

# Reading Workshop for Parents

**Kingsfield First School**



# Why?

## **Purpose of study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

# Language and literacy

## 6. Language and literacy

- 6.1 Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

### Spoken language

- 6.2 Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate, evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

### Reading and writing

- 6.3 Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

### Vocabulary development

- 6.4 Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.



# What is Reading?

- \* making meaning of print
- \* more than just matching sounds to a letter



# Can You Read This?

- \* 'Laciate ogni speranza voi che entrate'.
- \* may read with practise - matching sounds
- \* sounds do not make sense
- \* no real reading taking place



# Fluent Readers...

- \* 'Lextexx xxx xox xxe oxxy xluxx xo uxxxown xoxxs.'
- \* competent readers draw upon a whole host of clues when making meaning out of print

**FLUENCY**



I can read accurately,  
with expression, and  
understand what I  
read

# Could You Read It?

- \* 'Lextexx xxx xox xxe oxxy xluxx xo uxxxown xoxxs'
- \* 'Letters are not the only clues to unknown words'

**FLUENCY**



I can read accurately,  
with expression, and  
understand what I  
read

# Why is reading so important?

- ❖ Reading is a fundamental to the development of children and countless research shows the links between good reading skills from an early age and future success in life. However, finding books children want to read or authors that excite them can be difficult.
- ❖ Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards for your child and achieving in the wider world.





# Reading the Environment

- \* not all reading is in books
- \* surrounded by print that communicates a message
- \* alert your child to uses of print in the environment
- \* point out signs and labels



Fire Exit

Ladies

Cinema



# Reading Den clip

[Reading Dens](#)

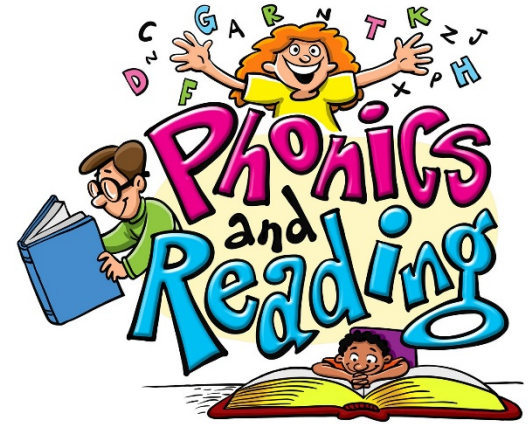
# Pre Reading Requisites

- \* must have a knowledge of language
- \* pattern
- \* rhyme and repetition
- \* vocabulary
- \* predictability
- \* must have a knowledge of how books work



# Three Aspects of Reading

- \* whole word
- \* prediction
  - \* picture
  - \* grammar
  - \* story
- \* phonics
- \* beginner readers will be practising one or more of these aspects until all three are used



# Phonics

- \* Necessary – but not the only skill needed
- \* 20 minute sessions daily for youngest children
- \* Sound sheets – practise at home
- \* Short sounds ‘b’ not ‘buh’ ‘h’ not ‘huh’ etc



# Phonics cont

\* What is this word?

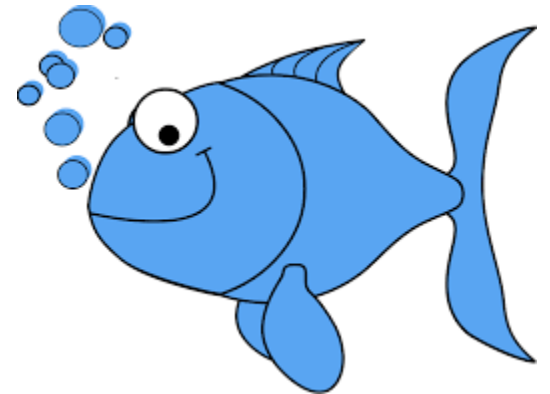
ghoti



# ghoti

\* fish

\* 'f' as in rou**gh** 'i' as in wo**m**en 'sh' as in sta**ti**on



# Phonics

Phonics



# Learning to Read at School

- \* Regular reading – aim once per fortnight (home reading).
- \* English lessons
  - \* shared text
  - \* guided reading – once per week
- \* through whole curriculum
- \* hearing children is not teaching, but assessment of where to go next.

