

READING AND WRITING AT PJS



'MORE THAN ANY OTHER SUBJECT, ENGLISH - AND
ESPECIALLY READING - GIVES PUPILS ACCESS TO
THE REST OF THE CURRICULUM AND IS
FUNDAMENTAL TO THEIR EDUCATIONAL SUCCESS.
(OFSTED, 2022)



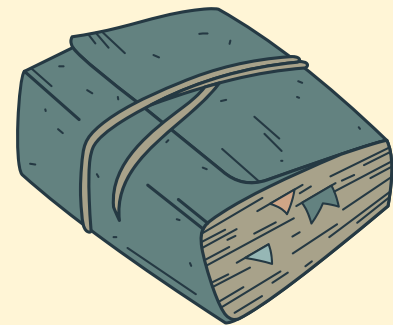
HERE'S THE PLAN...



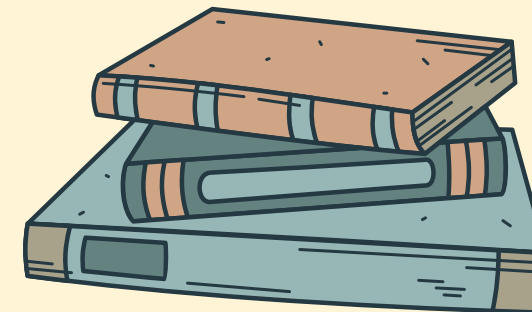
**THE
IMPORTANCE
OF READING**



READING AT PJS



WRITING AT PJS



**YOUR ROLE IN
THEIR SUCCESS**

‘WHEN WE READ FICTION ESPECIALLY, WE **CREATE NEW PATHWAYS IN OUR BRAIN**’

‘...THE INTUITIVE ABILITY TO STEP OUTSIDE OUR OWN HEADS AND **SEE THE WORLD FROM OTHER PEOPLES POINT OF VIEW.**’ (RITA CARTER, TED TALK, 2018)

WHY READING MATTERS...

TO THE INDIVIDUAL, IT MATTERS **EMOTIONALLY, CULTURALLY AND EDUCATIONALLY**; BECAUSE OF THE ECONOMIC IMPACTS WITHIN SOCIETY, IT **MATTERS TO EVERYONE.** (DFE READING FRAMEWORK, JULY 2023)

‘READING - A SHAREABLE
WORLD OF **POWERFUL
HUMAN CONNECTION**’.

(MICHELLE KUO, THE
HEALING POWER OF
READING, 2018)



THE IMPORTANCE OF READING

OECD – ‘pupils who were **‘highly engaged in reading’** were **significantly above the international average**; those who were **‘poorly engaged’** scored below it. This was the case whatever their family’s occupational status.

Extensive international research shows that being a **frequent reader** is associated with a **range of academic, social and emotional benefits**. Far more than pleasure is at stake. (DFE Reading Framework, July 2023)

BUT DOES READING REALLY MAKE A DIFFERENCE?

THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them:

Never read to: 4,662 words

1-2 times per week: 63,570 words

3-5 times per week: 169,520 words

Daily: 296,660 words

Five books a day: 1,483,300 words

speechblubs.com



CAT



THE MILLION WORD GAP

...BUT WHY DOES
HEARING SO MANY
WORDS MATTER?

AND HOW DO WE ENCOURAGE THEM
TO READ? FLUENCY IS KEY...



FLUENT

- Reading is automatic and comprehension is easier.
- More likely to engage with reading.
- More likely to read for pleasure and become life-long readers.

