

Reading

Children who read for pleasure are likely to do significantly better at school than their peers, according to new research from the Institute of Education (IOE).



Research has also repeatedly shown that parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education.

Reading at St. Mary's

- What we do
 - Reciprocal reading
- Reading at home
 - Why?
 - How?

Reciprocal Reading

Predict

Use clues from the text or illustrations to predict what will happen next.

I think...because...
I'll bet...because...
I suppose...because...
I think I will learn...because...



Question

Ask questions as you read. Some are answered in the book, and others are inferred.

I wonder...
Who? What? When?
Where? Why? How?
Why do you think?



Clarify

How can you figure out tricky or hard words and ideas?

I didn't get the [word, part, idea] so I:

- Reread
- Ask if it makes sense
- Read on
- Talk to a friend
- Sound words out



Summarize

Using your *own words*, tell the main ideas from the text in order.

This text is about....

Next,....

This part is about....

Then,....

First,....

Finally,....



Why Reciprocal Reading?

Promotes higher order thinking, develops listening and talking.

Encourages children to ask questions of the text themselves and to answer and build on the questions of their peers. Asking questions and peer discussion can be a powerful learning experience and requires a higher level of understanding and engagement with the text. It also ensures that pupils with lower reading abilities can engage with the text and the curriculum. the curriculum for all learners.

Reciprocal reading at St. Mary's...

- Quality of dialogue and questioning between children has been to a high standard
- Children's written and verbal responses to a text has increased in both quality and quantity

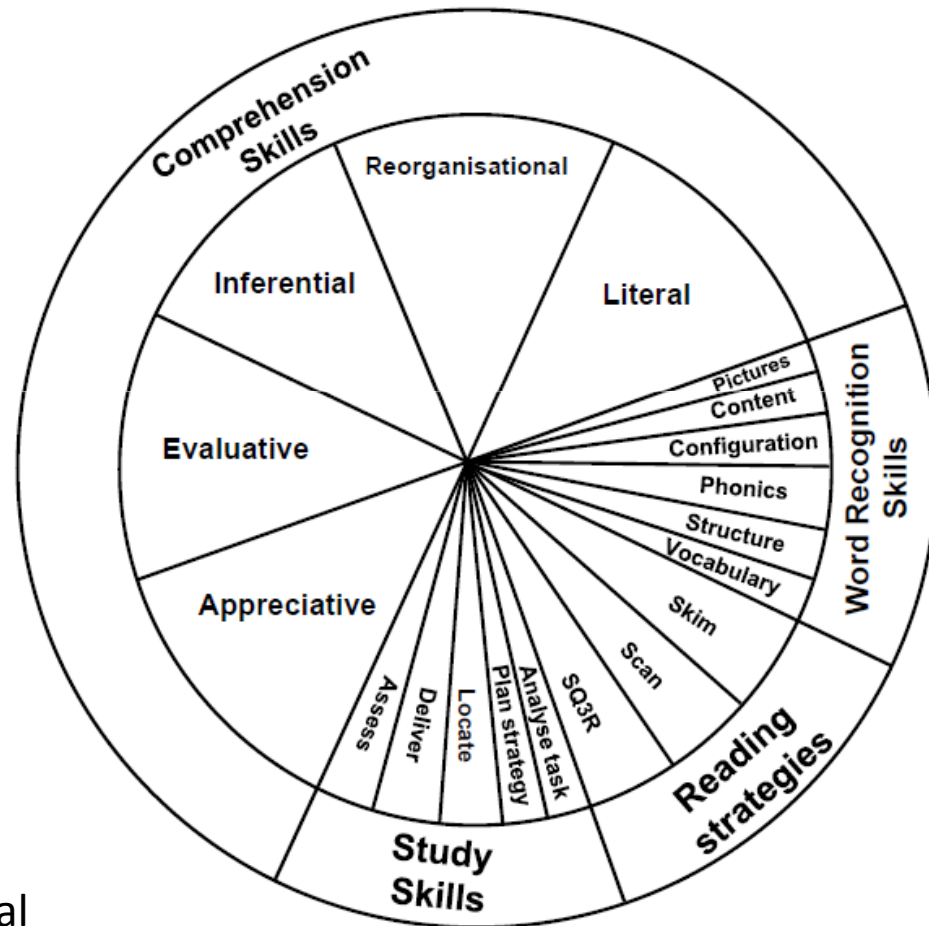
Reading with your child

- Why is it important?
 - Parental involvement in a child's schooling for a child between the ages of 7-16 is a more powerful force than family background, size of family and level of parental education
 - Children whose parents are involved with their learning progress 15-17% more than others without this support

It's not just decoding!

Reading: is not a simple single skill.

It is a complex set of strategies, which will result in different outcomes.



