Reading Workshop

21/4/2026



Today's workshop will include information about:

- How to encourage children to love reading and read for pleasure

-Choosing books

- How reading skills progress from Reception to Year 6

-How to help your child with reading at home

Why is reading at home important?

There is a **difference in reading performance equivalent to just over a year's schooling** between young people who never read for enjoyment and those who read for up to 30 minutes per day. (Organisation for Economic Co-operation and Development (OECD))

Families who enjoy reading together have more opportunities for **discussion, developing empathy and attachment** (Literacy Trust).

Reading for pleasure has a significant impact on a child's academic performance. It is **four times more powerful in influencing progress in vocabulary, mathematics, and spelling at age 16 than parental education or socioeconomic status** (Book Trust)

Reading for pleasure early in childhood linked to **better cognitive performance and mental wellbeing in adolescence** (Cambridge University)



Children who read for pleasure regularly:

- Develop empathy
- Improve wellbeing
- Gain confidence
- Grow their imagination
- Expand their horizons
- Attain higher academically across the curriculum
- Have better outcomes in later life



Tips for Encouraging Reading for Pleasure

- Get caught reading! Model being a reader.
- Provide a range of text types and authors – make use of the local library as well as the school library. Read newspapers, recipes, non-fiction texts and poems as well as stories.
- Talk about books together. Discuss what you've enjoyed most about the story and encourage children to do the same.
- Make reading together a special time – reduce distractions, sit together.

Children are 40% **more likely to enjoy reading if their parents or carers do**. This shared enjoyment fosters a positive reading culture within the family (Book Trust)

Tips for Encouraging Reading for Pleasure

- Try not to do the reading when you are both tired!
- ‘Walk’ through the book first and discuss the pictures and the important words.
- Always remember to keep reading aloud to your child even when they can read independently.
- Be positive. Praise your child for trying hard at their reading. Let them know it is alright to make mistakes.
- Create a reading routine – set aside a time each day.

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Choosing the Right Books

Choosing Books

At school, children are given a colour banded (levelled) book to read at home.

In EYFS and KS1, this is based on their Phonics group. The book will only contain words with sounds your child has been taught.

As they move up in Phonics, they will be given a different colour book.



Choosing Books

At school, children are given a colour banded (levelled) book to read at home.

In KS2, children who have moved on from phonics take a different type of colour banded book home. These are also levelled.

The level of book is based on the complexity of the text, as well as how difficult the words are.



Choosing Books

Practising reading these levelled books daily will help your child to make good progress. Your child should read the levelled book to you.

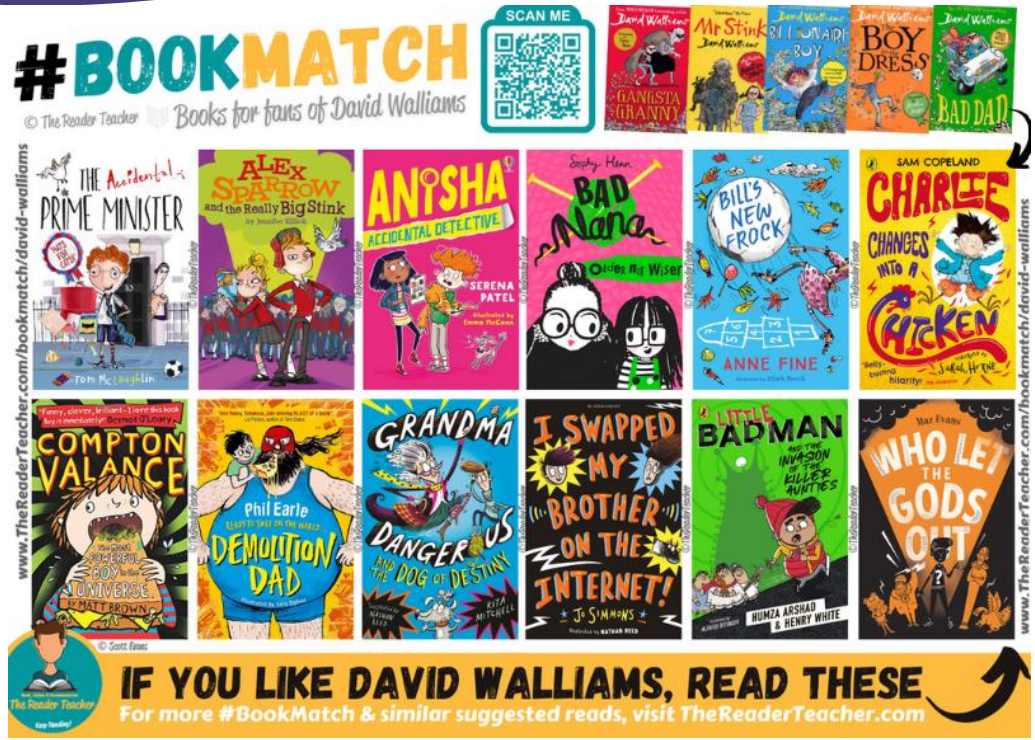
It is important to also share non-levelled books together, to broaden their experiences and promote a love of reading. Children bring a library book home each week for this purpose. These books can be read together, with you reading aloud to your child.



