Welcome to Year 3/4 Reading Workshop



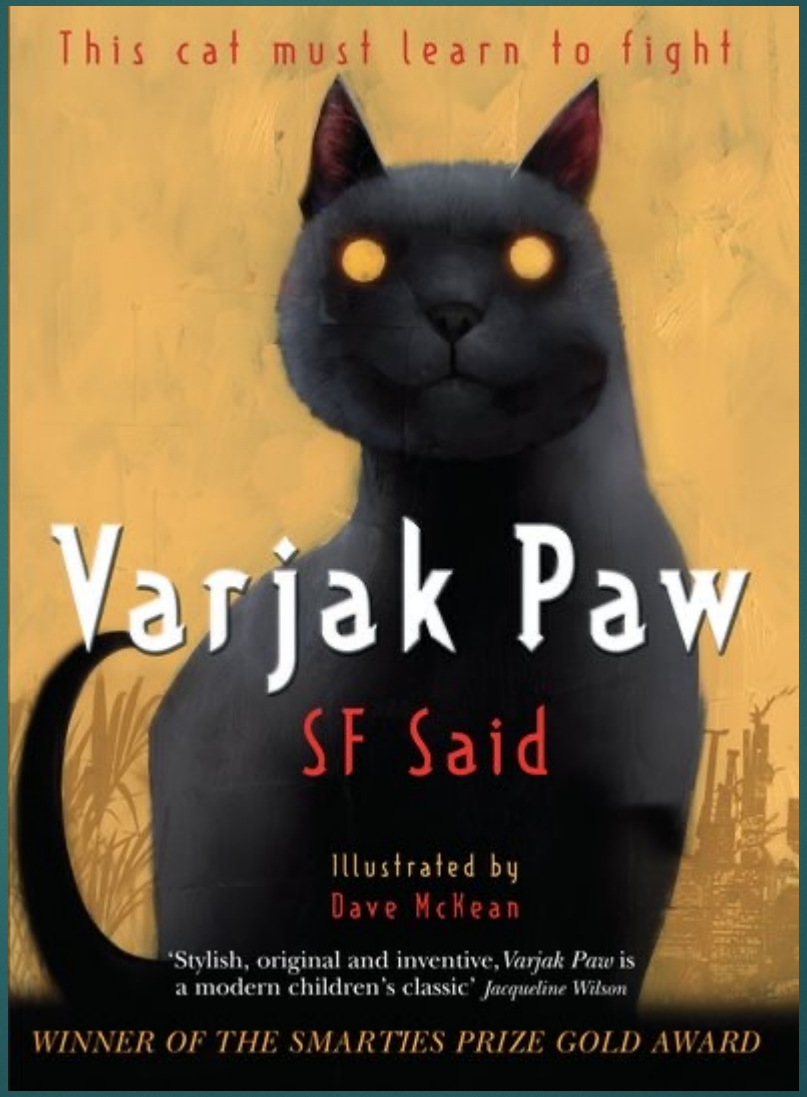
Year 3/4
Reading Workshop

- To build confidence of parents and school to work more effectively together
- To increase parental involvement in children's reading at home
- To raise levels of achievement in reading
- To enjoy learning together and have fun!

What do we provide at school?

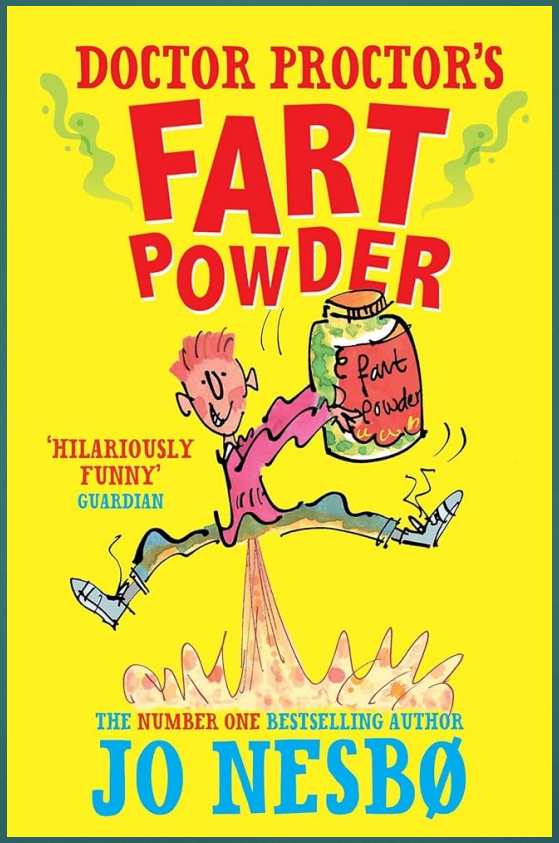
- ‘Home Readers’
- These follow on from Little Wandle used in Reception and Year 1. They are banded books aimed at each year group. There is lots of variety including poetry and non-fiction.
- Library
- Children have the freedom to choose any book they want and are able to begin developing reading preferences independently.
- Reading Lesson
- Books studied in depth and led by the teacher. Children will be exposed to a wide range of books, authors and genres across their time in school.
- Class choice
- Children vote on a book for the teacher to read to them at the end of each day.

