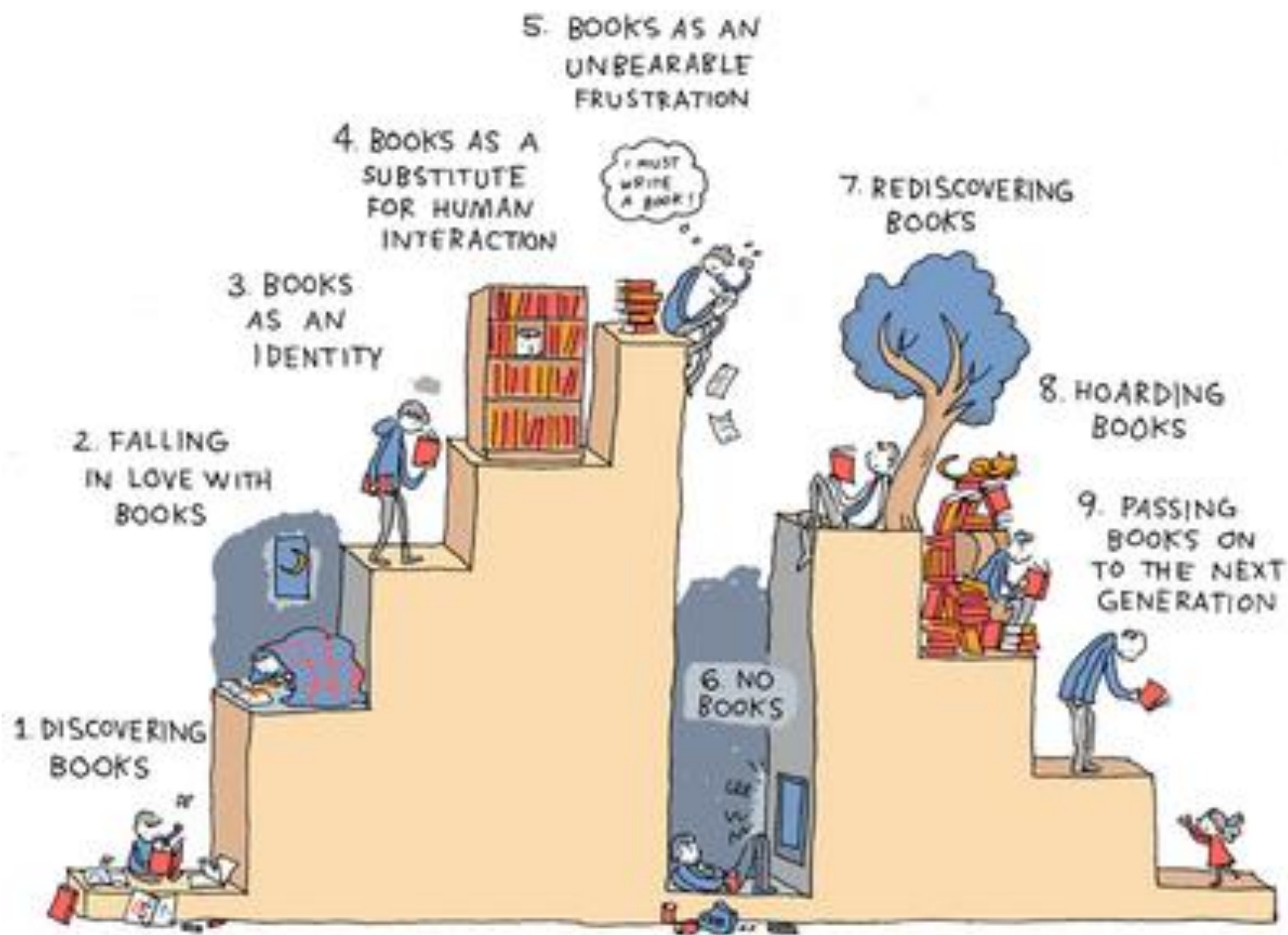


STAGES OF THE READER



GRANT SNIDER

The Rights of the Reader

by Daniel Pennac
illustrated by Quentin Blake



1 The right not to read.



2 The right to skip.



3 The right not to finish a book.



4 The right to read it again.



5 The right to read anything.



6 The right to mistake a book for real life.



7 The right to read anywhere.



8 The right to dip in.



9 The right to read out loud.



10 The right to be quiet.

10 rights — 1 warning
Don't make fun of people
who don't read —
or they never will.



Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income.

[The Evidence - World Book Day](#)

What we do in school

- Form time reading / vocab work Y7 – Y9
- Reading age tests Y7 (Y8)
- Reading interventions : decoding to buddying
- Staff training
- Common approaches : SEND, English, reading lessons
- Y8 reading lessons
- Y7 library in English
- Library open every day
- Y7 and Y8 reading homework
- Y9 higher order reading in English :



KS3 Reading Workshop



Please use the QR code to give your feedback about the workshops and ask for any more information you would welcome on supporting your child to develop their reading.

- Supporting Children Who Struggle To Read : N0/4
- Maintaining Reading for Pleasure During the Teens : N0/5
- Reading Skills and Reading for Pleasure for High Ability Students: N0/6

All resources will be on our website and emailed out.

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High ability
readers

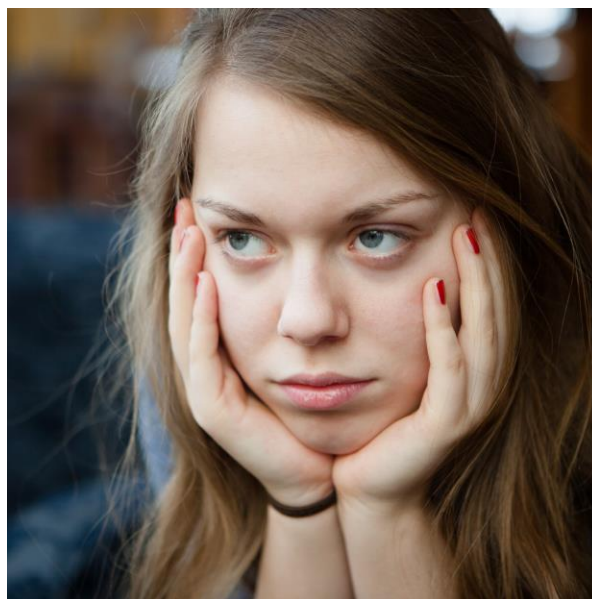


How do I know my child is a high ability reader?

KS2 SATs are
the easiest
indicator

KS2 reading
scores over
110

KS2 reading
scores 115 -
120



Do any of these images resonate with you?

The Goldilocks zone

'Zone of proximal development'



BEST



Learning
Innovation

UNIVERSITY OF YORK
NATIONAL EDUCATION GROUP



Or perhaps your child won't read out of his / her comfort zone?

