Reading Champions Training 2024

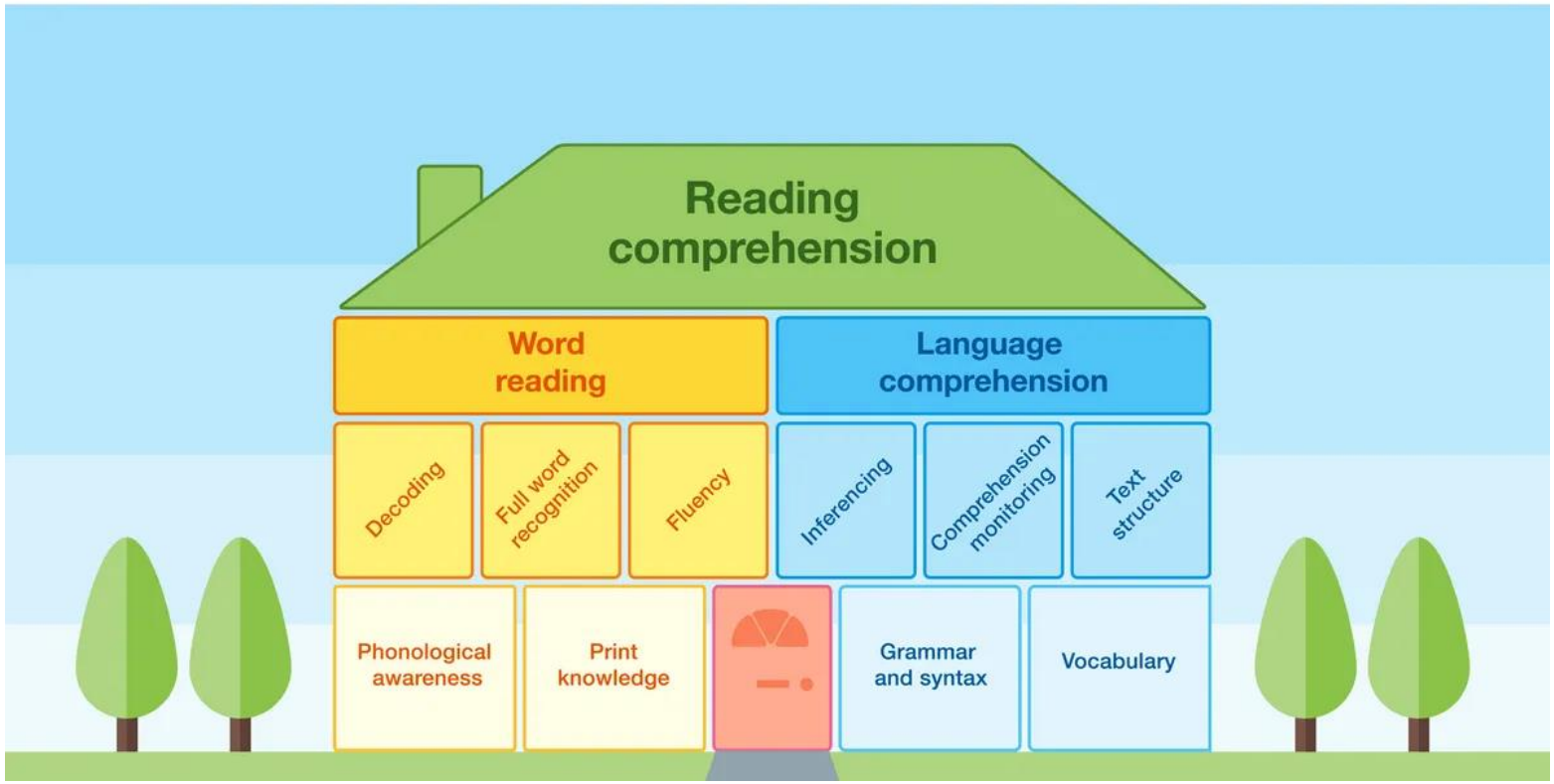
Aims of this training

- Know how to support an early reader with word recognition/word reading.
- Know how to support a child with reading fluency.
- Know how to support a child with language comprehension.
- Be able to motivate a young reader.