Choosing Books

- Browse books together e.g. at the library, or choose between two books at home
- Talk about the front cover
- Read the blurb
- Choose a book your child shows excitement about

Choosing Books



Book Match – The Reader Teacher

Great for finding new authors that are similar to those your child enjoys.

This site also has recommended book lists for each year group.

Choosing Books

Finding books that link to your child's interests will help to encourage Reading for Pleasure:

Books for Topics

BookTrust
Getting children reading

Reading Together

When your child is reading aloud to you, think about:

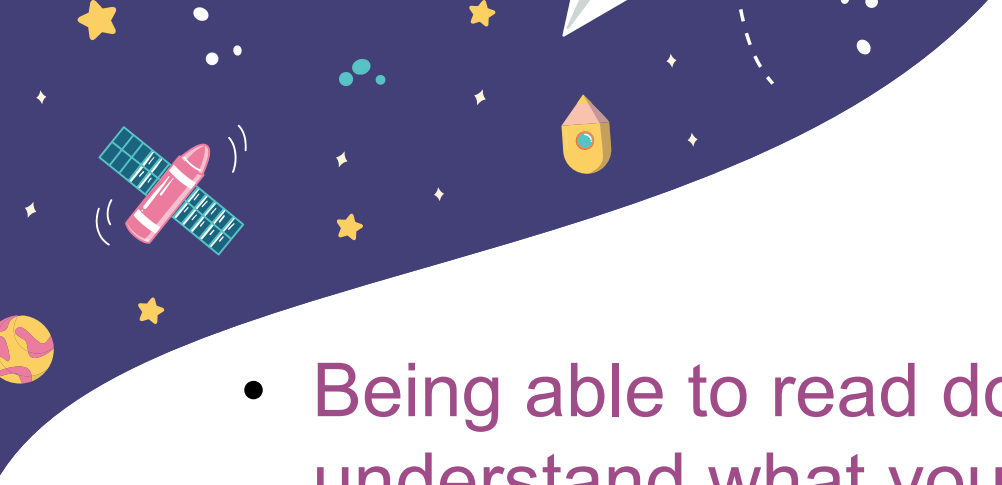
-Are they reading all the words **carefully**, or skipping over/missing some out? Encourage them to re-read the sentence, pointing to each word.

-Are they reading the words **accurately**? Encourage them to ‘sound it out’ if they are stuck, model this to them.

-Are they reading **fluently?** This means, are they reading speedily enough to understand what they are reading. Re-reading the same book will help build fluency.