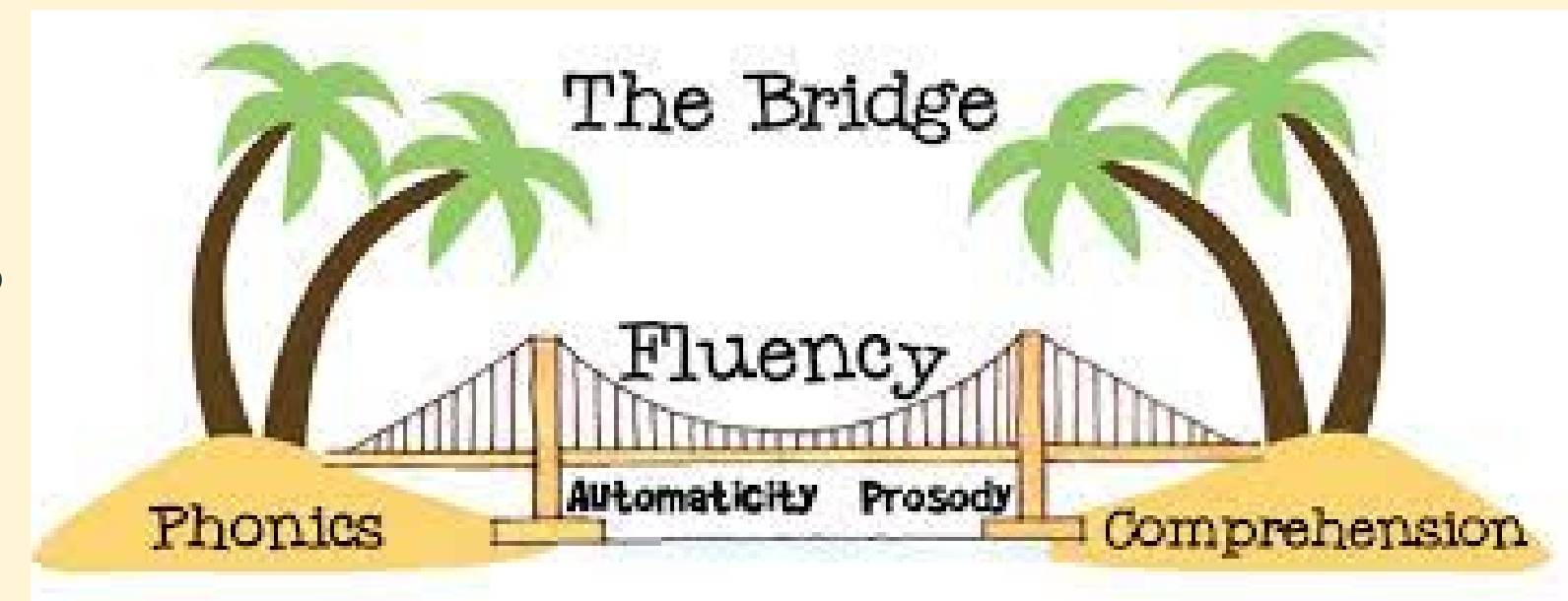
NOT FLUENT

- Reading is slow and laborious.
- Comprehension is extremely difficult.
- Less likely to engage in reading and have significant barrier to learning.





FLUENCY



Poulner Junior School book band progression

Reception	Lilac Level 0	Pink Level 1	Red Level 2	Yellow Level 3	Little Wandle
Year 1	Blue Level 4	Green Level 5	Orange Level 6		
Year 2	Turquoise Level 7	Purple Level 8	Gold Level 9	White Level 10	Lime Level 11
Year 3	Lime (Emerging) Level 11	Brown (Expected) Level 12	Grey (Exceeding) Level 13		
Year 4	Brown (Emerging) Level 12	Grey (Expected) Level 13	Dark Blue (Exceeding) Level 14		
Year 5	Grey (Emerging) Level 13	Dark Blue (Expected) Level 14	Dark Red (Exceeding) Level 15		
Year 6	Dark Blue (Emerging) Level 14	Dark Red (Expected) Level 15	Black/Black+ (Exceeding/Gifted) Level 16		



FLUENCY AT PJS



Multidimensional Fluency Scale

Use the following scales to rate reader fluency on the dimensions of expression and volume, phrasing, smoothness, and pace. Scores range from 4 to 16. Generally, scores below 10 indicate that fluency may be a concern. Scores of 10 or above indicate that the student is making good progress in fluency.

Date ____/____/____ Book Band: _____	1	2	3	4
Expression and Volume	Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words. Still reads in a quiet voice.	Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his/her interpretation of the passage.
Phrasing	Monotonic with little sense of phrase boundaries, frequent word-by-word reading.	Frequent two- and three-word phrases giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.	Mixture of run-ons, mid-sentence pauses for breath, and possibly some chopiness; reasonable stress/intonation.	Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.
Smoothness	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts	Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive.	Occasional breaks in smoothness caused by difficulties with specific words and/or structures.	Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.
Pace (during sections of minimal disruption)	Slow and laborious	Moderately slow	Uneven mixture of fast and slow reading.	Consistently conversational.

