can include reading aloud to the child or take turns reading aloud.

It is important that children are modelled fluency, expression, and comprehension strategies.



Predict and Infer

Use pictures and text clues to help your child make predictions and inferences. Prediction and inferential skill development enhances comprehension and engage their child's imagination.



Vocabulary Development?

The use of context clues helps the reader to understand unfamiliar words. Make sure you discuss the meaning of new words based on the surrounding text.



Encouraging Reading Fluency



Model fluent reading for your child. This involves demonstrating smooth and expressive reading, highlighting punctuation and phrasing.

Repeated reading builds fluency. Repetition helps improve speed, accuracy and comprehension.



Supporting Comprehension

It is important that children learn to retell the text and summarize the main ideas. Practice identifying key details and condensing them into concise summaries following each reading session.

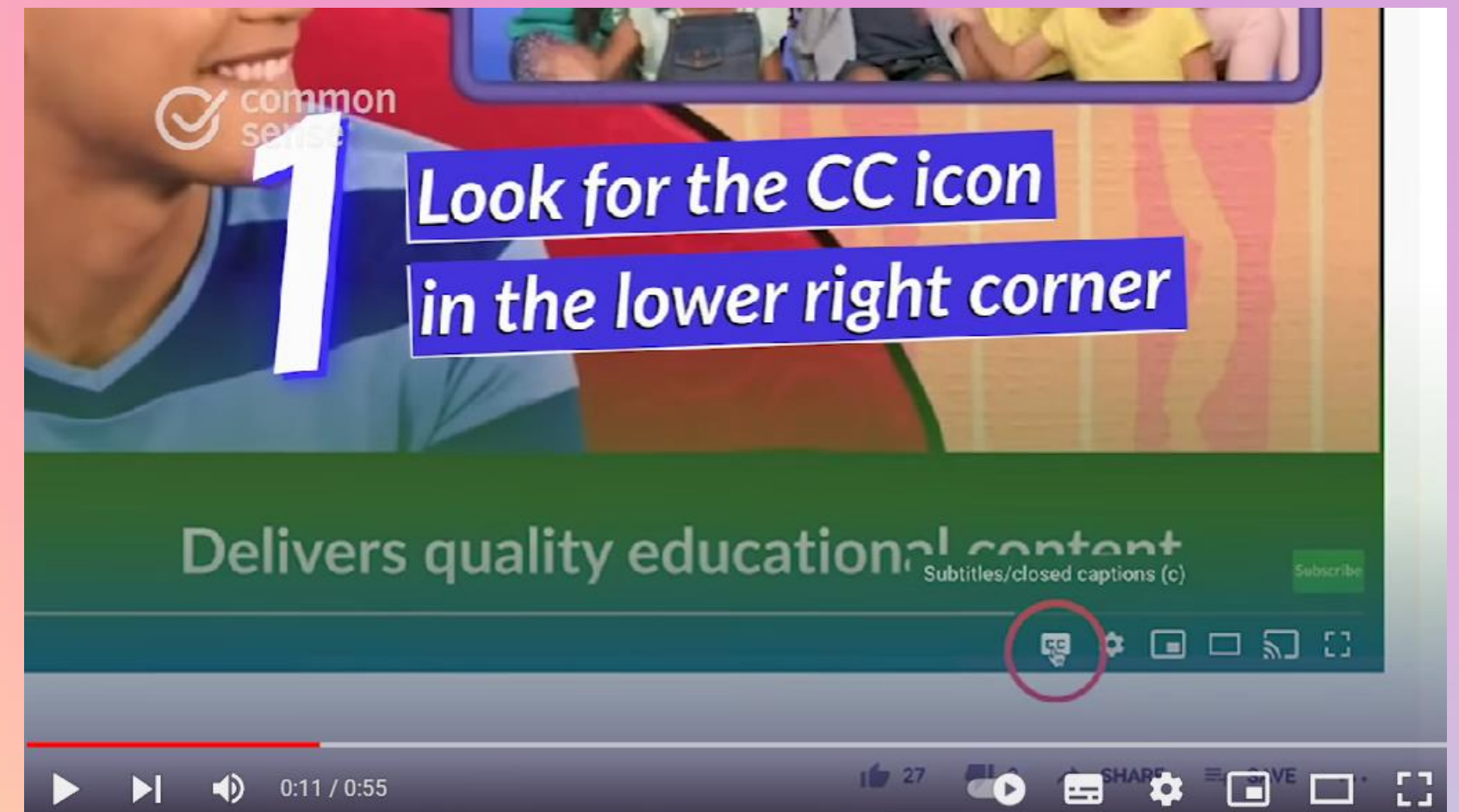
Visualizing is when readers create mental images based on the text. When reading with your children, ask them to describe what they see in their mind's eye while reading.

Monitor meaning throughout the text to ensure it is meaningful and enjoyable to the child.





Questions or Comments?



Reading Activities:

- Accelerated Reader Quiz

Question 1 of 10

During the walk to the plantation, the women ---.

- A stopped to leave trinkets for the monkeys
- B nibbled on the dry bread they ate for breakfast
- C retold the legends of their ancestors in the mountains
- D gossiped and made jokes about their husbands