# Reading at Kingsfield

- \* Home / School Reading
- \* Bookmarks
- \* Books – stories, classics, non-fiction.
- \* Class Reading
- \* Reading Corners
- \* Library
- \* Rainbow Reader of the Week (class based)

# Reading



Rainbow Reader of the Week



Author of the Term

Date borrowed	Title of book	Date returned

Learning Lions Lending Library Record

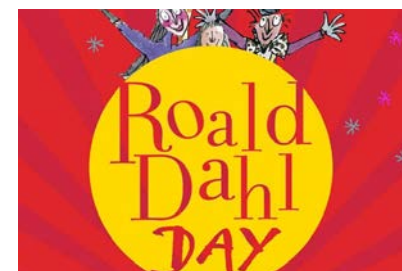
Weekly Library Borrowing



Class Reading Zone

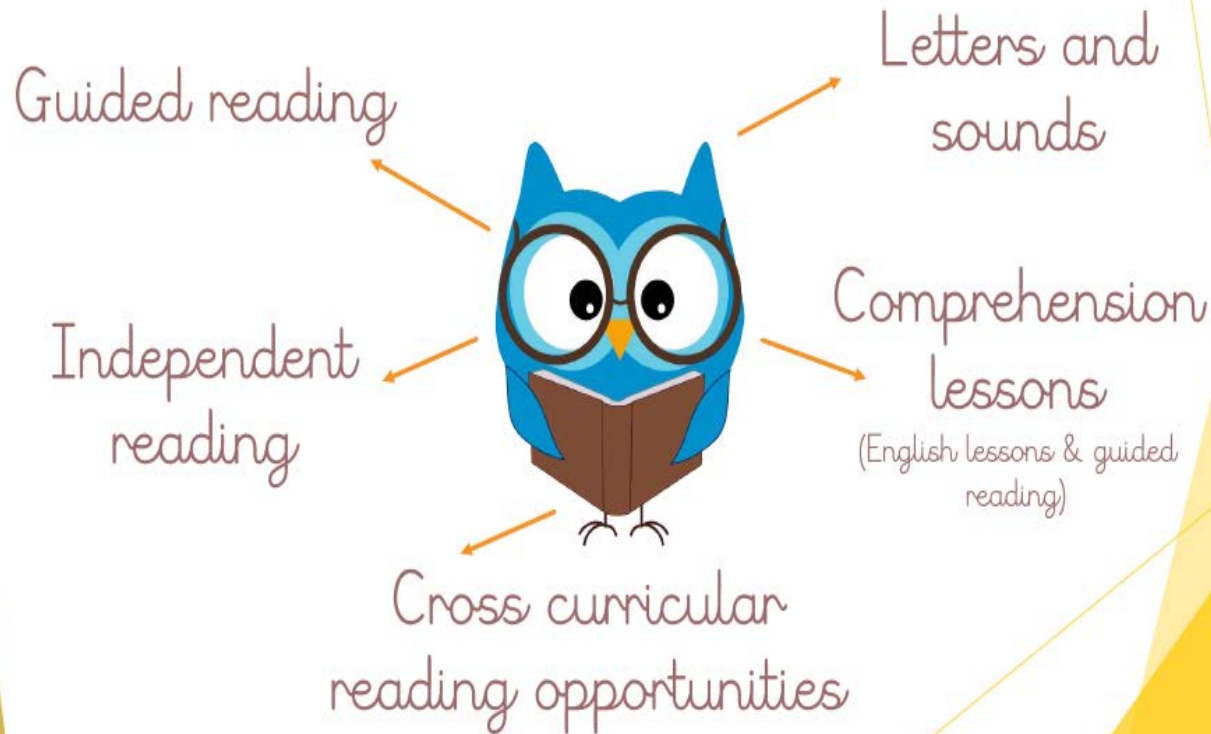


Class Reading Bookmarks – Adult Reading at home / Change of book star chart.



