Reading at Blackwater

EYFS and KS1

What we will discuss:

- The big picture – why is reading important?.

- Why Optima approach?

- What does Optima reading look like in school.

- Expectations for home reading.

- VIPERS and reading comprehension

- Any questions….

The Proven Power of Reading

Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background 16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life. [7]

Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly. [9]

- https://readingagency.org.uk/about/impact/002-reading-facts-1/

The Proven Power of Reading

Studies show that those who read for pleasure have higher levels of self esteem and a greater ability to cope with difficult situations. Adults who read for just 30 minutes a week are 20% more likely to report greater life satisfaction. (Reading agency 2019)

How often a child has stories read to it in its first five years is a dependable predictor of its later reading skills.
(Hart and Risley 1995)

Children growing up in homes with many books get 3 years more schooling than children from bookless homes, independent of their parents' education, occupation, and class. (Evans 2010)

Why Optima?

Optima is an online reading programme based on 20 years school based research in some of the lowest attaining schools in the country.

It has been shown in multiple evaluations to have a huge impact on raising students' attainments.

On average students make 12 months' progress in six months.

Incidences of reading difficulties typically at 20-25% have been reduced to 3%.
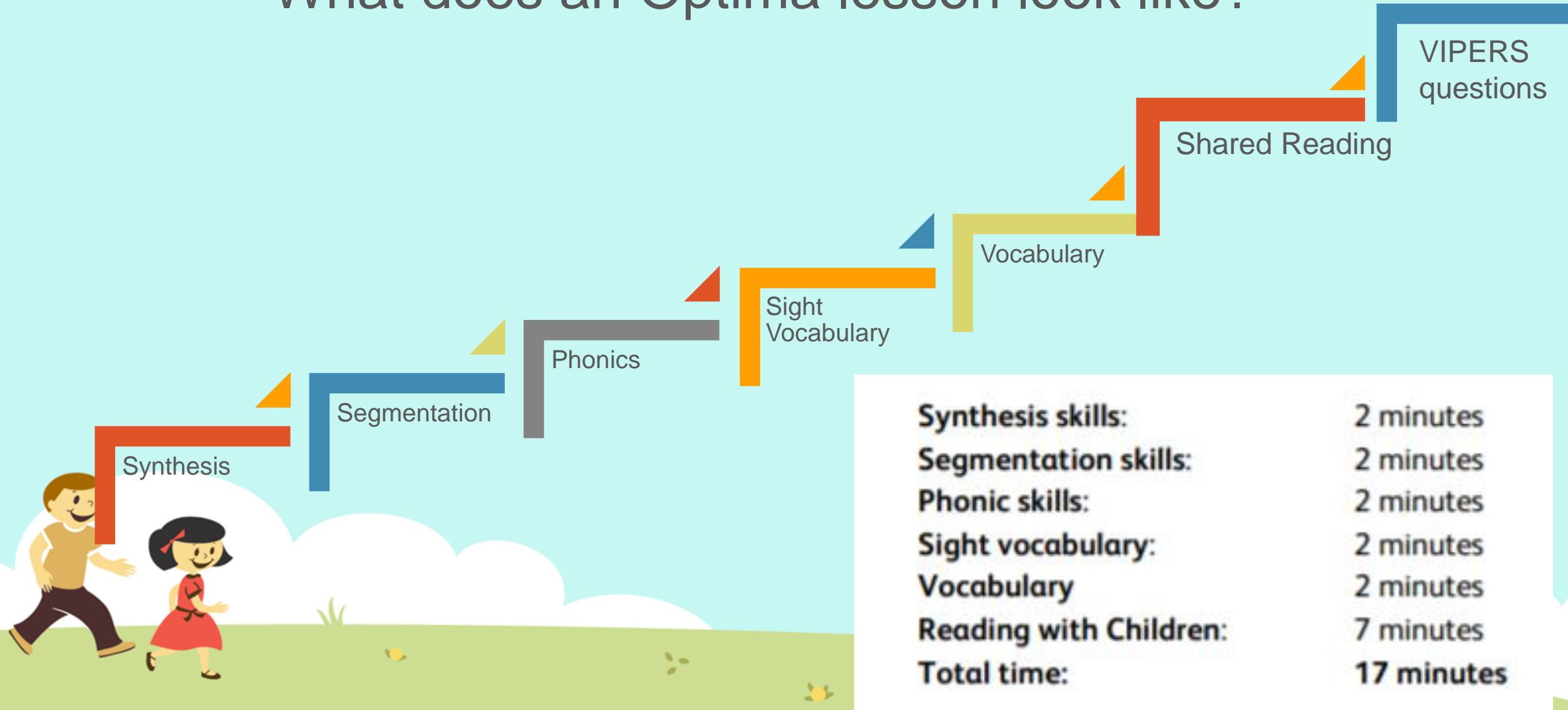
What is taught in Optima?