Dyslexia International

Four types of questions

<p>CLOSED</p> <p>A closed question implies that the teacher has a predetermined 'correct' response in mind</p>	<p>OPEN</p> <p>An open question permits a range of responses</p>
<p>LITERAL</p> <p>Literal questions are concerned with the recall of facts or simple comprehension where the answer is clearly stated in the text</p>	<p>HIGHER ORDER</p> <p>Higher order questions make progressive cognitive demand on children. They encourage children to think beyond the literal.</p> <p>The effective use of higher order questions enables teachers to assess children's understanding and thinking</p>

Types of Questioning

HIGHER ORDER

Higher order questions make progressive cognitive demand on children. They encourage children to think beyond the literal.

The effective use of higher order questions enables teachers to assess children's understanding and thinking

Application

transferring knowledge learned in one context to another

Analytical

analysing mood, setting, characters, expressing opinions and preferences, make inference and deduction, refer to text

Synthesis

developing a critical stance based on information from a range of sources

Evaluation

making judgements, explaining reasons for judgements, comparing and contrasting, developing reasoning using evidence

Examples of these in the front of the red reading records!

Strategies for developing effective dialogue

Invite pupils to elaborate

Encourages pupils to develop more complex contributions

'Say a little more about that ...'

Echo

Helps pupils clarify their own thinking, and shows they have been listened to

'So you think that ...'

Non-verbal invitations

Can signal to individuals to contribute or leave very open – a versatile response

Eye contact, tilt of head, nod, etc ...

Make a personal contribution from your own experience

Encourages pupils to offer contributions of their own, and see identification and empathy as useful tools

'I remember ...'

Clarify ideas

Makes the key points easier to grasp, and encourages children to consider viewpoints

'I can tell that is the case because ...'

Make a suggestion

Encourages pupils to offer their own suggestions or build on teacher's suggestion

'You could try ...'

Reflect on topics

Encourages pupils to explore the topic rather than seeking a single answer

'Yes, I sometimes think that ...'

Offer information or make observations on a topic

Encourages pupils to offer their own information and discuss the adult's contribution

'It might be useful to know that ...'

Speculate on a given subject

Encourages pupils to explore ideas, and understand that uncertainty is a normal stage in the thinking process

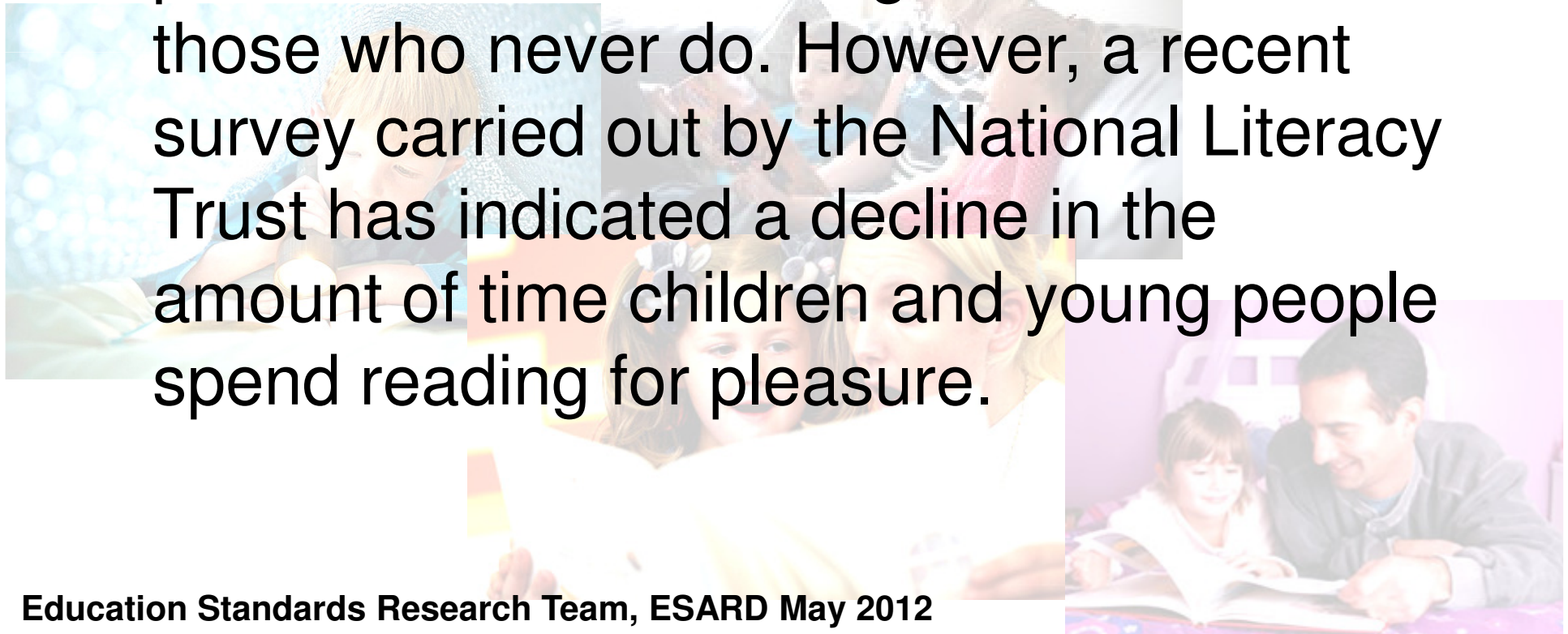
But most importantly...