High ability readers parental worries

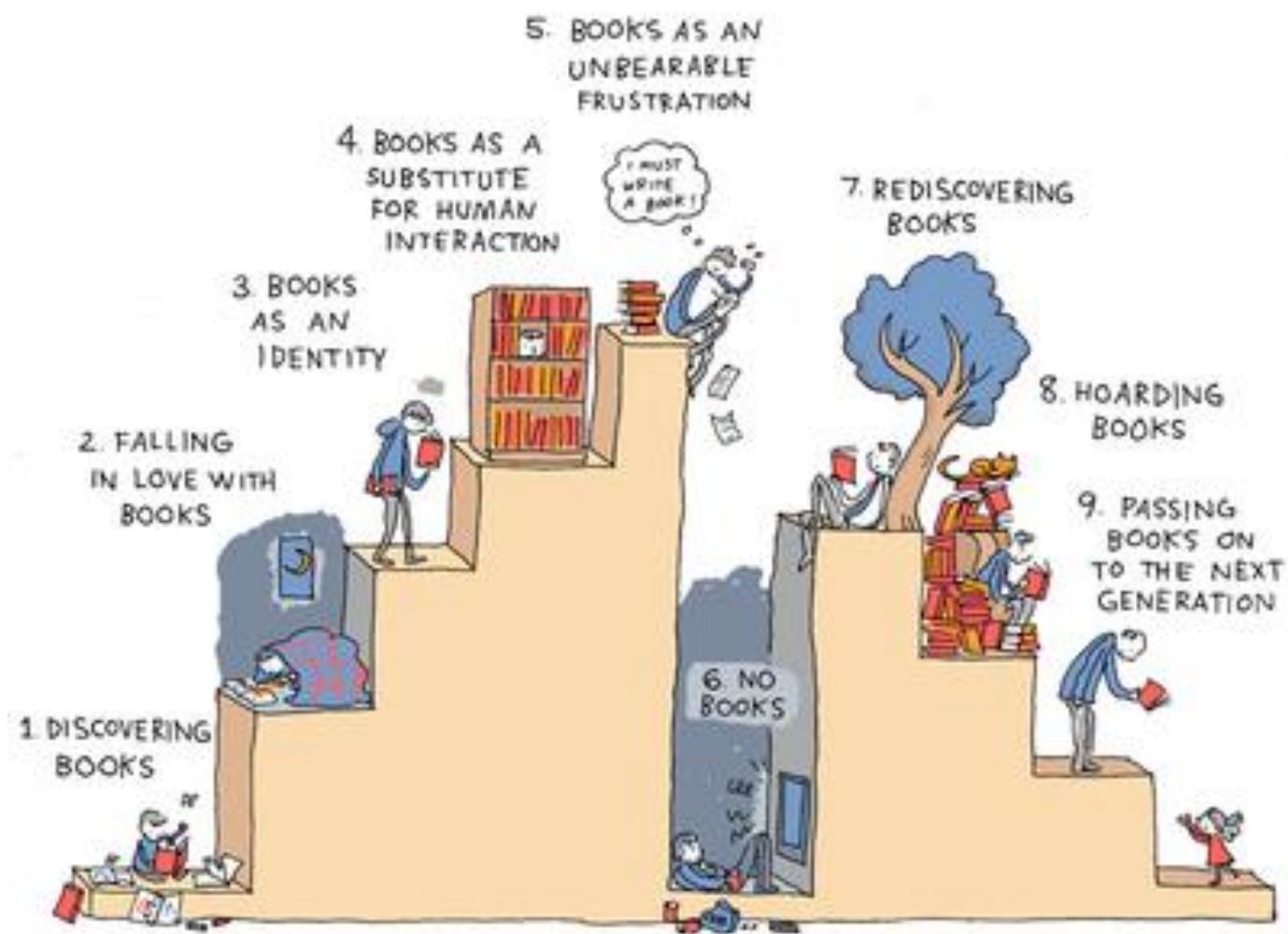
1. They don't read at all out of school and they used to; I'm worried they are going backwards.
2. They read the same books all the time; I'm worried they aren't stretching themselves.
3. I've brought them loads of books, but they don't read any.
4. I used to know what to do to get them to read at primary and now I'm stuck.



