



Antrobus St Mark's Reading information evening Thursday 7th November 2019

Hand in Hand With God We Live, Love and Learn Together.

Why is reading so important?

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

What difference could I make as a parent?

The short answer is: a lot!

Parents are by far the most important educators in a child's life and it's never too young for a child to start, even if you're only reading with your child for a few minutes a day.

Before they're born, babies learn to recognise their parents' voices. Reading to your baby from the time they're born gives them the comfort of your voice and increases their exposure to language.

Facts....

During early childhood, children learn vocabulary at the rate of:

Approximately 2000 – 4000 words per year, or an average of 7 words per day.

The chief cause of the achievement gap between socio-economic groups is the language gap.

Reading – marathon, not a sprint....

- Although it is tempting to race through ‘colour bands’ as quickly as possible – this does not always mean that your child has read and understood the text.
- It is far more important to develop the skills of inference, making predictions and making links in the reading rather than simply reading each book with only a surface level of understanding.

Examples of questions to ask about reading

- Class 1 – What is a blurb? What does an illustrator do? How is this character feeling? How do you know?
- Class 2 – Can you find a word that means the same as this? How do you know that a character feels a certain way? Can you tell me what you think will happen next? Can you sum up the story for me?
- Class 3 – What vocabulary shows us how the character is feeling? What do you think will happen next in the story? Why do you think this? Can you find evidence to support your ideas? Links to SPaG questions.
- Class 4 – What techniques has the author used to make the description more powerful? Why has the author used this particular word or phrase? Does this book share any themes with any other books you have read? Can you find an example of the characteristic style of this particular author? What are the main themes of this book?

What if children just don't enjoy reading? What do I do if my child doesn't enjoy reading?

- Make sure your child isn't tired, hungry or desperate to watch their favourite TV programme when you read to them. Sit with them for a short time every day and read a book with them on a subject that interests them, whether that's cars, animals or sports. Don't expect them to read it for themselves. Just show them how interesting it is to be able to read so that they want to do it for themselves.
- For many children, especially boys as they get older, non-fiction books are more interesting than fiction, so it may be as simple as changing the type of books you are reading together. Talk to your teacher or a local children's librarian to see what books are available that match your child's interests.
- Give plenty of praise. Let your child know how pleased you are when he or she looks at a book. Show interest in what they have chosen. Children really do develop at their own rates when it comes to reading. My son is switching off reading - what can I do? Research shows that boys are less likely to enjoy reading than girls. More boys than girls struggle with reading and writing at school and boys are more likely to say they don't spend any time reading outside the classroom.

But there are ways you can help:

- It's important to make sure that you're reading something with your son which interests him. Many boys like non-fiction books, so try asking at your local library for recommendations – it may be that he'll enjoy reading Horrible Histories or the Guinness Book of Records more than fiction.
- Role models are also important. Make sure boys see their dads, uncles or granddads reading, even if it's a newspaper, so that it seems familiar and they can copy their reading behaviour.
- Finally, praise your son when something is read well. Equally, if he reads something incorrectly, don't make him feel that this is bad - mistakes are just part of the learning process.

A normal attention span is 1 or 2 minutes more than the child's age.

Reception- 5-7 minutes

Year 1- 6-8 minutes

Year 2- 7-9 minutes

Year 3- 8-10 minutes

Year 4- 9-11 minutes

Year 5- 10-12 minutes

Year 6- 11-13 minutes

After these lengths of time a short break will be needed before resuming.

15 the Magic Number

- 15 minutes seems to be the “magic number” at which students start seeing substantial positive gains in reading achievement; students who read just over a half-hour to an hour per day see the greatest gains of all.
- An analysis comparing the engaged reading time and reading scores of more than 2.2 million students found that students who read less than five minutes per day saw the lowest levels of growth, well below the national average.² Even students who read 5–14 minutes per day saw sluggish gains that were below the national average.
- Only students who read 15 minutes or more a day saw **accelerated reading gains**—that is, gains higher than the national average—and students who read just over a half-hour to an hour per day saw the greatest gains of all.

Regular reading impacts a child's success at school.
If not addressed early the educational gap widens...

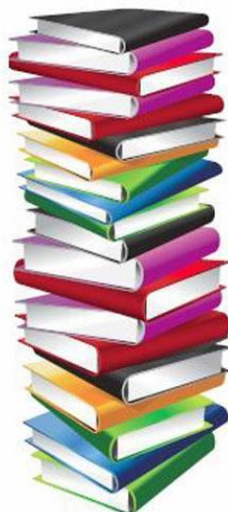
Child A



Reads 20 minutes
per day

3,600 minutes
per school year

1,800,000 words
per school year



Scores in the
90th percentile

Child B



Reads 5 minutes
per day

900 minutes
per school year

282,000 words
per school year



Scores in the
50th percentile

Child C



Reads 1 minute
per day

180 minutes
per school year

8,000 words
per school year



Scores in the
10th percentile

Standardised Test Scores

By the end of grade 6, Child A will have read the equivalent of 60 school days, Child B will have read for 12 school days and Child C will have read for 3 days. Nagy and Herman, 1987.

Any questions?

Class teachers have set up guided reading lessons in their classrooms for you to come and see. You will understand how guided reading works in each class and what skills are taught through these daily sessions.