Highlands Primary School

Year 4 Parent Workshop: Reading

Unlocking your child's future through reading

Why do we teach reading?

What does it mean to 'be' a reader?

Highlands Primary School Vision

Our English curriculum promotes a love of reading and language, where our children understand the reasons and purpose behind reading and language in the wider world.

Language allows opportunities for children to reflect and question what they read and hear, using their critical voice.

Our children will be nurtured to become lifelong imaginative and creative readers, writers, speakers and thinkers who can use this language power to challenge and question the world around them.

Reading is a true plank of social justice and levelling the playing field of society for our children.

Issues we are facing within the classrooms

- Children are not reading enough at home, this has impacted their comprehensive skills as they are struggling with understanding the meaning of texts.

- Reading enables us to build a richer vocabulary, as children are not reading a range of books they are unable to expand their vocabulary and develop their language and spellings.

- Children should be reading a wide range of texts and be exposed to different authors. They should also be familiar with information texts as this is what they will be exposed to during the SATs.

How can you make reading a positive event and unlock your child's reading skills at home

1. Read to your child

2. Listen to your child read

3. Ensure your child is reading for pleasure for 20 minutes per day (It doesn't matter what they read!)

4. Ask your child to summarise what you read with them previously or what has happened in the text so far.

5. Visit the local library/make family reading time a part of your week!

6. Discussion time

➢ Talk to them about your most enjoyable books and where & when you like to read. So they see reading as a part of life in their most important adults life!

➢ Encourage them to predict using their given information from the text, cover, blurb.

➢ Model your thinking process when reading.

➢ Ask them questions about the text that link to reading skills –

What impression do you get, Why has the author.., What do you think? How do you feel about? Has your opinion changed? Does this remind you of any other text? What does that word mean? How does your experience of the world help your comprehension of this text?

The 3 question model

- Looking: what colour is the sky?

- (Decoding)

- Clue: Do you think it will rain?

- (Comprehension)

- Thinking: does it matter?

- (Inference)

The three questions are a springboard for a discussion

Prompt – probe

Problem-solving through talk

Read with your child

- Do you think you that if you asked your child some questions and discussed the book they read at home with your child once a week you could have an impact on their reading attainment?

- What challenges might you face?

