

# Reading at Regents

Ms. Amy Turner Wardell

Year 6 class teacher

Head of Primary English

Ms. Astrid Karagiannis

Head of Libraries

MSc Information Science (Library Management)



Please scan here to complete a Welcome Survey about Reading at Regents



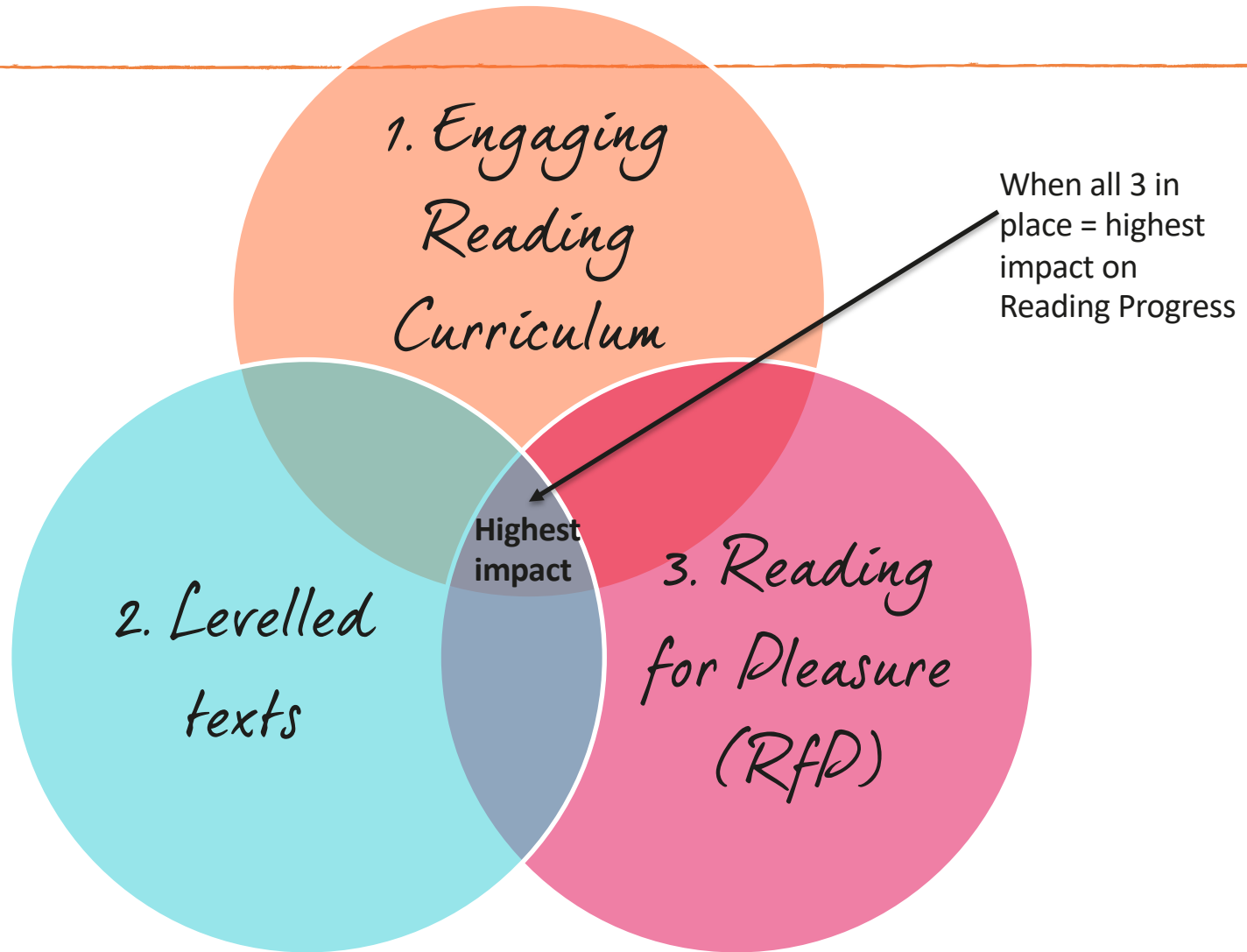
**REGENTS INTERNATIONAL SCHOOL  
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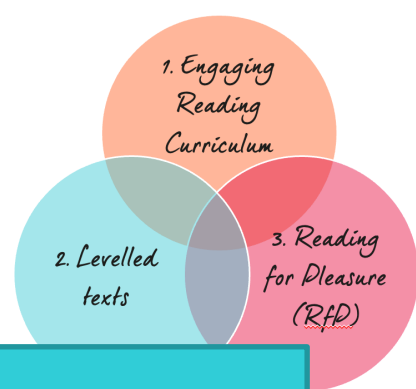