Comprehension Skills





Comprehension

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

Reception

- Focus on looking at the pictures, encouraging your child to talk in **full** sentences to describe what they can see.
- Once your child is familiar with the pictures, let them tell you a story using the pictures as prompts. The story does not have to link to the words, but as long as it makes sense, encourage them to use their imagination.
- As your child begins to learn to read words, be sure to ask lots of questions to check their understanding of the text.
- If your child does not understand what they are reading, spend some time talking about the pictures in the books and re-reading the pages you have just read.



Have you read any other books like this?



Where is the story set? Have you read any other books in this kind of setting?



What did the character just do? Why did they do that?



Can you tell me how your non fiction book is different to a story book?





Did you like the book? Why?



Can you tell me the story just using the pictures?



What is happening in the picture?



Do you like the character? Why?



Tell me an interesting fact from your book

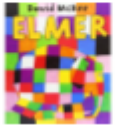


Give your book a mark out of 5.



Why did you give that score?

Look at the front cover. What do you think the book will be about?



Which was your favourite part of the story? Why?



KS1 – Year 1 and 2

- At the beginning of Y1, children should be able to read simple sentences independently. By the end of Year 2, they should be reading short chapter books.
- Comprehension skills can be developed by discussing the story before and after you read it.
- Ask simple who, what, where, when questions to check children's understanding.
- Build into 'why' and 'how' questions

Focus on comprehension skills:

-Prediction – what will happen next? Why do you think that?

-**Inference** – how is this character feeling? How do you know?

-Clarifying – can you explain what just happened?



What does this word mean? Read the words around to help you.



What do you think will happen next?



Why did that happen?



Find an interesting fact. Why did you chose it?



How do you think the character feels? How would you feel?



Can you predict how the book will end?



What is on the cover? What does it tell us about what is inside?



What kind of a person is...?



Can you retell the story in your own words?



Do you like the ending? How else could it have ended?



Are the illustrations useful? Why?



Who would like this book? Why?



Year 1

What is the main event in the chapter?



Why did the character say that?



From this sentence what do you think the word means? Can you use a different word?



Which words do you like? Why?



How do you think that character will feel?



Have you seen similar characters in other stories?



What image does this phrase paint in your mind?



Read the sentence in a different voice. How does the meaning change?



Tell me about the layout.



What message is the author giving



Who is going to be sad/happy at the end?



How does the story compare to a different story that you have read?



Year 2

KS2 – Years 3-6

- Children should be reading chapter books, which get longer and more complex as they progress.
- Children should read a range of genres, including non-fiction and poetry.
- Focus on a wider range of comprehension skills e.g.

- **Inference** – why characters do things, how people are feeling, what their motivations are e.g. why did this character choose to lie here?
- **Evaluating** – focusing on the effect of vocabulary and author choices – *how has the author made this part exciting?*
- **Summarising** – can they recap the last chapter in a sentence or two?
- **Making connections** – how does this story relate to other books? Your own experiences?

Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
  By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you feel by writing...? Why?



Inference Questions with Iggy

- What do you think... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why / why not?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



Retrieval Questions with Rex

- Find the... in this text. Is it anywhere else?
- When/where is this story set? How do you know?
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- What might this mean?



Prediction Questions with Pip

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



Summarising Questions with Sheba

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in X words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?



Compare, Contrast and Comment with Cassie

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?



Examples for Years 3+4 and 5+6 are in your pack.

Inference & Prediction

EYFS	Year 1	Year 2
ELG: Comprehension: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	• To begin to make simple inferences. • To predict what might happen on the basis of what has been read so far.	• To make inferences on the basis of what is being said and done. • To predict what might happen on the basis of what has been read so far in a text.