Last Stop on Market Street by Matt de la Peña

Where does CJ go?
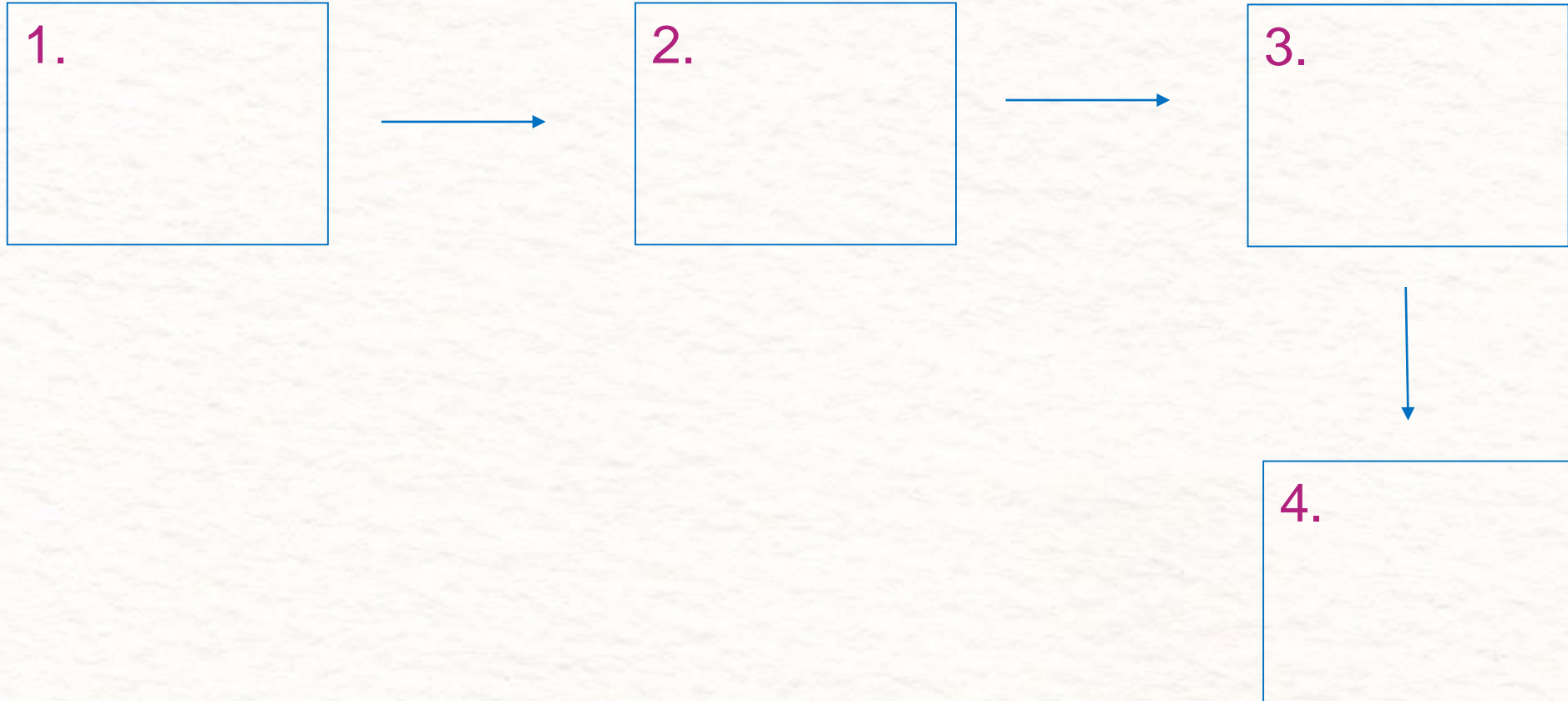
Is this a nice place to live?