It's about reading for pleasure!



Reading for pleasure

- There is good evidence to suggest that young people who read for pleasure daily perform better in reading skills tests than those who never do. However, a recent survey carried out by the National Literacy Trust has indicated a decline in the amount of time children and young people spend reading for pleasure.



Reading for pleasure

- An important factor in developing reading for pleasure is providing choice - choice and interest are highly related
- Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued
- Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families.

What we're doing to help

- Information evening: Tuesday 11th March 2014
- The library!
- Library opening times
- All new *Family library*

Writing purposes in the new primary programme of study

1 Write sentences.

2 Write narratives about personal experiences and those of others (real and fictional).

Write about real events.

Write poetry.

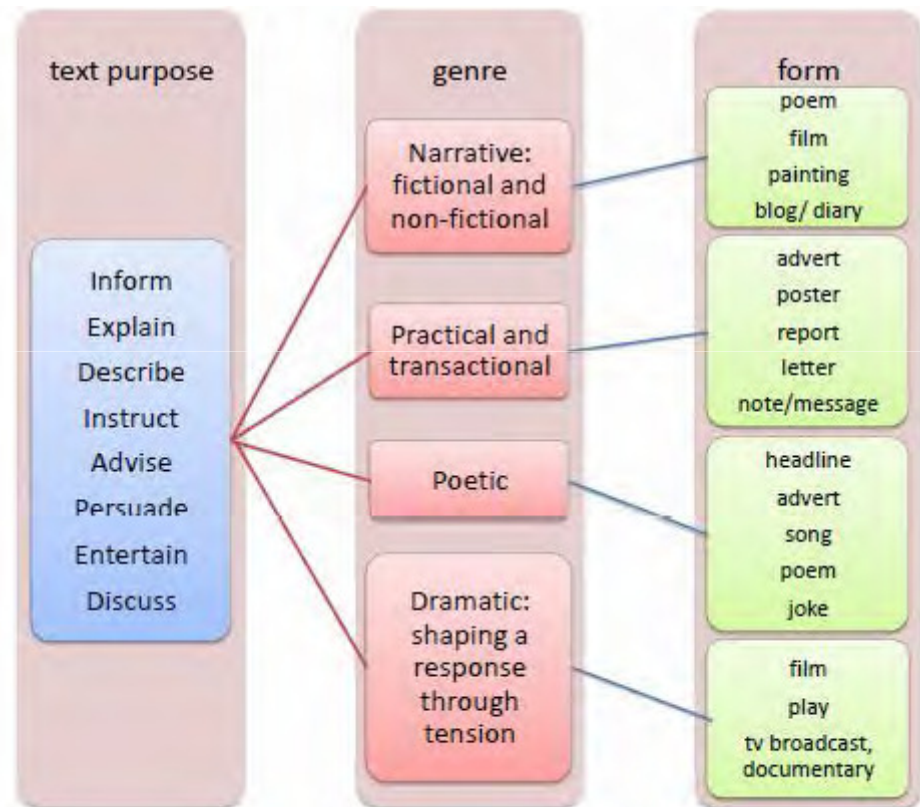
Write for different purposes.

3/4 Organise paragraphs around a theme.

In narratives, creating settings, characters and plot.

In non-narrative material, use simple organisational devices such as headings and sub-headings.

5/6 Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.



Maths

Significant changes in Key Stages 1 and 2



- More challenging demands on number and calculation, including mental facility, with some non-formal algebra in year 6
- An expectation that pupils will calculate using fractions from year 3
- Less emphasis on statistics (data handling) as this is now a secondary focus
- Probability no longer included ~ moved to ks3
- 'Shape and space' is now Geometry:
 - ~ divided into two sections: 'position and direction' and 'properties of shape'
- Emphasis on consolidating understanding at a key stage rather than racing through stages

$$\frac{1}{2} \quad \frac{1}{3} \quad \frac{1}{4}$$

National Curriculum changes 2014

Lower key stage 2 (excerpt)

‘The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.’

‘At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value ...’

‘By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work....’

National Curriculum changes 2014

Upper KS2 (excerpt)

‘The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. ..’

‘By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.’

What will all this mean for us?



One Family

Article 1 – Everyone under the age of 18 has all the rights in the convention. We have the responsibility to respect the rights of others.

“Love is patient
Love is kind
Love isn’t jealous
It doesn’t boast
It’s not rude
It’s not selfish”



“Love is what holds
everything together in
perfect unity.”

Love the Lord your God with all your heart, with all your soul,
with all your strength, and with all your mind; and love your
neighbour as yourself.

Love of one another

Many hands build a house



Love of God

Love of
mankind

Many hearts make a school

Love of mankind

One Family – achieving more together

Or can you think of a better 'slogan'? Please see the governors