Full progression of skills is on our website - Home >> Key Information >> Curriculum >> School Curriculum >> READING

Year 3	Year 4	Year 5	Year 6
• To make reasonable predictions based on what they have read • To justify predictions using evidence from the text • Use relevant prior knowledge to help them justify predictions • To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence from a specific point in the text	• To make increasingly reasonable predictions based on details stated and implied • To justify their predictions using evidence from the text with increasing accuracy and precision • To monitor their predictions and compare them with the text as they read on • To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • To structure their answers clearly with a point and evidence • Begin to use more than one piece of evidence to justify an answer	• To make predictions based on details stated and implied, justifying them in detail with evidence from the text. • To provide clear reasoning for their predictions using direct quotes from a text. • To confirm and modify their predictions as they read on • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • To structure their answers clearly with a point, evidence and explanation • To provide evidence for their inferences using quotes from the text • Use figurative language to infer meaning • Give one or two pieces of evidence to support the point they are making • Begin to draw evidence from more than one place across a text	• To make predictions based on details stated and implied, justifying them in detail with evidence from the text. • To provide clear reasoning for their predictions using direct quotes from a text with increasing accuracy and precision. • Confirm and modify predictions in light of new information. • To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters) • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Discuss how characters change and develop through texts by drawing inferences based on indirect clues • Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. • Draw evidence from different places across the text

Full progression of skills is on our website -

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Let's try it!

The Lion and the Mouse

One day, Lion put his big foot down on a mouse. "Now I have got you," he said. "I will have you for my lunch."



"Oh, please don't eat me, Lion," said Mouse. "If you let me go, I will help you."



"How can you help me?" laughed Lion. "I am big and strong, and you are so small." He laughed and laughed. Then he took his paw off the mouse and Mouse ran away.

(Year 1 level text)

What questions could you ask to check your child's understanding?

Who are the characters?
Why did Lion laugh?
What might happen next?
How do you think Mouse is feeling?

Harriet's Hare

Dick King-Smith

Harriet walked into the middle of the circle. It was big, perhaps twenty metres across, and all the corn in it was squashed down to the ground, flat, as though an enormously heavy weight had rested there.

As she stood there now, in the stillness, with no sound but distant birdsong, a hare suddenly came out into the corn circle and stopped and sat up. It turned its head a little sideways, the better to see her.

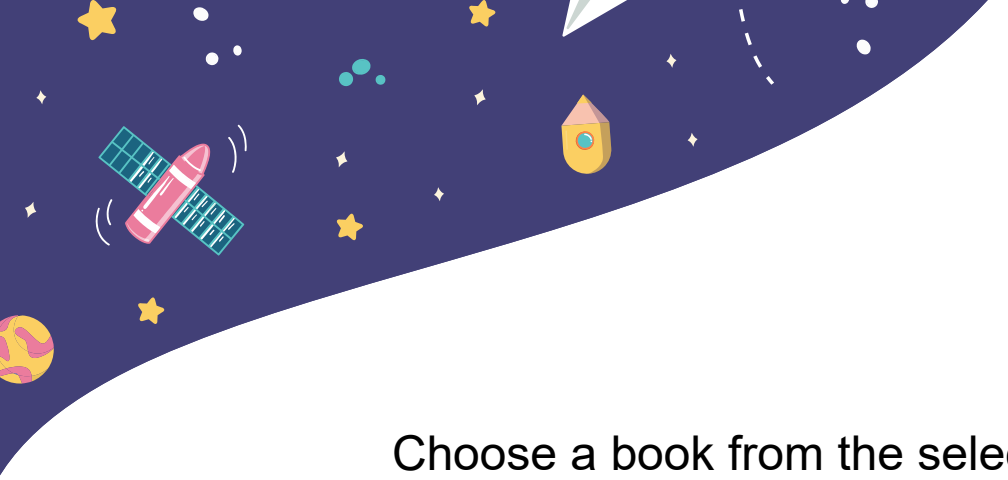
Harriet stood stock-still. Aren't you handsome, she thought, with your tawny coat and your black-tipped ears and your long hind legs. Don't run away. I won't hurt you.

For a moment the hare stayed where it was, watching her. Then, to her great surprise, it lolloped right up to her.

What questions could you ask to check your child's understanding?

(Year 4 level text)

What might have created this large circle?
What might Harriet do next?
Can you work out what 'lolloped' means?



Have a go!

Choose a book from the selection on your table.

Have a read of the first pages and think of some questions you could ask to check your child's understanding.

Use the question lists in your pack as a guide.