Optima Reading teaches a small number of the most frequently occurring skills in written English.

We have analysed over *1200* children's books to identify which skills occur most often and are therefore most useful to beginning readers.

We are therefore teaching the skills that appear with great frequency in the stories that children most want to read.

What does an Optima lesson look like?

VIPERS questions

Shared Reading

Vocabulary

Sight Vocabulary

Phonics

Segmentation

Synthesis

Synthesis skills:	2 minutes
Segmentation skills:	2 minutes
Phonic skills:	2 minutes
Sight vocabulary:	2 minutes
Vocabulary	2 minutes
Reading with Children:	7 minutes
Total time:	**17 minutes**

Synthesis

Putting sounds together to make words is called synthesis and this helps you learn to read.

Segmentation

Splitting up words into sounds is called segmentation and this will help you to write and spell.

Phonics

Phonics is where we blend the sounds represented by letters to read words.

Team 1 Interleaved Skills

class	sucks	bring	yoke	zing
ting	sling	bled	clot	blond
white	cling	licks	docks	fling
snip	swung	king	clove	bits
rate	tune	gag	wing	sing

Sight Vocabulary

We learn to read high frequency words by sight because they crop up so often when we are reading

Team 1 Interleaved Skills

be	her	out	I	my
up	on	he	a	had
all	to	she	that	the
but	said	of	and	it
in	at	they	with	for

Vocabulary

We learn the meaning of new vocabulary so that we understand what we read and can use lots of different words in writing

New Skills

truthful
Telling or expressing the truth and being honest

gracious
Courteous kind and pleasant

sneer
smile or speak in a mocking manner

serious
Acting or speaking sincerely rather than in a joking manner

mischievous
Causing or showing a fondness for causing trouble in a playful way

grateful
Feeling or showing an appreciation for something done or received

Reading

We practise our synthesis, phonic and sight vocabulary skills everyday because they will help us to enjoy reading and become really good readers

Teacher Reads
2 Minutes

Where Can We Use Our Reading Skills?