What do we want?

- **Early readers**
- Fluent readers
- Readers who can comprehend
- **Regular readers**
- **Motivated readers**

How do we teach reading?



Starts with phonics



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Segmenting and Blending Sounds





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supersonic
Phonic Friends
s a t p i m n d
g o c k ck e u r
h b f l ll ff ss


ai ay ee ea igh ie oa oe oo ue
oi oy ur ir ow ou or aw w wh
air are n kn r wr ch tch j dge


supersonic
Phonic Friends
j v w x qu z zz y ch
sh th ng ai ee igh oa oo ar
or air ur ow oi ear ure er

HFW and Nonsense words

- Said
- Does
- The
- Frip
- Balp
- Crob

Schwa(ing)


supersonic
Phonic Friends
s a t p i m n d
g o c k ck e u r
h b f l ll ff ss

What to do if a child stumbles over a word

- Let them have a go
- Use the whiteboard to segment (Seb)
- Blend with Bill
- Read around the word.

- If they read it incorrectly, let them read to the end of the sentence and then correct by reading the sentence again.

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Building blocks to reading enjoyment

1. Word Reading- phonics



2. Fluency- accuracy, automaticity, prosody



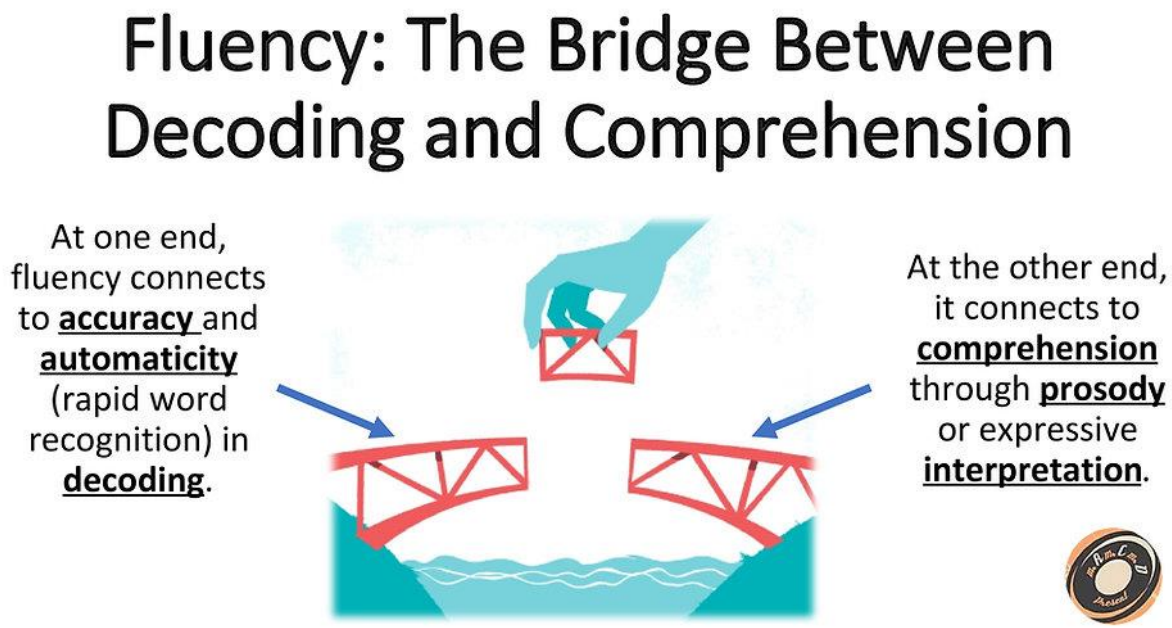
3. Comprehension



4. Reading enjoyment

Fluency is key

- Reading with accuracy
- Reading with speed or automaticity
- Reading with prosody



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How to help with fluency

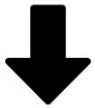
1. Reading out loud regularly. This can be a previously seen book.
2. Read and follow. At Cedar Park, we call this Teacher Read.
3. Echo Reading. When an adult reads a section of a book using the required accuracy, automaticity and prosody. The child copies.