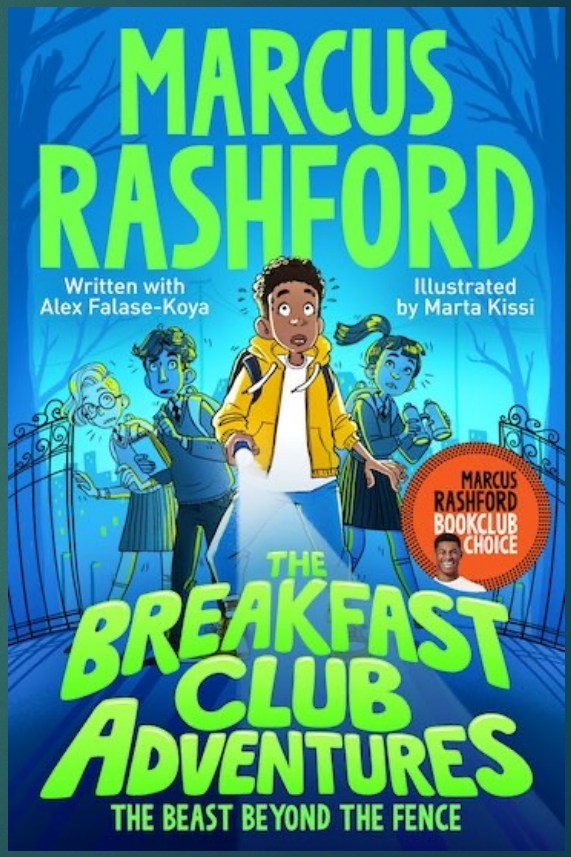
Our current lesson book



Our current end of day books:







Purpose of the workshop

- Last year, current Year 4 parents participated in a reading workshop that explained all the different content domains within reading.
- Content domains are how we assess each area of reading.

Content domains include

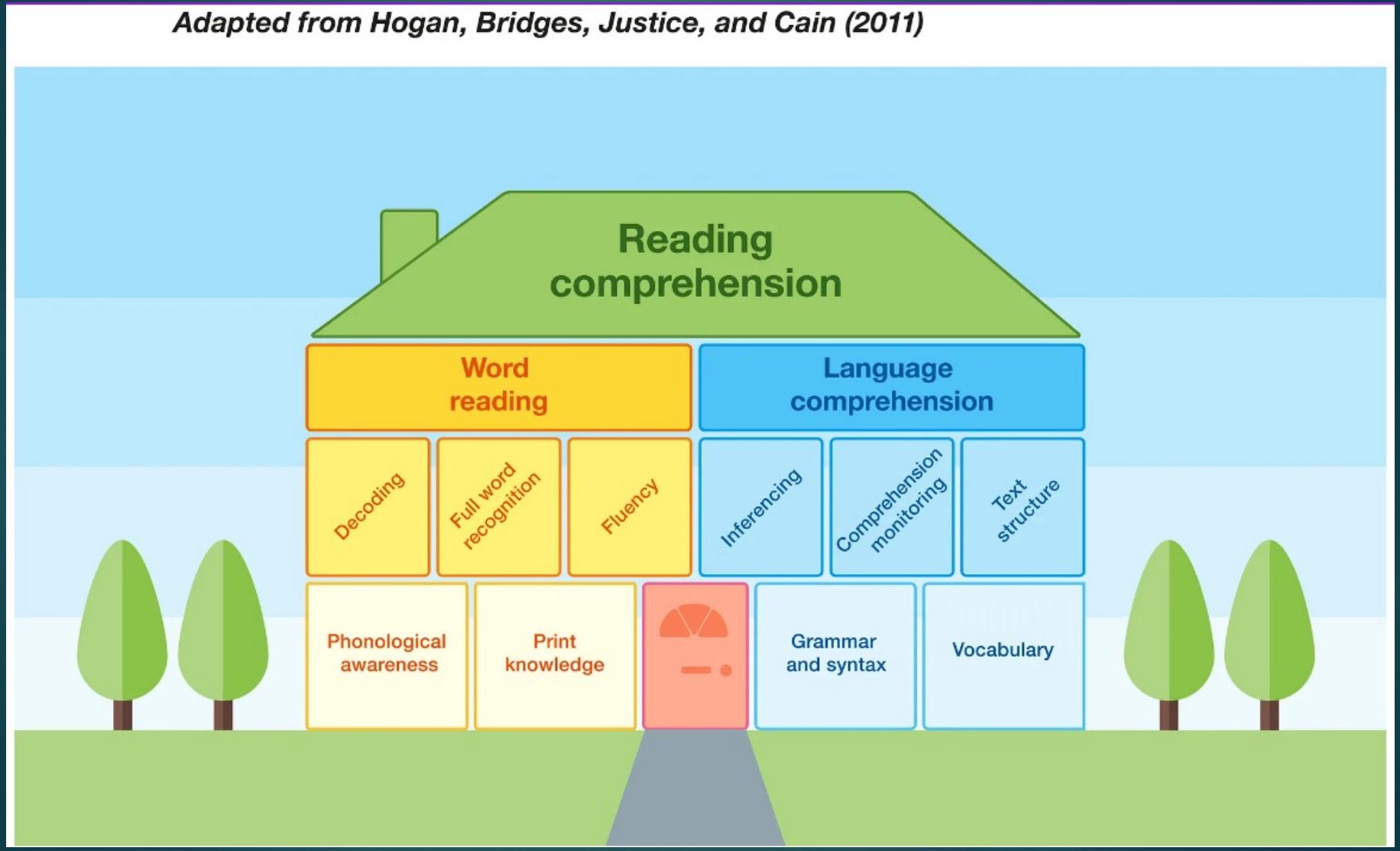
- How to retrieve information
- Inferring ideas
- Understanding how vocabulary contributes to meaning