Score ____/16

Assessing Fluency



HOW CAN WE MOTIVATE THEM TO READ FLUENTLY?

READING REWARD SCHEME

EVERYTIME A CHILD READS AT HOME, THEY WILL BE
ADDING TO THEIR **CLASS RUNNING TOTAL**.

Each class will have a

Class Running Total.

If they achieve **Gold** in a
half term, they will earn a
class reward.

There will also be a
winning **class of the week**
who win a bonus slot on
the playtrail.



GOLD

600 READS
(3-4 READS/WEEK)

CLASS REWARD

Reads need to be signed
in diaries each day ready
to be added to the total
on a **Friday**.

NUMBER OF CLASS READS

SILVER

450 READS
(2-3 READS/WEEK)



BRONZE

300 READS
(1-2 READS/WEEK)





SCHOOL



AUDIBLE



FIRST NEWS/THE WEEK



BOOK SHOP



LIBRARIES



BORROW BOX



**CHEAP/SECOND
HAND BOOKS**

WRITING AT PJS

‘WHEN PUPILS MOVE ON FROM THINKING JUST IN TERMS OF TEXT TYPE, THEIR WRITING OPENS UP, WITH MUCH MORE POTENTIAL FOR **RICHNESS**, **VARIETY** AND **AUTHENTICITY**.’ (JAMES DURRAN)

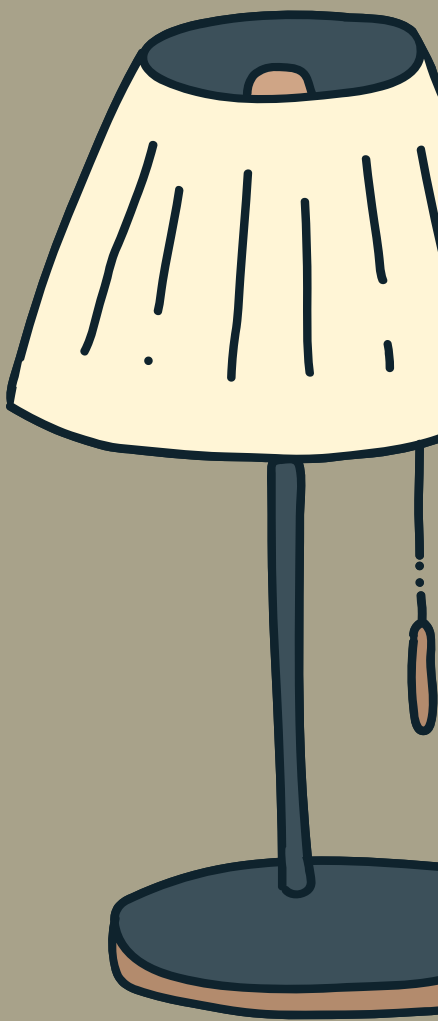


WRITING AT PJS

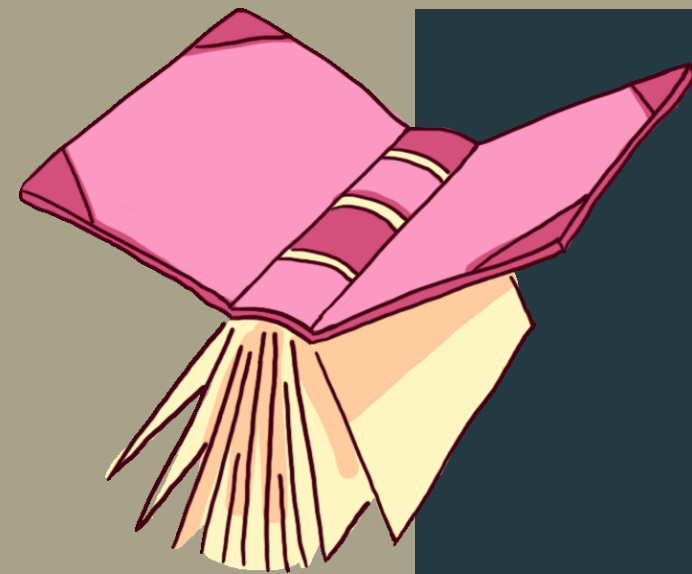
TRADITIONAL TEACHING OF WRITING



- Promotes a '**writing-by-numbers**' approach.
- Limit the scope of what pupils might achieve.
- The success of a piece of actual writing can only be measured by **how well it communicates** or **achieves its purpose** for its intended reader, not by whether it contains specified ingredients.
- Feedback – at the end or while drafting and editing – can therefore tend to focus just on whether specific elements are included, rather than on **how effective the writing is** at achieving its intended purpose.