Building blocks to reading enjoyment

1. Word Reading- phonics



2. Fluency- accuracy, automaticity, prosody

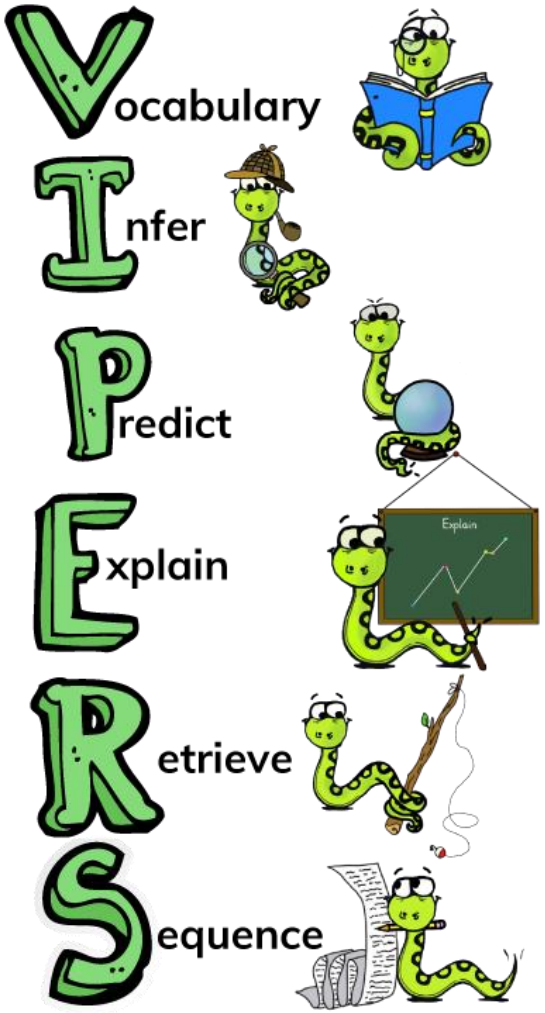


3. Comprehension



4. Reading enjoyment

Comprehension



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Vocabulary

- Mr Ali **Loathes** wearing a tie as he finds it uncomfortable.

- We may know what the word ‘loathes’ means but we encourage a child to work out the meaning of the word using the context of the sentences.

Inference

- The bike lay on the floor next to her as she held her leg and cried.
- We could infer that she has fallen off her bike.
- My stomach rumbled as the smell of the pie wafted from the kitchen.
- We could infer that this person is hungry.

Predict

- Beowulf snatched his sword from the armoury and ran towards the mountains.
- What do you predict Beowulf is going to do? What evidence have you used to make your prediction?

Explain

- Identify and explain how the author's content contributes to the meaning of a text.
- Ident and explain how meaning is enhanced by choice of vocabulary.
- Make comparisons within a text.

- Which character in the chapter do you think has displayed the most courage. **Explain** your reasons using examples from the text.

Retrieve

- This is often the starting point when discussing a text. It is picking up **exact, factual** information straight from the text:
- Characters' names
- What they ate for dinner
- The colour of the car
- The time they left for school

Summarise or Sequence

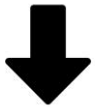
- Summarise the main ideas from a paragraph, chapter or book.
- What heading would be appropriate for this paragraph?
- What genre is this narrative?
- Put these events in order.

Building blocks to reading enjoyment

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2. Fluency- accuracy, automaticity, prosody



3. Comprehension



4. Reading enjoyment



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Key People

- Luke Redman is the DSL
- In his absence you can go to Miss Mason (Assistant Head) or Janet Collins (Office Manager)

- Please bring any concerns about a child to us.

What if a child makes a disclosure

- Make the child feel like what they are telling you is so important.
- Tell the child that they can talk to you but that you will have to inform Mr Redman.
- Ask open questions.
- Write down as much information as possible.
- Reassure the child that you and the school will do all they can to help.
- Tell child they have done the right thing.
- Report to a DSL using a red welfare form.

How can you help with safeguarding?

- DBS check (paid for by school)
- Wear a yellow lanyard
- Read the safeguarding leaflet
- Be vigilant around the school
- Stay in open spaces when with children (corridors, rooms that aren't locked)
- Take children back to their classes once session is finished
- Read our child protection policy