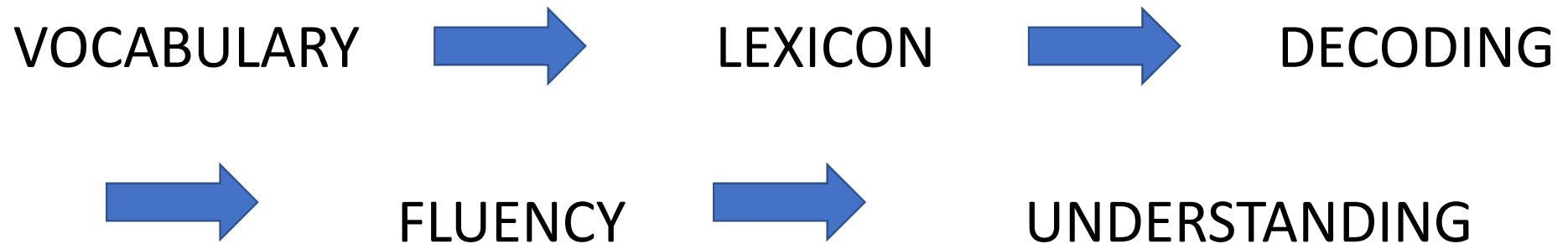


Reading for pleasure

- *Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all (32.7% vs. 10.1%).*
- *Young people who read outside class daily are five times as likely to read above the expected level for their age compared with young people who never read outside class (20.8% vs. 4.4%)*
-
- ***National Literacy Trust's Children and Young People's Reading in 2015***

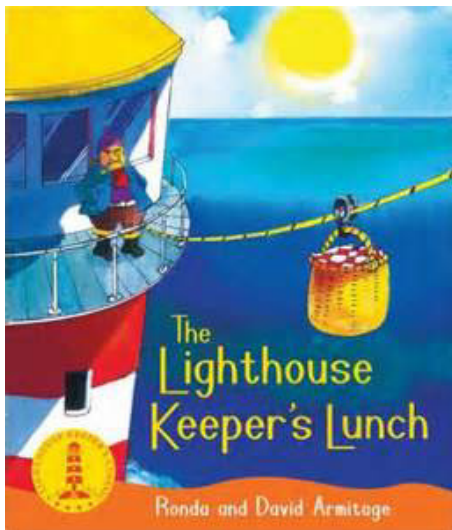
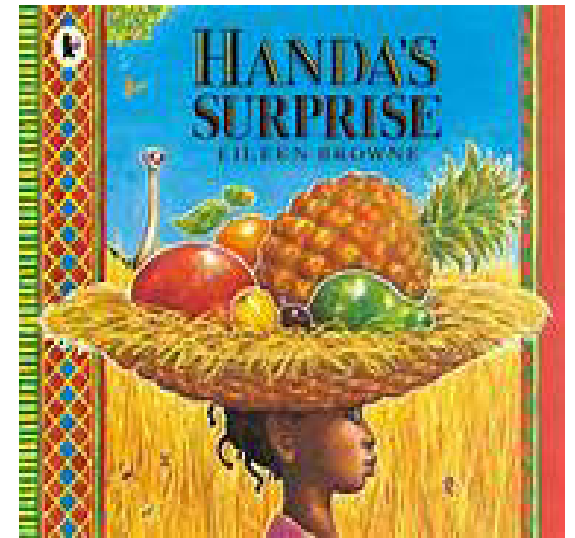
How do children learn to read?



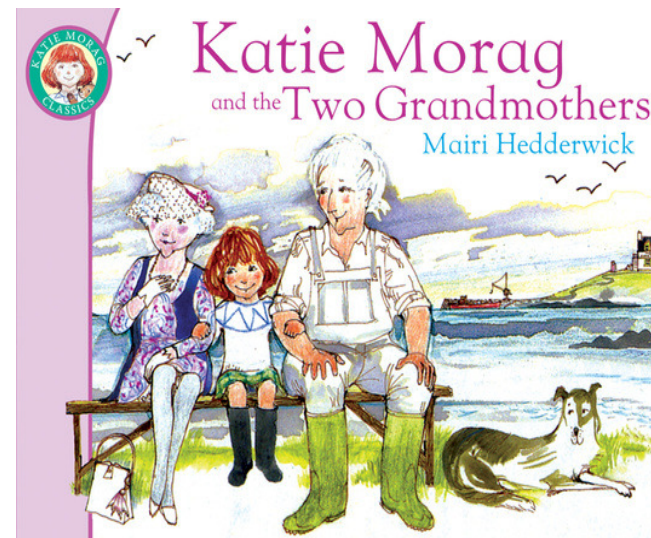
Even if we read accurately, we will have problems beyond the early years if we fail to read **in phrases**, so that “**reading sounds like talking**”

Activating Background Knowledge

3 ways a child acquires background knowledge:



Personal
World
Text



Vocabulary

- “Deficits in oral vocabulary knowledge can be one important reason for reading comprehension problems.” Snowling et al 2009 and Perfetti
- A reader must know at least 90% of the words in a text to comprehend it Nagy and Scott 2000

Good readers are active readers. As they read they ask their own questions or predict and read on to find out

Slightly everything

Comprehension difficulties will not be solved by always asking students to answer someone else's questions.
Good readers ask their own questions

Cain 2010

Visualising-thinking in pictures

- Many students are unaware of the power of thinking in pictures as they read
- Making images as we read helps us to picture characters and scenes in fiction and determine importance in non fiction
- The ability to use imagery strategies may help weaker comprehenders integrate important parts and remember text
Oakhill and Patel
- Students who have been taught to use imaging have better reading comprehension *Olson in Gunning*

Categories of readers

Can and do read

Can but don't read

**Can and do
but don't engage
with the text**

Teaching of reading – home / school links

- Level of challenge for home / school books?
- Why isn't my child moving up the book bands more quickly?
- What can I do to check my child understands their book?
- How do I support my child becoming a better reader?
- What is the difference between fluency and 'true' fluency?