Should CJ listen to Nana?
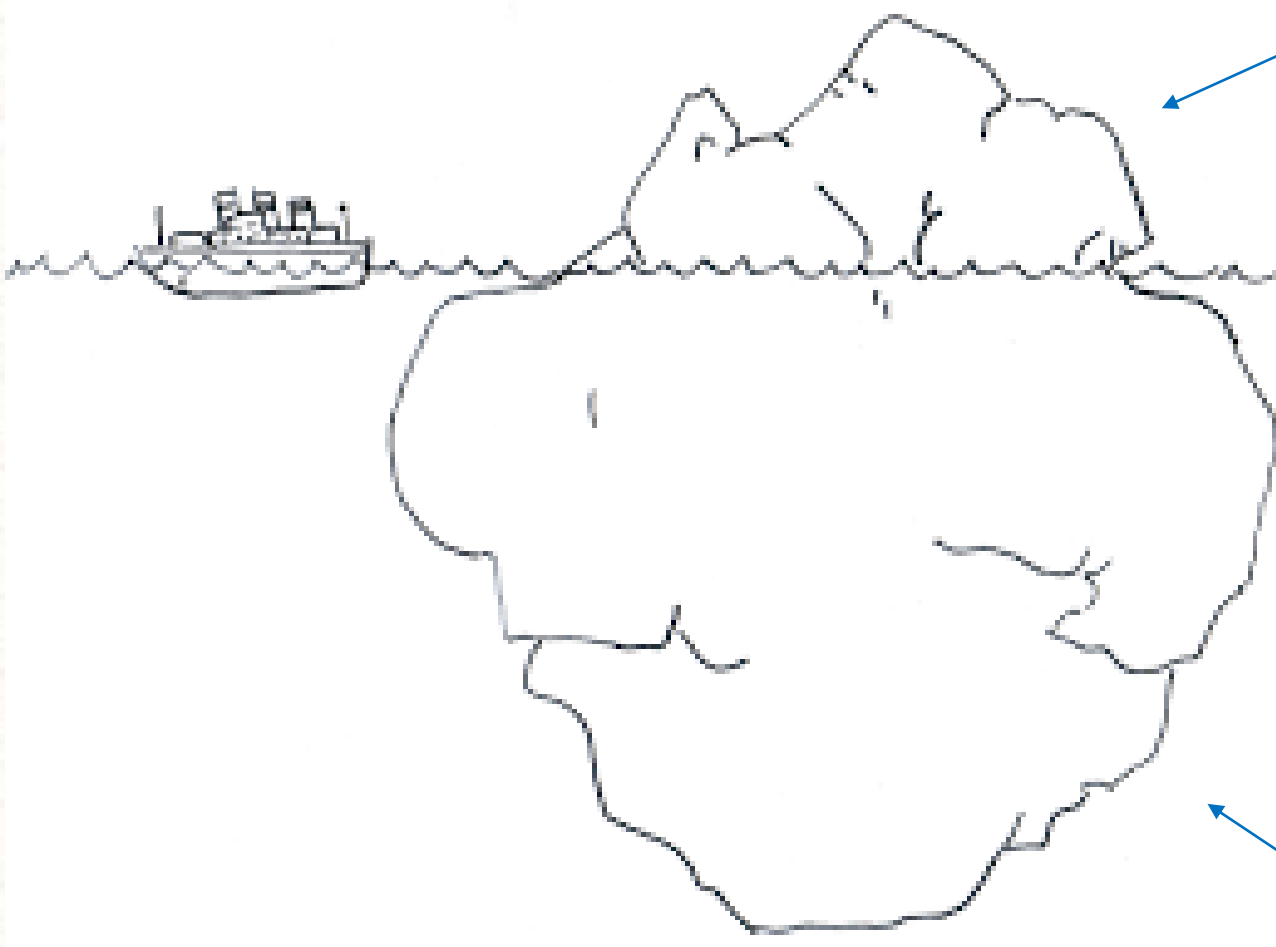
Text Marking

Structuring the dialogue
Last Stop on Market Street by Matt de la Peña

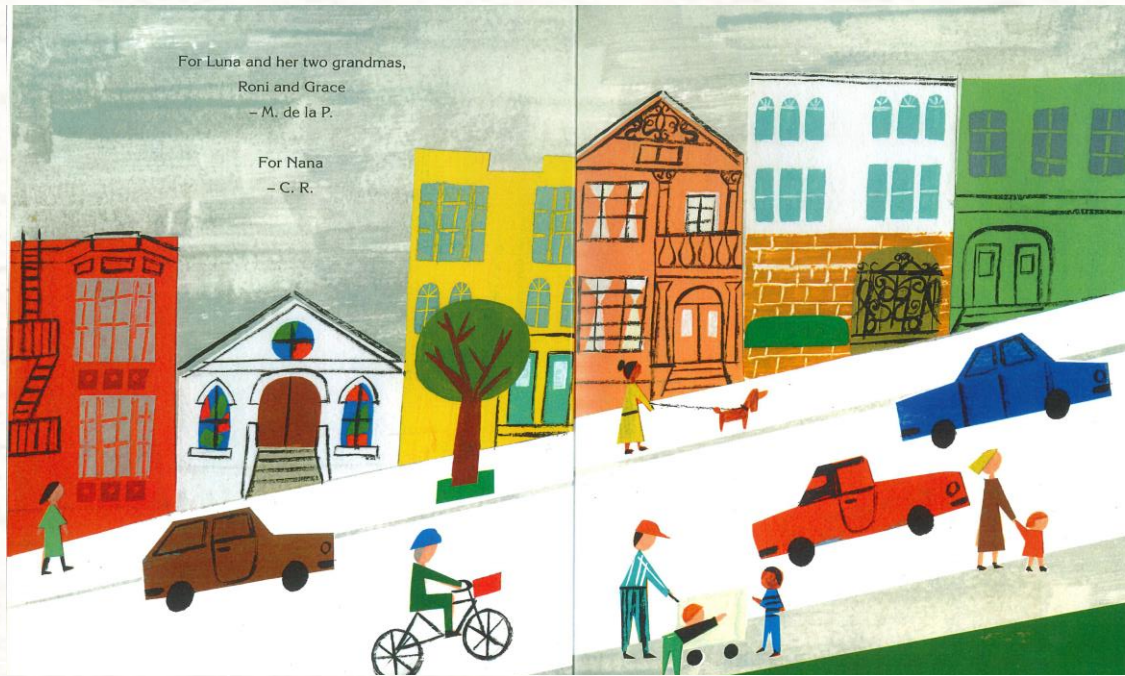| **Looking question** Where does CJ go?	**Clue question** Is this a nice place to live?	**Thinking question** Should CJ listen to Nana?
Literal comprehension – Establish events in full Church. Who does he see? Bus ride. Who does he meet on the bus? What happens on the bus? Where do they get off the bus? Who do they go? What do they do there?	*Evidence-based connections Include use of language and literary devices* Contrast the beginning and end of the story Poetic language Repetition Personification Where music takes him Speech of the characters	*Develop key themes/ ideas* Wisdom with age. Nana. What things does she tell CJ to do? Is it good to help people? Inequality – Soup kitchen Community? People go home in their cars after church. People come together at the soup kitchen.

