

## TEACHING AND LEARNING GUIDANCE FOR PARENTS

Welcome to our monthly Learning Newsletter. These newsletters look to help you to implement tried and tested learning strategies at home, in order to benefit your child and further enhance their educational experiences in the long term.

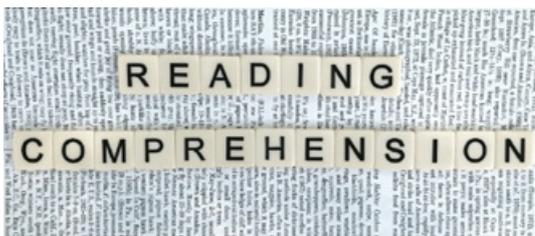
### Character & Culture - Teacher Reading Aloud

At Penwortham Priory Academy we have introduced a Character & Culture session where the teacher reads a pre-prepared non-fiction passage to the pupils so developing reading comprehension, building vocabulary and enhancing the social and emotional experiences of the pupils.



Reading aloud helps pupils learn how to use language to make sense of the world; it improves their information processing skills, vocabulary, and comprehension. Reading aloud targets the skills of audio learners. Research has shown that teachers who read aloud motivate pupils to read.

Teachers in every classroom teach reading comprehension almost every day. In almost every school setting, pupils work with text. One of the most powerful tools a teacher can use when teaching literacy is to read aloud to pupils on a regular basis.



#### Reading Comprehension Benefits

Pupils learn how to read by reading, but they learn how to read fluently by listening to fluent readers. Whilst Accelerated Reader is used extensively and shown to have a hugely positive impact at Penwortham Priory Academy, if pupils' only encounters with reading are solitary, they may not comprehend anything beyond literal facts. Hearing a story, however, lets children focus on its flow. They are free from wrestling with words they do not understand and can instead engage the material more emotionally.

#### Academic Benefits

One of the key benefits of reading aloud to pupils is that it stimulates curiosity. Reading fiction or non-fiction about a concept or historic incident is likely to pique pupils' interest.

In addition, carefully scheduled 'read alouds' can give pupils background

knowledge about a topic before they begin studying it in earnest. Pupils depend on this background knowledge to make sense of new materials and connect new information to their schemata. Reading aloud can make new topics and issues accessible in a way that focuses on the information, not on their reading ability.

Since a substantial amount of teaching reading comprehension involves vocabulary acquisition, reading aloud can introduce tier 2 and tier 3\* words to pupils who may not have heard them before. When they hear words for the first time in a casual setting, pupils can ask questions, receive answers and participate in conversations.



The independent reading level of many pupils may lag behind their comprehension of advanced vocabulary and concepts. They may not be able to recognise words and read them on their own, but they have no problem understanding what the text says. By hearing more advanced texts read aloud, pupils gain access to information that interests them but may be beyond their reading level.

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Issue Focus: Reading Aloud

email [l.cowell@priory.lancs.sch.uk](mailto:l.cowell@priory.lancs.sch.uk)  
if you wish to discuss anything  
covered in this newsletter

## Social-Emotional Benefits

Research is clear about the social-emotional benefits of reading aloud, especially at the infant and preschool levels. However, the same is true for other ages as well, including high-school and college classrooms: reading aloud gives pupils a sense of comfort and acceptance.



## Implementation

Teachers collaboratively examine the PowerPoint resource before its delivery. Once with their C&C group, they introduce new vocabulary before reading the extract.

They then read to the class and are encouraged to model close reading where they "think aloud" during a read aloud.

Using this strategy, the teacher reads a word, sentence or paragraph and then stops reading to pose a question or make a connection:

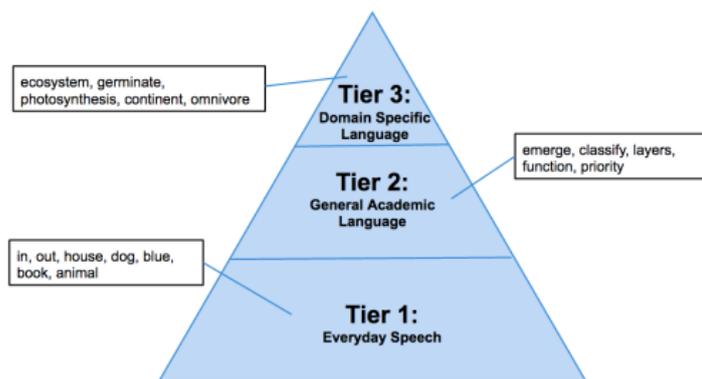


What does that word mean?  
What was the author thinking?  
That happened to me once!

The teachers do not ask the pupils to participate; rather, this approach models the teacher's thought processes. Pupils see first-hand how a good reader successfully makes sense of a text. This is definitely an approach that you could take at home too.

## What is Tier 2 & 3 Vocabulary?

How can we signpost students to how best to improve their use of 'tier two' vocabulary?



### WHY THE TIERS?

- 1 Every day - acquisition around aged 2-6  
desk, smile, cat, river, corridor.
- 2 More precise, sophisticated versions of tier one words.  
Rub - Massage, caress. Shout- Caterwaul, bellow.
- 3 Subject specific - very low frequency.

### How many words do you know?

If you're a reader, probably something in the region of 50,000 words.

**Exposure** is key. Pupils won't have heard of words like 'officious' 'pedantic' and 'inflammatory' so it's up to us to use them.

## Word of the Week:

**solitary**

Adjective

Something which is completely isolated or alone.

'At the end of the boring show, a solitary audience member began to clap'

word of the week

Tip of the Week

## Literacy tip of the week...

### Capital Letters.

Belong on specific names and places.

Not capitalising months, names, companies and places will cost you BIG marks in most of your exams, not just English.

Mr Taylor gave me a detention for Wednesday.

Both 'M' and 'T' are capitals because it's a name.

'W' is capitalised for a day.

Try these:

Anna moved house last saturday, she lives on wallon avenue now.

On thursdays, ryan, sam and beth go swimming in leyland.

## Synonym of the week...

### What is a synonym?

A synonym is a word that has a very similar or the same meaning as another word.

So synonyms for 'tired' include 'depleted' and 'weary'

### TASK:

Find synonyms for the word

**walk**

Your vocabulary is so important! Make sure you have one!