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# Overview of today's workshop:



# 1. Engaging Reading Curriculum



<b>Vocabulary</b> 	Understanding words and meanings
<b>Infer</b> 	Making inferences from what is suggested in a text
<b>Predict</b> 	Predicting what will happen next from what has been already read.
<b>Explain</b> 	Explaining authors choices, what features are or meaning in a text.
<b>Retrieve</b> 	Finding information within a text
<b>Summarise</b> 	Summarising key parts of a text

How reading may be taught in classrooms around Regents, using the VIPERS curriculum



Whole class text approach, with differentiated activities

Guided groups working with an adult or independently using differentiated text to develop the VIPERS skills

A carousel approach, where each day a group completes a different VIPERS activity

Different models reading may be taught in different classes

# 2. Levelled Texts

Bug Club & Reading Room

1. Engaging Reading Curriculum

2. Levelled

3. Reading for Pleasure

Book Band colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	4-5 years	5-6 years	6-7 years	7-8 years	8-9 years	9-10 years	10-11 years
lilac							
pink							
red							
yellow							
blue							
green							
orange							
turquoise							
purple							
gold							
white							
lime							
brown							
grey							
blue (KS2)							
red (KS2)							
red plus (KS2)							



# How students use Bug Club:

1. Engaging  
Reading  
Curriculum



Hello. Sign in and let the learning begin!

## Sign in ?

Username

Password  
 [Hide](#)

School code (Primary schools only)

[Forgot your username or password?](#)

[Sign in](#)


By signing in, you agree to our [Terms of Use](#).

# How teachers use Bug Club:

Pupil name	Book band	Number of books completed	Number of quizzes completed	Green quizzes ?	Amber quizzes ?	Red quizzes ?
<a href="#">Parent A</a>		1	5	40%	40%	20%



Parent A [Re-allocate](#) [Allocate Book Bands](#)

<input type="checkbox"/>	Title	Genre	Book Band	Quizzes (sort by order in book)	Opened
<input type="checkbox"/>	 <a href="#">Bug Boy: Beetle Cookies</a>	Fiction	Yellow A	<span>LIT</span> <span>INF</span> <span>LIT</span> <span>INF</span> <span>WFL</span>	25/09/2022 13:15

