

Remember to...

Look carefully at the text before reading/ look at the features
- name them.

Whilst reading, consider your understanding/ think about the meaning
of the text.

Keep your focus (Be a focus Locust) for 20 minutes.

Stuck? Use a strategy!

Make notes and use tools to help you remember key points.

Dig deep and climb the Morley Victoria Mountain.

Remember - reading is the 'Master Skill' - the be all and end all.



Reading

The Master Skill. The be all and end all.
We have to give every child at Morley Victoria this gift.



Why is reading so important?

The ability to read is a gift. Books can take you into a world of imagination where you can get lost in your own thoughts and they can help you learn a whole array of new knowledge and skills. Reading can help us to relax and unwind – it's also good for your mental health and wellbeing.

A child's reading journey should begin when they are babies, and as they grow, they will enjoy cuddling up with a good book more and more. We are firm believers in the bedtime story! Children of all ages love to be read to and exposing them to a wide range of texts from the early days is vital to their development – to both general knowledge and vocabulary and of course for enjoyment.

At Morley Victoria we would all encourage reading on a daily basis but as children get older and become involved in more extra-curricular activities, at least three times a week is more realistic.



The Impact of Daily Reading

The image below clearly shows that reading for 20 minutes each day has a direct impact on a child's academic ability.

We want all of our children to gain both confidence and excellent reading skills and you can help so much by reading together for 20 minutes per day.

Thank you.



How do we teach reading at Morley Victoria?

We teach the children in a variety of different ways – individually, in pairs, small groups and as a whole class. We also ask the children lots of different questions about a text to check that they have understood what they have read. Here are our top tips for great reading:

- Sit comfortably – bottom to the back of the chair, two feet on the floor, two hands on the book. Track the words with your finger to show where you are. When you get more confident move to either end of the line or even down the middle.
- Encourage children of all ages to use their phonic knowledge to sound out new or unfamiliar words and try to use the context to establish what a word means.
- Try to predict what might happen next or at the end of the book.
- Discuss characters and their personality traits. How you can tell? How might they react to things?
- Try to link what you have read to previous knowledge – where have you heard about this before?
- Reading isn't always fiction – try a range of different texts – non-fiction, poetry, newspapers, magazines, comic books, classics...there are lists on our school website.
- When you ask the children a question – expect full sentences in response and request a good explanation so you can tell whether they have understood something or not.

Struggling with a text? We can help!



Here are our top tips for reading...

- Look at sound cards/word cards as a warm up if you have them.
- Re-read or read more slowly and deliberately.
- Use phonics to decode words.
- Re-read the previous paragraph or sentence before the confusing part.
- Look at pictures to help you with the clues.
- Don't understand a word? Try to work out the meaning from clues in the text; use images and diagrams to help you make sense of the text; ask someone; write it down and use a dictionary to check the meaning.
- Try reading the passage aloud.
- Take a deep breath to quieten the mind. Try again and don't give up (Perseverance Penguin)!
- Read the very last paragraph so you know where the reading 'ends up'.
- Think about what you do understand. Try to connect the unclear part to something you already know.
- Break it down into smaller chunks. Underline key words.
- Read a simpler text on the same subject to develop background knowledge and then come back to the more complex text.
- Work with someone else to understand the text together.
- When you have read a bit - ask someone to read some to you.



Thinking when reading

I'm thinking...

I'm noticing...

I'm wondering...

I'm feeling...

I'm picturing...

This reminds me of...

I am confused by...

I just realised...

I'm surprised by...

I used to think... and I now think...

...try to link reading to something you have seen, experienced, read before, have watched on TV...

Can you link anything back to the Magnificent Seven?

I can relate this to...

This connects to...

This is an example of...

This is similar to...

This agrees with...

This supports...

This disagrees with...

This is a counter argument to...

This is significant because...

Prove it!

This can help children to answer in full sentences. Encourage them to start sentences with:

For example

The author said...

According to the text...

It said on page...

In paragraph...

From my reading I know...

The author stated that...

The illustration shows...

From the graph...

Using the photograph...

The drawing tells me...

The best argument is...

The most convincing piece of evidence is...

I think the most important point made is...

When the character... it illustrated that...

Looking at both sources...

I think... is a more reliable piece of evidence because...

To check my answer I...