



An extract taken from a 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.

Why is this more difficult for some of us to understand?



The aims of today's presentation:

To briefly explain how we teach reading in years 2-6, what you might see in class this morning and why

To share ideas of how you can support your child's reading at home



Understanding: Building Comprehension

- Being able to read doesn't necessarily mean you understand what you read.
- The best way to develop understanding is to talk about texts.



Reading requires two main skills:

**Phonics and
Word
Recognition**




















Understanding



Reading Domains

Reading Skills from National Curriculum

Enjoy 			Decode 	
Define 	Retrieve 	Sequence 	Infer 	Predict 
1a Draw on knowledge of vocabulary to understand texts	1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c Identify and explain the sequence of events in texts	1d Make inferences from the text	1e Predict what might happen on the basis of what has been read so far

Enjoy 				Decode 			
Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text



Developing a love of Reading:

The purpose of teaching reading at Wray Common is ultimately to foster a love of reading in our pupils. Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards and opening up opportunities in life.



READING IN SCHOOL

- whole class reading lessons x4 a week.
- independent reading opportunities with an adult
- personal reading
- reading across the curriculum
- class novels and stories (listening to the adult read)



Key areas of focus in reading lessons from yr2-6:

Vocabulary

Retrieval

Inference



Reading at Home – Enjoy!

- Make reading visible - have books available at home
- Share books every day
- Talk about books
- Sit and listen - don't do chores around the reader!
- Respect choices



Talking about books

It is not a test!

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 in your book?

What can you tell me about...?



What to do if your child refuses to read

- Continue being a good role model
- Keep a variety of reading materials in the house (visit the library)
- Write short notes for your child to read.
- Encourage activities that require reading (recipes, game instructions)
- Establish a reading time, even if it's only 10 minutes each day. Talk with your child- Talking makes children think about their experiences more and helps them expand their vocabularies.
- Restrict screen time



ONE FINAL THOUGHT :

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words

