



St Michael's
CofE Primary Academy



Welcome to our Reading Breakfast

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Help yourself to a pastry and a drink for both you and your child.

When your child comes down from class, they will be asked to choose a book from one of the tables.

Enjoy a book over breakfast with your child 😊

Aims of the Session



- Spend time reading with your child in the school setting.
- Understand how reading is taught at St Michael's.
- Consider ways that you could support at home.

Reading at St Michael's



Our priority – to promote a love of reading in our classrooms.

How?

Book corners in every classroom, attractive school library which is open on Tuesday lunchtimes and every Thursday after school, author of the month for different classes, core story books, termly reading cafes, daily story time, Library visits

Teaching Reading in Key Stage 2



- Four reading lessons a week – every class follow the same two week cycle which children become familiar with
- Week 1: Unseen texts which give children opportunity to build fluency, supports word understanding and then gives them chance to answer questions based on the text

Teaching Reading in Key Stage 2



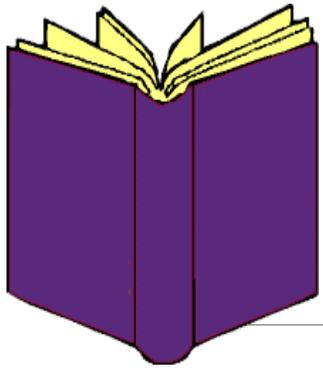
- Week 2: Based on class book (either a chapter book or a picture book)
Again, these lessons will aim to build fluency and then look at a particular reading skill.
- One to one reading time with an adult every fortnight

Reading Skills



At St Michael's, we have broken reading into seven key skills which when put together produce an acronym making them easy for the children to remember.

F I R E C U P



F = Fluency



This skill focuses on the children's ability to read text fluently and with expression. It is the bridge between word recognition and comprehension.

Reading and rereading texts will support with this.

Hearing an adult read, reading in pairs, reading silently

We are going to put ourselves in the position of a reader who is not reading automatically

Simulating a non
fluent reader

They gradually ascended for half a mile, and then found themselves at the top of a considerable eminence where the wood ceased, and the eye was instantly caught by Pemberley House, situated on the opposite side of the valley, into which the road with some abruptness wound.

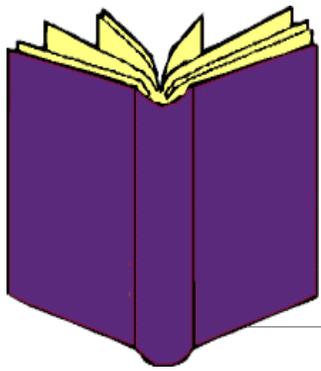
Some comprehension questions...

How far did they climb?