Literal  
Comprehension

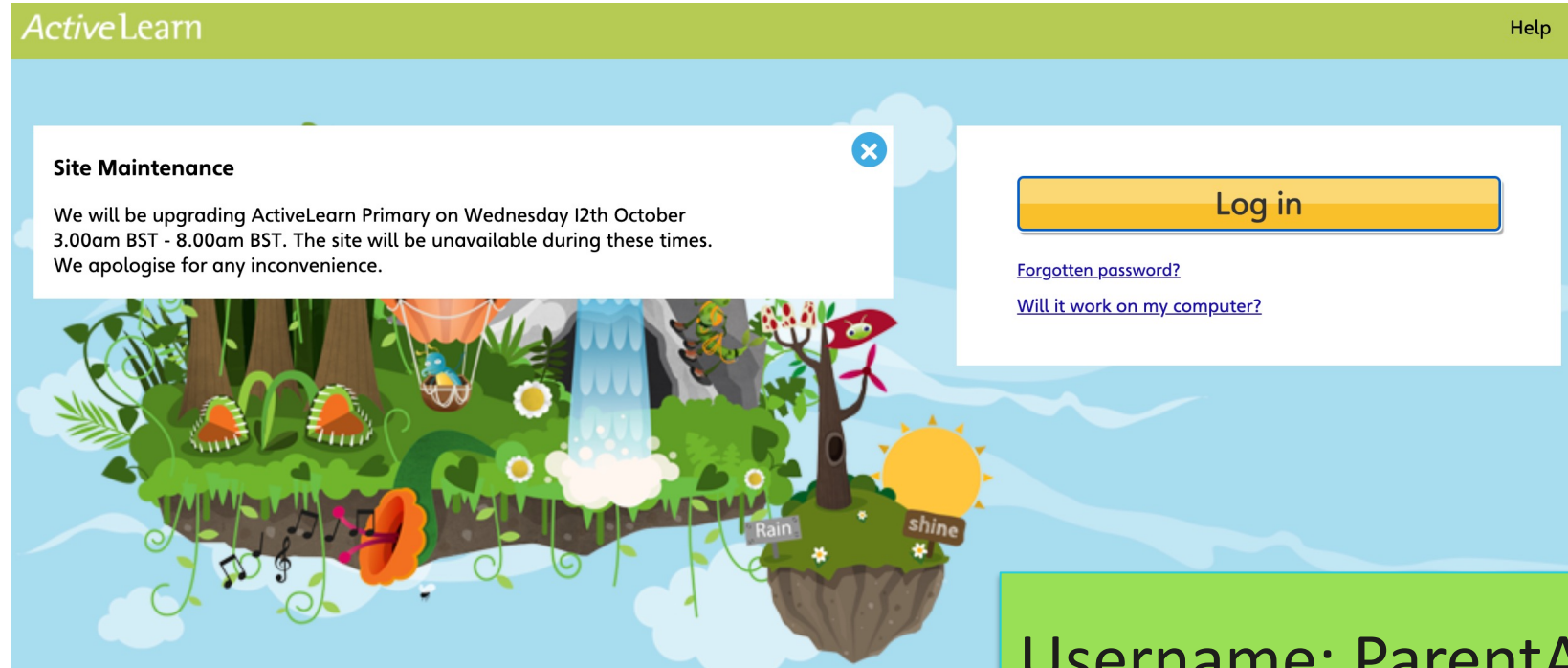
Inference

Word reading and  
Fluency



Focus in lessons to support the development of these areas. Reviewed regularly

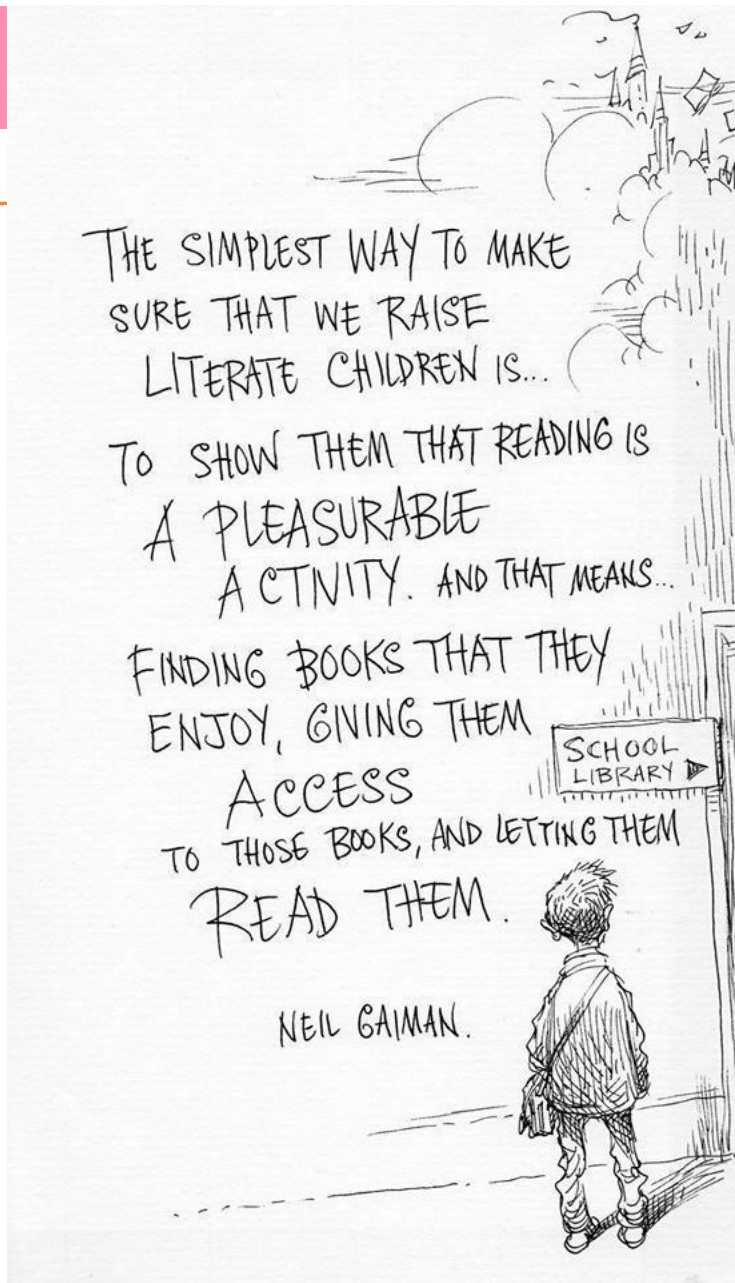
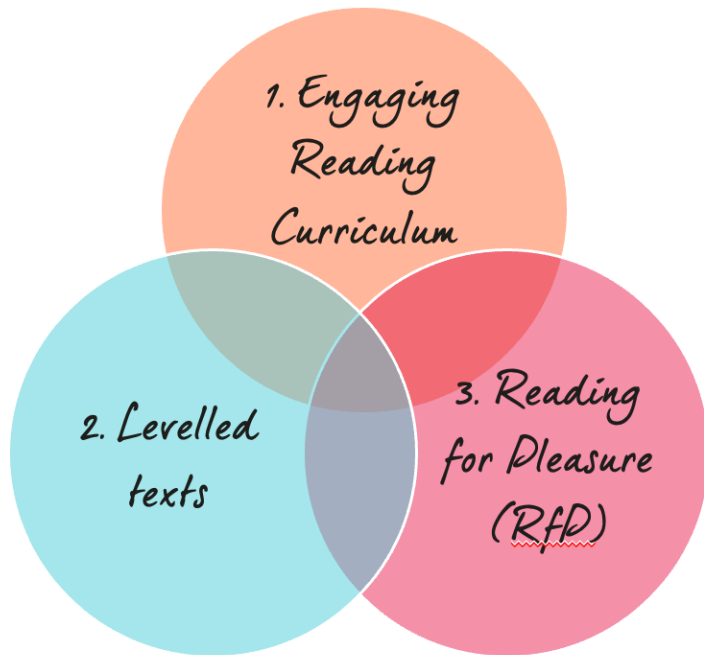
# Your turn to use Bug Club:



Please take a login card to try Bug Club at home

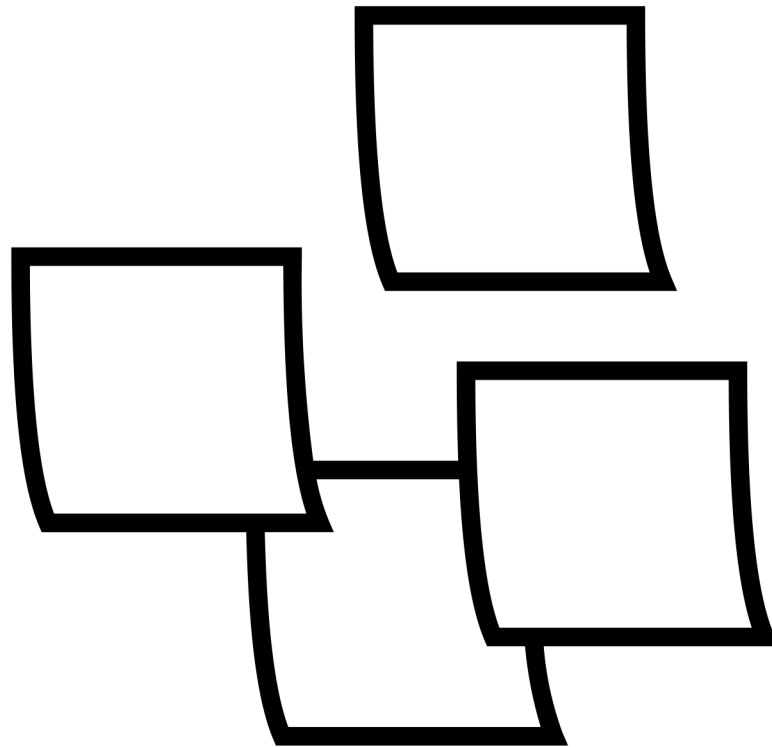
Username: ParentA  
Password: abcd1234  
School code: Ra3j

# 3. Reading for Pleasure



# Why is Reading for Pleasure so important?

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# Why is Reading for Pleasure so important?