WRITING JOURNEYS



TEXT DRIVERS

Writing journeys are based around quality texts used as models. These texts are very carefully chosen for the effect they have on their readers.

WRITING FOR A PURPOSE

Each writing journey has a given purpose, form and audience and everything revolves around the desired effect on the reader. They last between 2-3 weeks - two per half term.



DURRAN GRID

ENABLING CHILDREN TO WRITE FOR A PURPOSE WITH THE READER IN MIND

EVERYTHING
COMES BACK TO
THE EFFECT ON
THE READER.

CAREFUL AND
CONSIDERED
VOCABULARY
CHOICES.

FEATURES USED
FOR A SPECIFIC
PURPOSE.



Examples

Ingredients

Adverbs and **conjunctions** to make relationships between words clear

Effect on the reader

A sense of fear of the deadly yet beautiful nature of the rainforest

OUTCOME - A fearful narrative of the plane crash into the Amazon Rainforest

Purpose: to build a mood of fear of the beautiful yet deadly nature of the rainforest

Form: short narrative (no dialogue) in the style of the Explorer

Audience: readers of 'The Explorer' and those with an interest in the rainforest

To have a vivid understanding of the danger of the situation

Adverbials of time, place and manner as cohesive devices

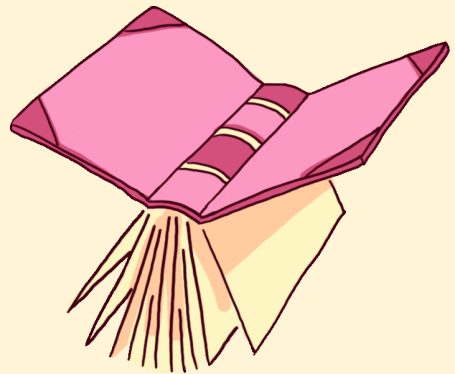
Fearful and
'deadly' vocabulary

Beautiful vocabulary

Short sentences for impact (fear)

Description of Fred's emotions

WHAT CAN YOU DO?



ENCOURAGE
THEM TO READ

SIGN THEIR
DIARY



MODEL FLUENT
READING

FLUENCY
ACTIVITIES

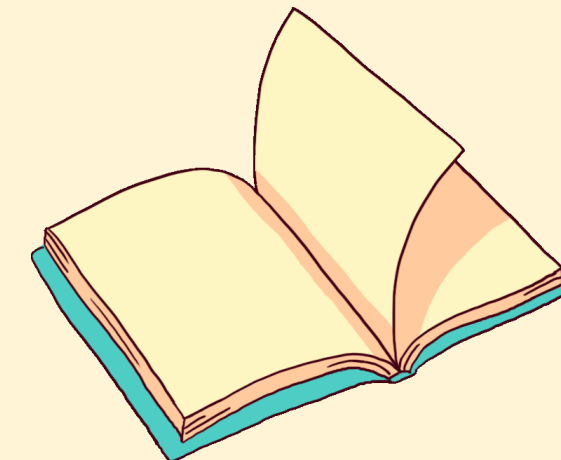
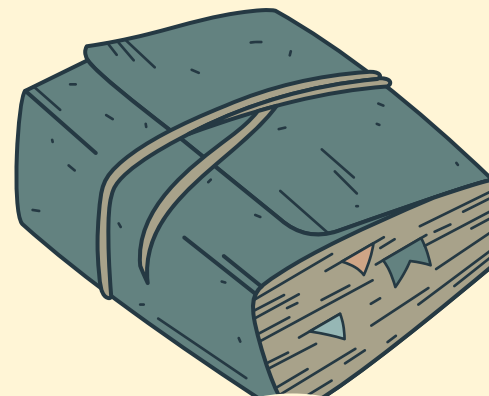


FIND THEIR
AUTHOR



DISCUSS
VOCABULARY

SPELLINGS



ASK THEM!

THANK YOU FOR LISTENING!

Don't hesitate to ask any questions!