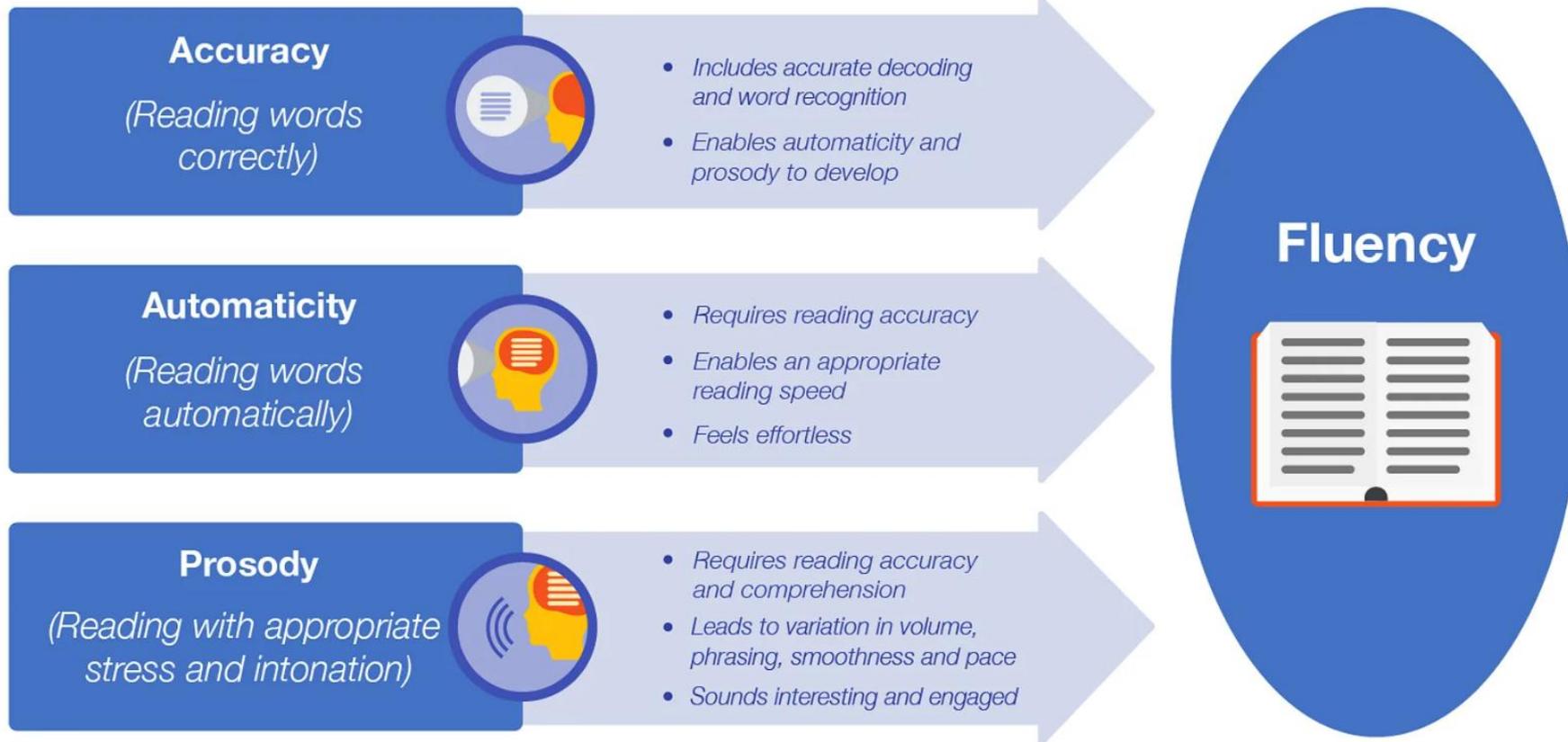
Where did the characters find themselves?

At what point did they first see Pemberley House?

How did the author describe the road?



F = Fluency





I = Inference



This skill involves using clues in the text and existing knowledge to answer questions.

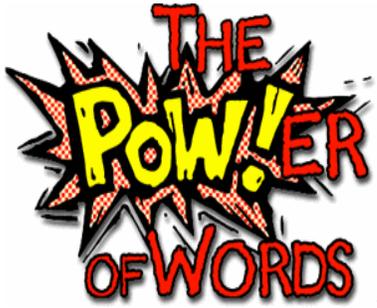
Tom hovered by the edge of the playground, tracing circles in the gravel with the toe of his shoe. Laughter burst from the football pitch, but he didn't look up. When Mrs Carter called his name, he quickly wiped his sleeve across his eyes and forced a small smile.



R = Retrieval



The rain hammered against the classroom windows as Mia packed her books into her rucksack. Her red umbrella leaned against the wall beside her chair. Outside, the school bus engine rumbled loudly while children zipped up their coats and hurried across the playground.



U = Understanding



The corridor was dimly lit, and a draught slithered beneath the heavy wooden door. Arjun hesitated, clutching the crumpled note in his trembling hand. From inside the room came a sharp, impatient sigh. He swallowed hard and adjusted his crooked tie before stepping forward.

Support at Home



Remember, little and often makes a big difference.

Talk about the story, not just the words.

Support children's fluency, using echo reading, modelled reading, reading to them first.

Read to your child as well as them reading to you.

Rereading texts and reading texts at home they are reading at school.



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There are many little ways to enlarge your child's world. Love of books is the best of all.

JACQUELINE KENNEDY ONASSIS



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Any questions? Thank you for coming!