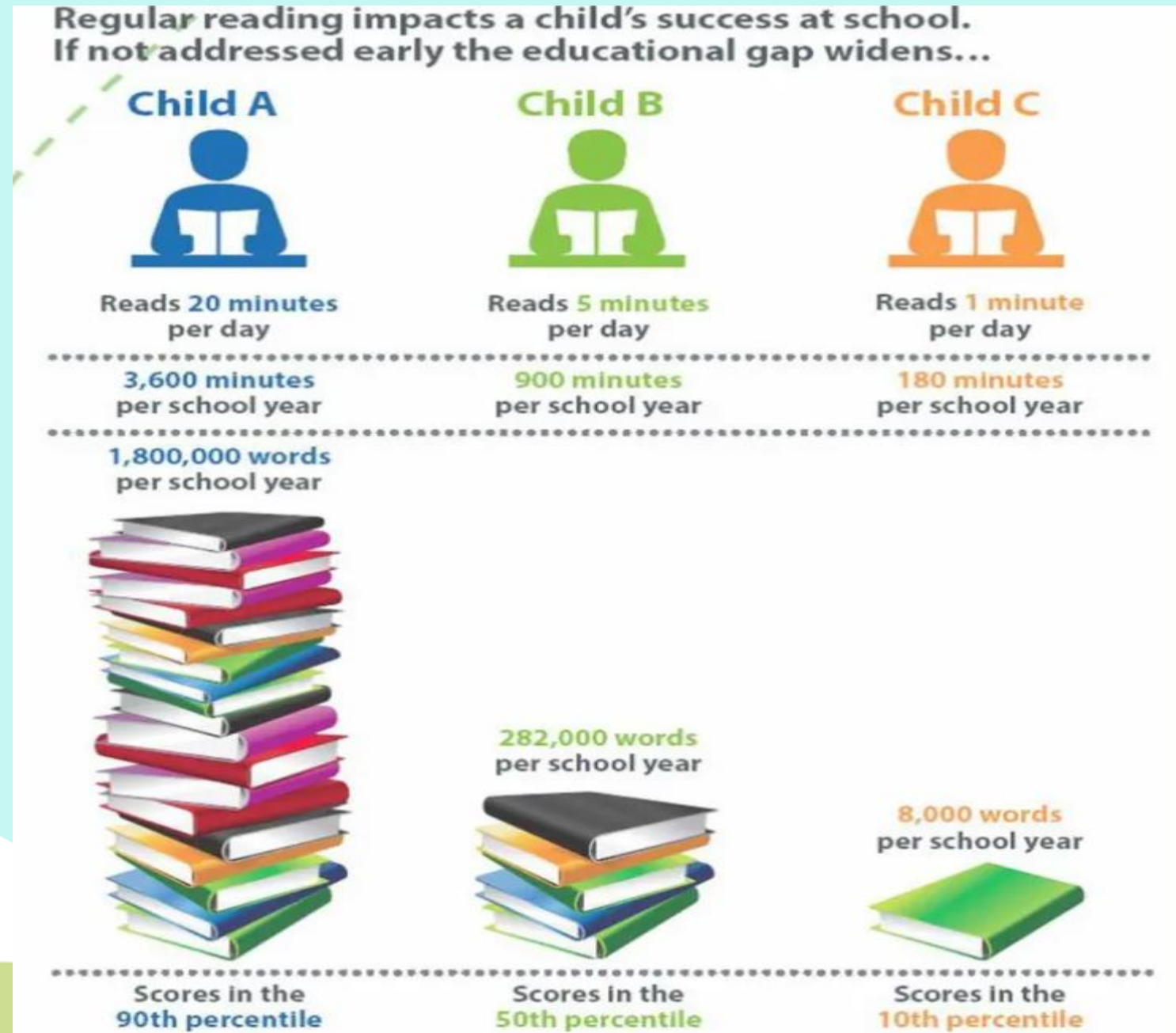Synthesis | Sight Vocabulary | Phonics

Let's Read Together

George was a giant, the scruffiest giant in town.
He always wore the same pair of old brown sandals
and the same old patched-up gown.

"I wish I wasn't the scruffiest giant in town,"
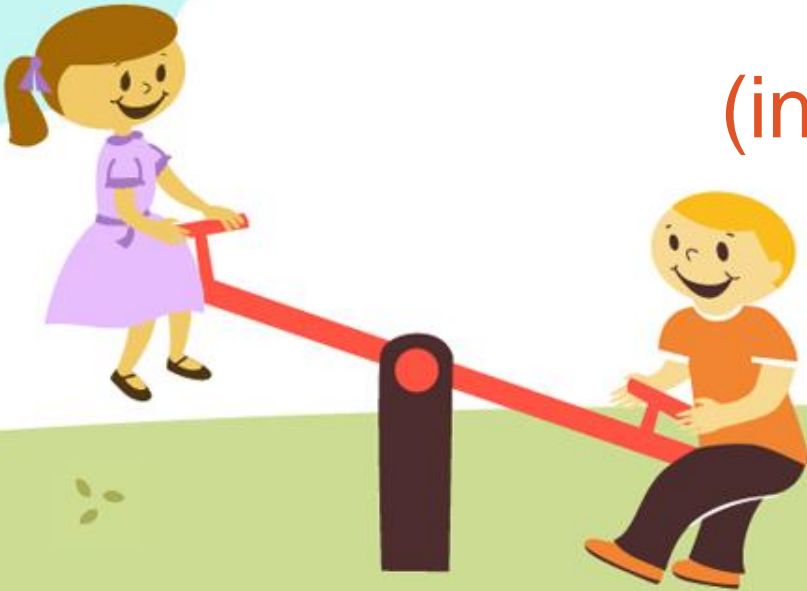he said sadly.

Why read at home?.

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**

Expectations for home reading.

. Research shows reading daily, little and often has more of an impact on children's reading success than longer, less frequent sessions
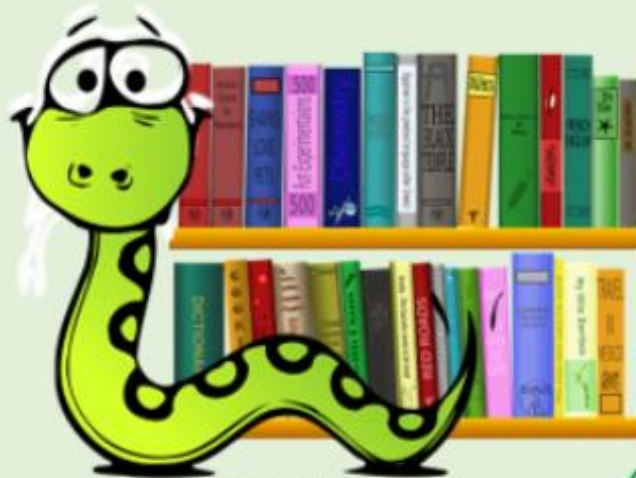
Children need: 10 minutes daily reading practise.

(including sound/word reading)

Please write the date and record what has been read in the reading diary. Return to school daily.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence

KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word .... mean in this sentence?
- Find and copy a word which means ....
- What does this word or phrase tell you about ....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think .... is repeated in this section?

KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was....... feeling........?
- Why did .... happen?
- Why did .... say ....?
- Can you explain why..........?
- What do you think the author intended when they said...........?
- How does .... make you feel?

Picture with Caption Layout

Caption

Add a Slide Title - 1

Add a Slide Title - 2

Add a Slide Title - 3

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