High ability readers problem 1

- They don't read at all out of school; I'm worried they are going backwards

STAGES OF THE READER



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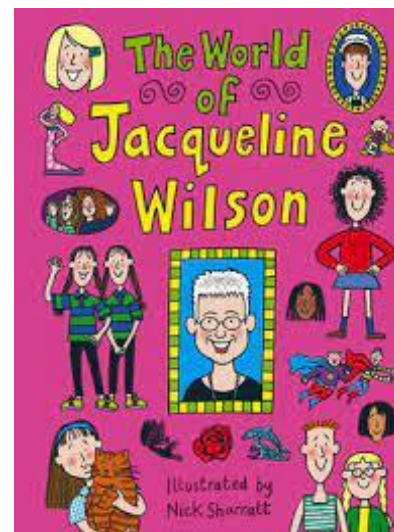
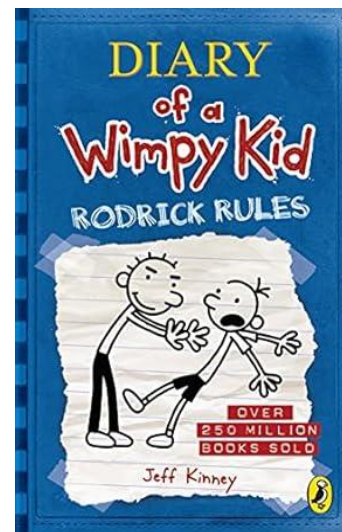
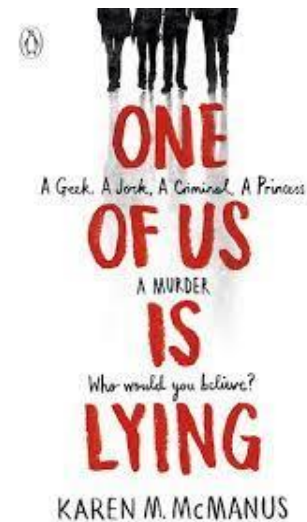


High ability readers problem 2

- They read the same books all the time; I'm worried they aren't stretching themselves.



invisiblebread.com



High ability readers problem 3

- I've bought them loads of books / got them loads from the library, but they don't read any.



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High ability readers problem 4

- They don't want my recommendations / I used to know what to do to get them to read at primary and now I'm stuck.



Be aware of higher order reading skills in school

Encourage at home

Discussion of what is read

Discussion of what is viewed

Reading role	Ideas
Predictor Makes educated guesses on what will happen next Uses prior knowledge to make the educated guesses looking at: The title Earlier information in the text Links to similar texts or films Own knowledge of the world	I think will happen next because..... Looking at the evidence, I predict..... This reminds me of so I think that next.....
Questioner Asks questions about the text – not because they are stuck but to wonder, to be curious, to try to get to the heart of the matter, to notice what is interesting	What do we think is happening here? Why is doing? How does feel? What is the author trying to show the reader in the bit where.....? Why is the author trying to show this to the reader?
Clarifier Asks questions that need clarification – what do people not fully understand.	What does the word / phrase mean? Why does X.....happen? What does the character mean when they say?
Summariser Sums up what has been read and what the group has found out through questions and clarifications. Looks back at predictions and sees if they were right. Sums up the plot. Sums up how the character(s) has (have) developed / changed	In summary, I think..... The most important points seem to be..... The character of seems to now be..... Our prediction was..... and / but.....

