



# Welcome to our year 3 shared learning

We will be asking the children to come and sit with you  
so please keep a seat free for them 😊

# *Supporting your child with Anxiety*

*With Mrs Foster*

*(ELSA and Parent Link Worker)*



[www.shiftyourthinkingld.com](http://www.shiftyourthinkingld.com)



## **Coffee Morning Date to Remember!**

**Monday 7<sup>th</sup> October @ 9am**

**Autism Hampshire and No Limits**

Will both be coming along to talk about their service and support.

Please come along and support this coffee morning. They are a fantastic opportunity to meet outside agencies and find out more about what they do. 😊

# Welcome to Day 1

- Introductions
  - Icebreaker (left and Right game)
  - Comfort/stretch and panic zone
  - Introduction to anxiety
  - Fight/Flight/Freeze
  - Signs of Anxiety
  - Look after You!
- Ways to Support Your child
  - Building a Toolbox!*
    - *Breathing Techniques*
    - *Grounding techniques*
    - *Muscle relaxation*
    - *Mindfulness – describe object in as much detail as possible from the bag.*
    - *Mind calming – A-Z of categories – Animals. Names. Things you like to eat etc*

## Welcome back to Day 2

- Triggers.  
Facing our anxiety- what happens when we don't 'face' our anxiety. Feeding our anxiety and can't do mindset.
- What I can and cannot control  
  
Unhelpful Thinking and challenging it
- CBT – situation-physical and emotional feelings/ Behaviour/actions  
  
Step out of your anxiety circle  
  
Emotional First Aid Kit



# Welcome to our year 3 shared learning

## Our aims for today –

Look at what the research says about reading and its importance

Understand the importance of fluency and how you can build this at home

Give hints and tips of how to get your child reading at home

Question: From a recent survey, what percentage of children aged between 8 to 18 said they read daily?

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- A. 81%
- B. 55%
- C. 28%



Answer:

A. 81%

B. 55%

C. 28%



A survey by the National Literacy Trust early in 2023 has revealed that **fewer than one in three children (28%) aged eight to 18 read daily for enjoyment.**

While this remains the same as for 2022, the figure stood at 38% when the survey began in 2005, marking a 26% fall in those who read daily.

# Why is there a decline in reading for pleasure?

- Talk to one another about WHY you believe that reading for pleasure has declined.
- Why do you choose not to read and do another activity?
- What would you rather spend your time focusing on?
- Mrs Matthews will take some ideas shortly

# Why is there a decline in reading for pleasure?

- Games and online distractions
- Rise in social media
- Find books boring
- Lack of time
- Not being read to from an early age by adults (at home and school)
- Seeing reading as a process for learning rather a pleasure activity
  - **'Reading for pleasure' is being confused with 'literacy'** by many parents at home who commonly don't realise that the more it's pushed as a school subject, the less likely a child is to choose to do it. In the school environment, the national curriculum focuses on reading skills above reading pleasure. However, when pleasure drives reading, children achieve more.

Question: If you read for a total of 20 minutes per day, how many words will you have read in a year?

A. 1.8 Million

B. 1 Million

C. 250,000

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Answer:

If you read for a total of 20 minutes per day, how many words will you have read in a year?

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# Impact of reading

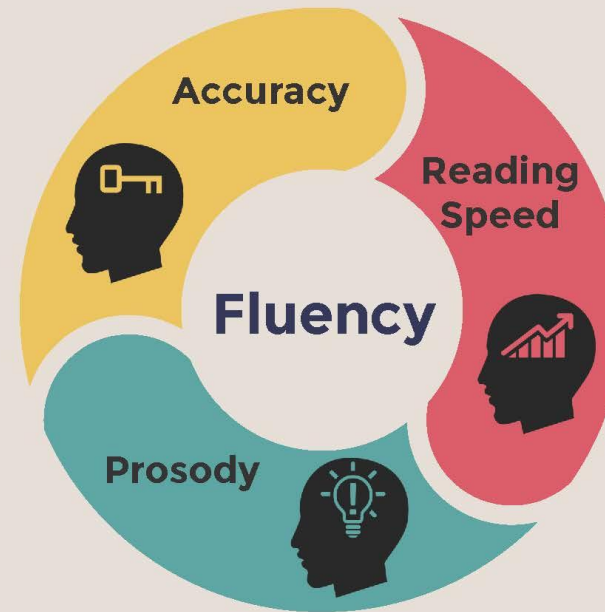
Amount of reading per day	20 mins	5 mins	1 min
Number of minutes per year	3600	900	180
Number of words per year	1.8 Million	282,000	8000
Hours read by the end of primary school	851	212	42
Performance on tests	90%	50%	10%

# What is fluency and why is it important?

- Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.
- Basically, if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.

## What is Fluency?

Oral reading fluency includes 3 parts.



### Accuracy

Reading with few errors.

### Reading Speed

The rate at which a student reads.