- These are the three **main** areas

There are lots of other components to reading

- For example:
- Decoding
- Fluency
- Comprehension

It is easier to think about teaching reading as a house



- By breaking down these bricks, it makes it easier to access reading.

- Today we will focus on one skill closely.
- It is the deepest skill
- The one that children often find the trickiest to explain

The content domain we will focus on today is:

- 2d. Make inferences from the text / explain and justify inferences with evidence from the text

What is inferencing

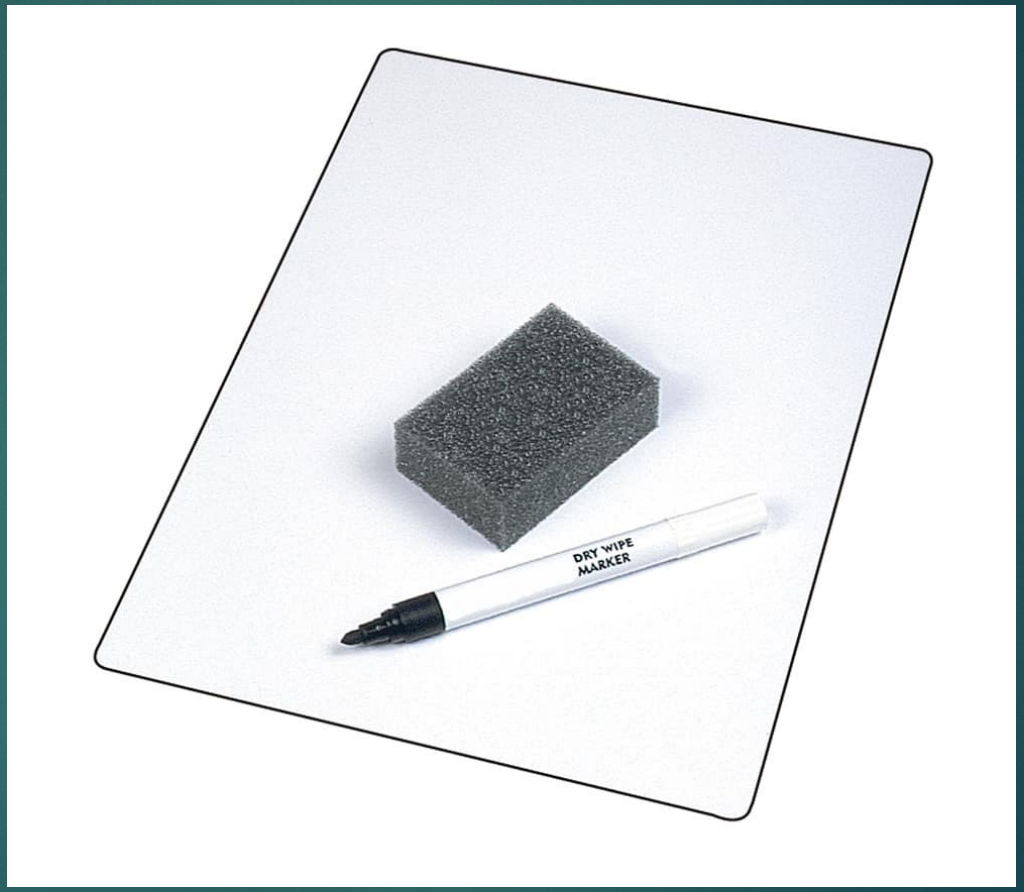
- **What is inferencing?**
- A reader's ability to use i
  a text and draw on their
  knowledge to understan
  implied rather than expli
- For children, we would s
  out from the clues we ha



When we infer well:

- Know that understanding is the goal of reading
- Activate background knowledge and working memory
- Integrate information/ideas and make inferences to get gist
- Have high expectations of text making sense
- Make predictions, ask own questions and watch out for "answers"
- Can visualise when appropriate
- Monitor meaning, use breakdown strategies
- Read frequently and enjoy reading

Whiteboards ready!