It's **critical** to student's growth, academic achievement, and day-to-day life (Mullis & Martin, 2019).

Free voluntary reading has a positive impact in language and literacy development (Krashen, 2004).

Students who read for pleasure have **average higher scores** than their non-reading counterparts in the subject areas **English, mathematics, science, and history**. (Whitten, C., Labby, S., & Sullivan, S. L., 2016).

A home environment that promotes reading for pleasure has a significant **influence on children's perception of reading, and reading behaviour** (Merga, 2019), leading to higher academic motivation than those children whose home lack a print-rich environment (Gottfried et al., 1998, cited in Clark & Rumbold, 2006).

# Things you can do at home

- Role model
- Read to your child every day (does not have to be in English)
- Fixed day/ time – make reading a routine, as part of their day
- Limit distractions (electronic devices)
- Reading nook/ books around the house
- Let children associate this time with mum/dad/ adult quality time, cozy, snuggle up together
- Reading out loud versus in silence
- Audiobooks
- Let them choose the book
- Visit a bookstore together (e.g. Books@53: 23-25th Nov)
- Take opportunities to read when they arrive: recipes, menu, traffic signs, subtitles, etc.





# Frequently asked questions

My son likes reading graphic novels (comics) but I want him to read real books.

Graphic Novels have amazing benefits:

- It's usually fast pacing (so less boring).
- Yes it has fewer words but not easier vocabulary. In fact the words used are chosen with having the maximum impact in mind.
- The reader constantly has to match the words with the illustration.

This doesn't mean you cannot try and explore other books with him, especially during story-time. There are lots of chapter books with still plenty of illustrations.

My daughter wants to read a book that's too difficult for her.

It's very important that your child reads a book that they enjoy, essential even, unless you see that they are getting frustrated by it.

For younger readers you can do the **5-finger rule**

You ask your child to put up their finger for each word on the page they don't know or can't pronounce: 0-1 fingers: It's too easy, 2-3 fingers: It's just right, 4-5 fingers: It's too hard.

But again, it's not a definite rule. **Reading is reading and incredibly important that they are enjoying it.**

# ...and finally,



Join our Parent Book Club, every other Thursday at 8.40am until 10am, in the Learning Hub. A great way to get to know (popular) children and teen books.



Both our primary library and Learning Hub (=secondary library) are open from 8am until 8.30am for parents.