Mapping the story

1.

2.

3.

4.

Character Iceberg: Nana

What do you know about the character?

What do you **_think_** you know about the character?

Last Stop on Market Street

How relevant are these descriptive words for the *first* part of the city?

rich   polluted   boring   bland
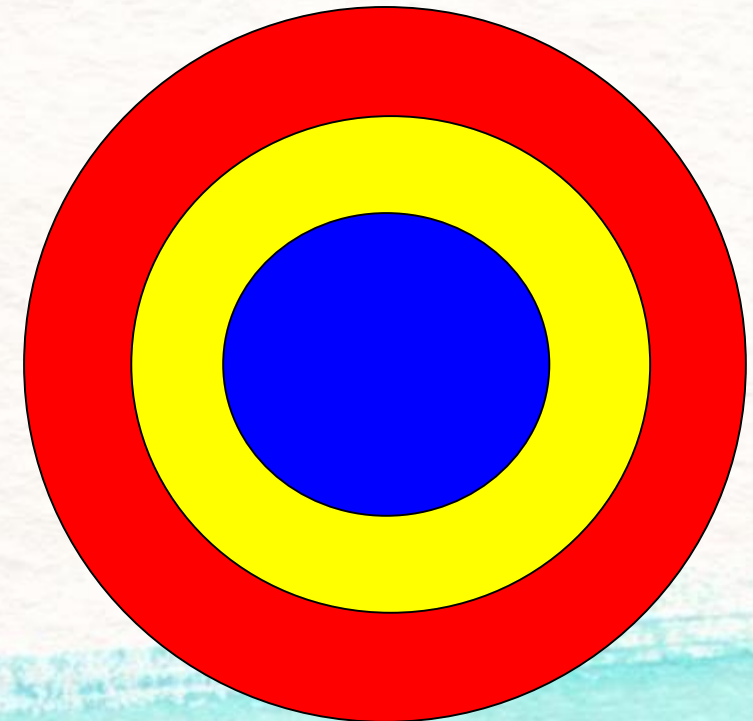
dirty   friendly   noisy   beautiful

horrible   tidy

Last Stop on Market Street

1. Think of some important events in the story.
2. What did the character do as a result of each event?
3. Why did the character do it?

Event	Outcome	Why did the character do it?
1. 2. 3.		