We make inferences every day.

- We can infer using words, images, film, real life

What do we know? What can we work out?

- 1.Balloons are tied to a fence
- 2. Children can be heard inside the house sounding excited
- 3. What can you infer? (there are several possible answers!)



What do we know? What can we work out?

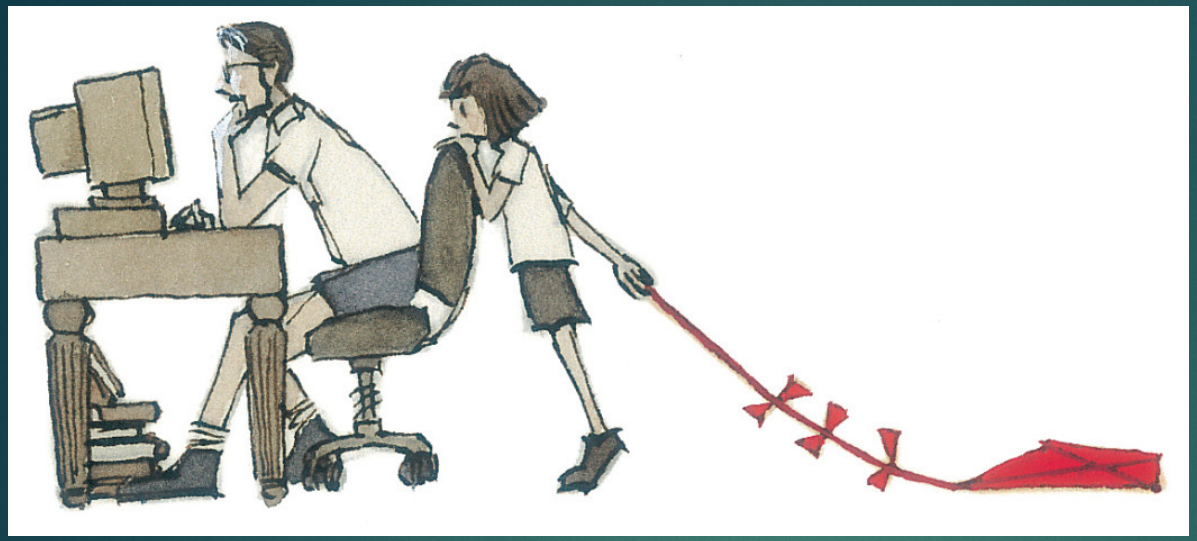
- 1.Your dog is whimpering
- 2. He is sitting by the door
- 3. What can you infer? (there are several possible answers!)





What do we know? What can we work out?

- How is the girl feeling?
- How do you know?
- Why is she feeling that way?
- Who is the man?
- Where are they?
- Does the title give you any clues about this image?
- What are the characters thinking?
- Draw thought bubbles to accompany the picture



What do we know? What can we work out?

- What is the dad doing?
- Why is the girl standing behind him?
- Why is she dragging a kite on the floor?
- Has she said anything to him? Does he know she's there?
- How is she feeling? What is she thinking?
- Do you think this has happened before? Why/why not?



What do we know? What can we work out?

- What are Andy's interests?
- What type of person is Andy?
- How old do you think Andy is?



What do we know? What can we work out?

- How are the owls related?
- Which owl is about to take its first flight? How do you know?
- How does the young owl feel about flying?
- What might it be thinking? Add a thought bubble to the picture.
- Is the older owl worried?
- What advice might the older owl give to the younger one?

Watch up to 2 mins



- What are the relationships?
- Why do you think this?
- Why was the boy given a hat?
- Why is this important?
- What are they doing?
- Where are they?
- Who is in charge?

Watch from 2mins to 4 mins



- As we read (or watch) our inferences may change as we find out more information
- Where have the stars come from?
- How is the boy feeling?
- What are their roles?
- What are they doing?

Now watch from 4 mins to the end



The most important parts of inference:

- 1. What do you know
- 2. What can you work out from what you know.

- When reading with your child at home, it is helpful to ask:
- Why do you think that?
- How do you know?

Thank you!

We hope you have enjoyed the experience of today's workshop.

Thank you for taking the time to join us.