### Prosody

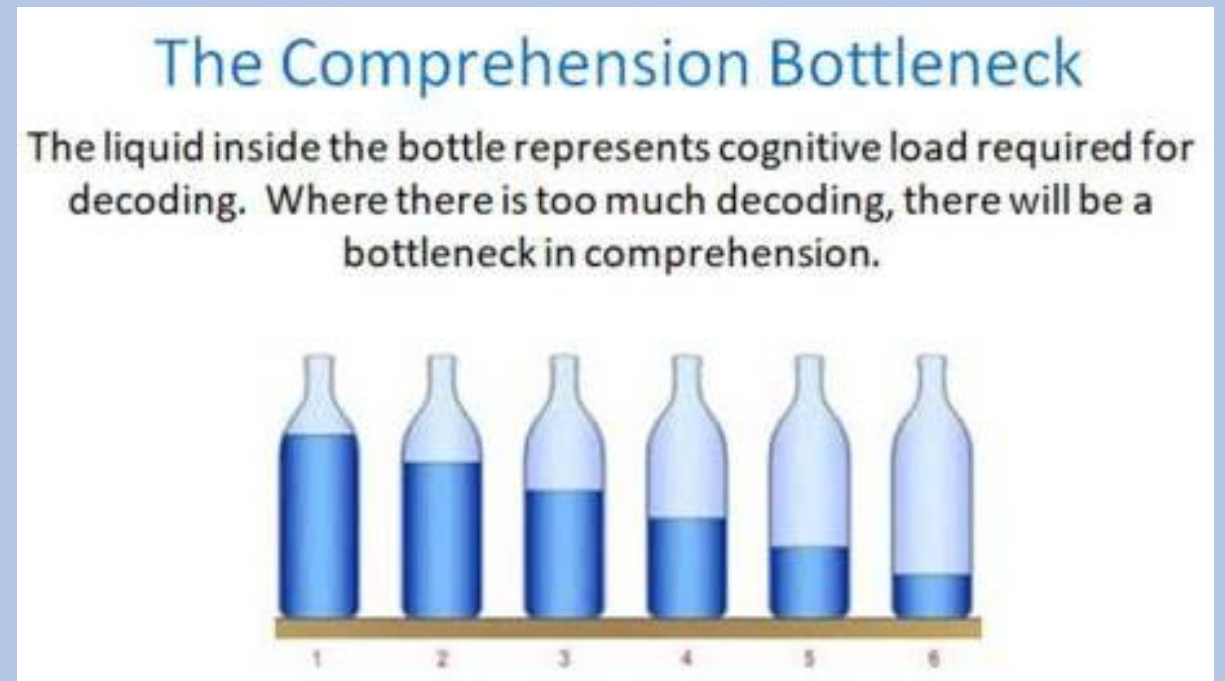
The skill of reading aloud with proper intonation, phrasing, and expression.

### Why should we focus on Fluency?

Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

# What is fluency and why is it important?

- For a child to be fluent, phonic knowledge is important.
- When a child is fluent, we can focus on understanding and comprehension.
- When comprehension is secure, the child will enjoy what they read.
- Secure phonics and fluency all reduce cognitive load.



# 4 ways you can help build fluency at home...

1. Read and follow
2. Shared Reading
3. Echo Reading
4. Independent Reading

**Let's have a go!**

# 1. Read and Follow

The adult reads the text and the child follows along with their finger.

This helps the child with word recognition and models to them how they should read with fluency.

Try with just reading a paragraph or section to begin with.

## 2. Shared Reading

**(also known as my turn, your turn)**

Take turns reading a page or a paragraph.

Here the adult begins as you are modelling how to read with fluency, flow and expression.

Then the child takes over – once again this could be paragraph or a page.

## 3. Echo Reading

The adult reads and the child copies.

It is important here to pace yourself and read at a rate that your child can keep up with.

## 4. Independent Reading

The child reads alone or aloud to an adult but with independence.

# What you can do to help develop comprehension...



That's something lacking in a lot of modern-day families – just talking. It's almost a lost art form.

Ryan Kwanten

- Comprehension of the world will develop comprehension in reading...
- Ways you can develop comprehension –
  - Talking a lot at home... about everything
  - Develop cultural capital by going out (this does not have to cost money)
  - Reading together and discussing books together
    - Why do you like this book?
    - What do you think will happen next?
    - What do you think about this character?

Questions you can ask at home... you can use the same model we have looked at today for this.

## Vocabulary

Find and explain the meaning of words in context

### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

## Infer

Make and justify inferences using evidence from the text.

### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

## Predict

Predict what might happen from the details given and implied.

### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

## Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

## Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

## Summarise

Summarise the main ideas from more than one paragraph

### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

## How to encourage independent reading at home

- Having books that the child owns
- Using the library to help build variety
- Exposing children to texts beyond novel. E.g. comics, magazines, non-fiction books
- Taking control of screens – reading first and then screentime
- Show that you love reading... even if you have to fake it
- Give children books that matter to them (BAME authors and characters, texts that excite them)
- Reward reading through extrinsic and intrinsic motivators

## Strategies to improve independent reading

- Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).
- An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008)
- Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).
- Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).
- Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).

Question:

Which of the ways at home will you try ?

- A. Read & Follow
- B. Shared Reading
- C. Echo Reading
- D. All of them

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THANK

YOU