# Any questions?

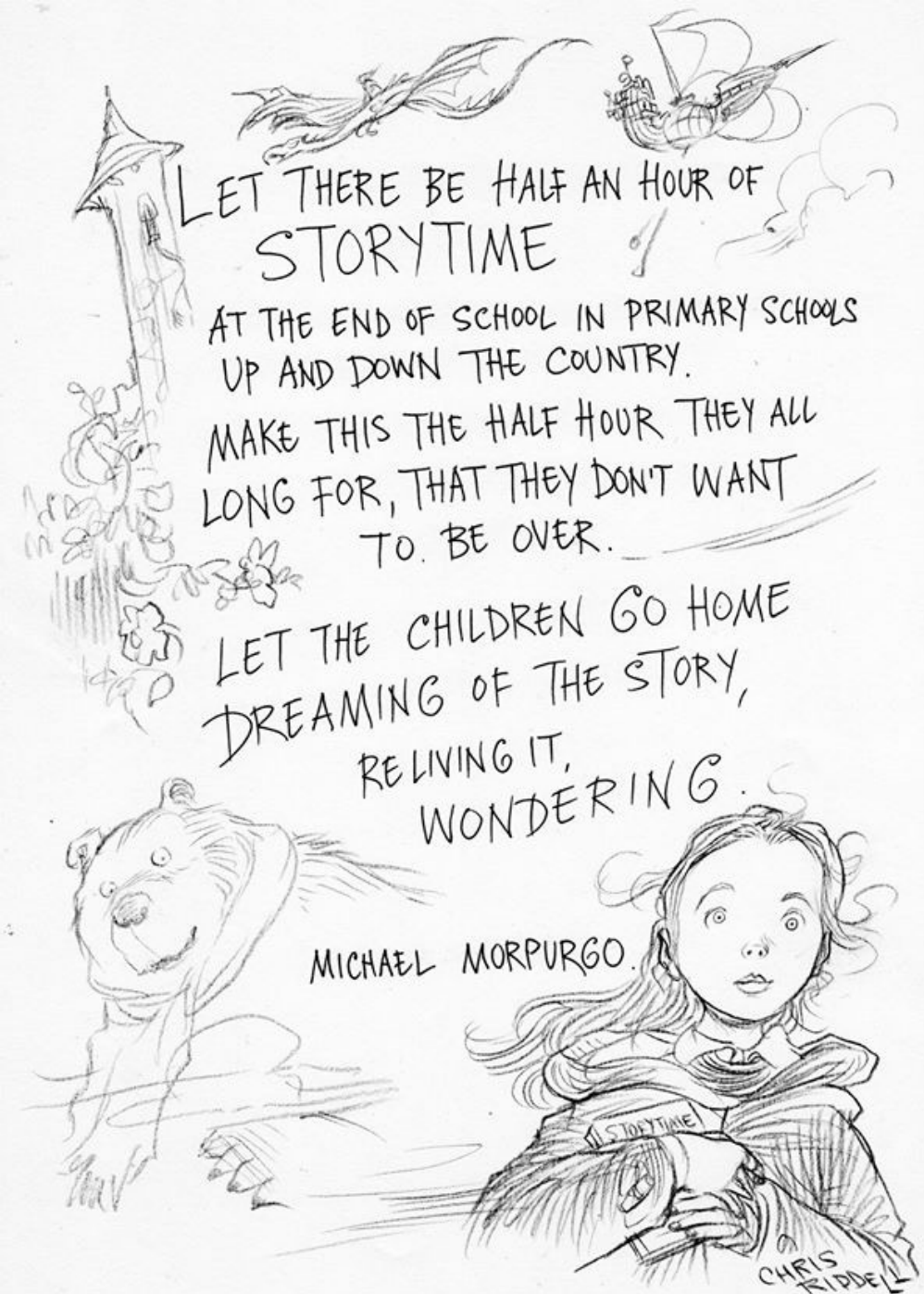


Please scan this Exit survey to collect your responses about the workshop. Thankyou! 😊



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LET THERE BE HALF AN HOUR OF  
STORYTIME

AT THE END OF SCHOOL IN PRIMARY SCHOOLS  
UP AND DOWN THE COUNTRY.

MAKE THIS THE HALF HOUR THEY ALL  
LONG FOR, THAT THEY DON'T WANT  
TO BE OVER.

LET THE CHILDREN GO HOME  
DREAMING OF THE STORY,  
RELIVING IT,  
WONDERING.

MICHAEL MORPURGO.

CHRIS  
RIDDELL

Clark, C. & Rumbold, K. (2006) "Reading for pleasure: A research overview", National Literacy Trust. Available at: <https://literacytrust.org.uk/research-services/research-reports/reading-pleasure-research-overview/> (Accessed: 8 February 2021).

Krashen, S. (2004) Free voluntary reading: New research, applications, and controversies. Available at: <http://www.sdkrashen.com/content/articles/singapore.pdf> (Accessed: 9 February 2021).

Merga, M. K. (2019b) "School libraries fostering children's literacy and literature learning: mitigating the barriers", United Kingdom Literacy Association (UKLA), 2020, Vol. 54 (1). Wiley Online Library [Online] Available at: <https://www.onlinelibrary.wiley.com/doi/10.1111/lit.12189> (Accessed: 5 February 2021).

Mullis, I. V. S. & Martin, M. O. (2019) 'Progress in international reading literacy study PIRLS: PIRLS 2021 assessment frameworks', IEA TIMSS & PIRLS International study center Lynch school of education Boston College. ERIC [Online] Available at: <https://files.eric.ed.gov/fulltext/ED606056.pdf> (Accessed: 20 February 2021).

Whitten, C., Labby, S., and Sullivan, S. L. (2016) "The impact of pleasure reading on academic success", *The Journal of Multidisciplinary Graduate Research*, vol. 2, article 4, pp. 48-64. Available at: <https://www.shsu.edu/academics/education/journal-of-multidisciplinary-graduate-research/documents/2016/WhittenJournalFinal.pdf> (Accessed: 20 September 2022)



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