Synthesis

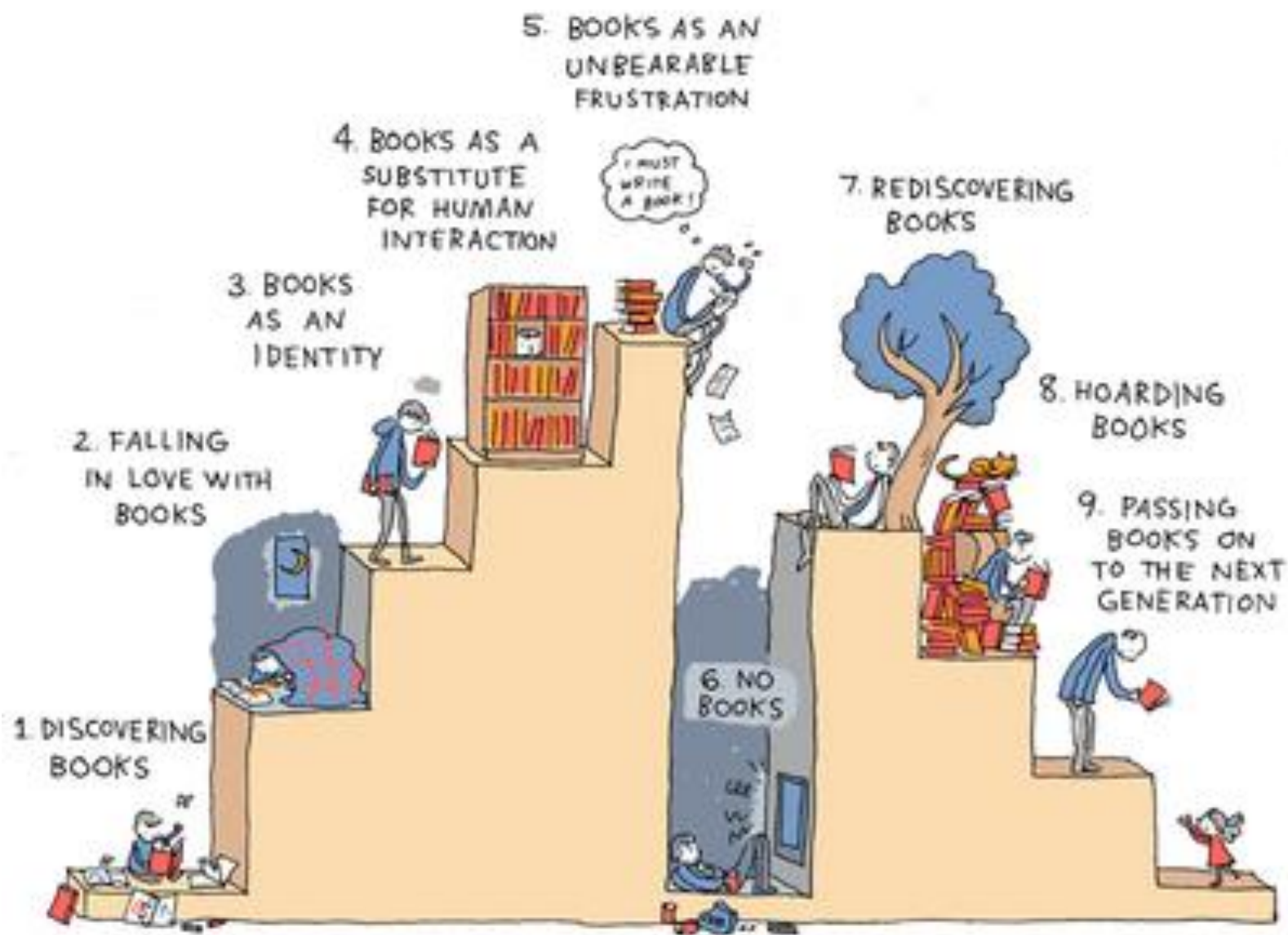
- Synthesizing is one of the most challenging reading strategies for students to master, simply because it requires students to use multiple skills and strategies together.
- In fact, the prefix “syn” means *together*. Synthesizing a text is the process of pulling together background knowledge, newly learned ideas, connections, inferences and summaries into a complete and original understanding of the text. When students synthesize, they are made aware of how their thinking changes and evolves as they read a text.



So, what can parents /carers of high ability readers do?

What	How
Model reading at home yourself	Talk about what you are reading
Don't obsess about fiction	Reading Words for Life High quality newspaper : daily / weekly article : summarise
Keep nudging rather than enforcing	I'll just leave this here.....
Vocab, vocab, vocab	Form time vocab KS3 Vocab a day A.Word.A.Day Home Page : or Collins Dictionary Word of the Day Use at home in own family life
If you liked.... try.....	download.asp (bradfield.sheffield.sch.uk)
Tap into reading online / on screen	Sheffield e libraries: The eLibrary Sheffield City Council Read Manga One Piece - Chapter 1 - Romance Dawn (mangaread.org)
Bring synthesis skills into the every day	Link, link, link: what did this make you think / remind you of / echo

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