Focus Days – e.g.  
Roald Dahl Day  
13/09/19

# How do we teach your child to read?



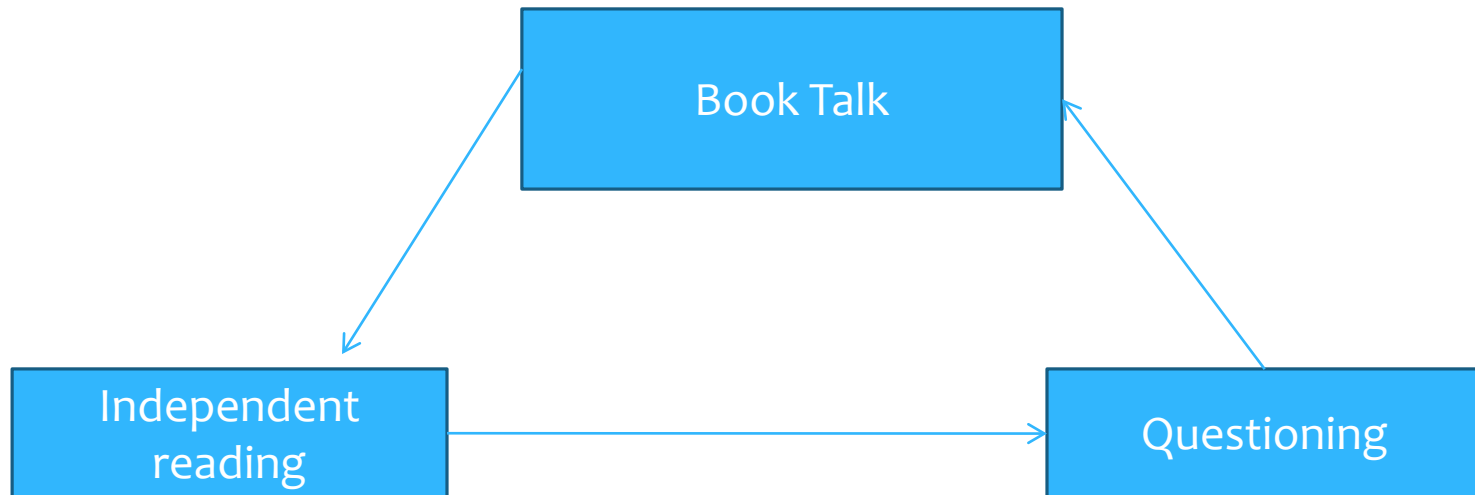
# What does Guided Reading look like?

- ▶ Highly successful model - main vehicle for teaching reading (word recognition and comprehension) in schools.
- ▶ Children split into small groups - weekly session
- ▶ Whole class takes part - activities for independent groups to promote skills in reading whilst one group works intensively with the teacher and one group works with TA.
- ▶ Each session is carefully planned for using strategies to read independently as well as developing comprehension skills
- ▶ The teacher will use these ongoing assessments to reach a termly judgement as to the band your child is working within and what the next steps are.



# Guided reading

Gives children depth to their understanding.



# Reading at an early age

## How do children learn to read? 3-4 year olds

- ▶ Introduce them to books at a young age.
- ▶ Create the right atmosphere.
- ▶ Find a comfortable and quiet place to look at books. Read them a bedtime story every night. Let them choose.
- ▶ Let them pretend to read.
- ▶ Help your child to join in with reading.
- ▶ Let them turn the pages and guess what happens next.
- ▶ Use funny voices, toys and actions to make the characters come alive.

## 3-4 year olds continued...

- ▶ Children often learn stories off by heart so that they appear to 'read' a book. This is normal and an important part of your child becoming a reader. It shows they understand the connection between the words in print and the story.
- ▶ Children also often want to read the same book over and over again. This shows that they are enjoying the book and are getting real pleasure from reading.
- ▶ If you are not confident readers yourselves you can still help your child by talking about the pictures and making up a story to go with them. If you don't like reading out loud, story tapes are great. You can borrow story tape and book packs from the library.
- ▶ It's not just about books. Point out all the words around you: labels on food, street signs etc. Leave messages on the fridge to be read. Encourage your child to write shopping lists and to read them when you are shopping.
- ▶ Don't forget the traditional nursery rhymes. Children soon learn them by heart and love to 'pretend' to read them in a book.





# Reading in KS1

## How do children learn to read? 5-7 year olds

- ▶ Set aside a specific time for reading every day and make reading a priority.
- ▶ 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.
- ▶ Let your child help you choose the books you read together. If they don't like the book don't force them to read it. We don't read a book as an adult that we aren't interested in! Making an informed choice is also an important part of reading for pleasure. Likewise with school reading books too!
- ▶ Encourage your child to read to you. PHONICS (will touch on this again in a few slides) .... Follow the words with your finger and sound out the words (c-a-t: cat) See if they can pronounce each sound and then blend them together. Be positive. Praise your child for trying hard with their reading. Let them know it is alright to make mistakes.

# Encouraging Boys

Encouraging Boys

# How to encourage older readers.

- ▶ Encourage independent reading, but remember children will still love being read to! (Who doesn't?)
- ▶ Older children who can 'read' still need encouragement at home to enjoy reading. Show an interest in the books they bring home and try the website [www.lovereadings4kids.co.uk](http://www.lovereadings4kids.co.uk) to find information on different authors and download extracts of books to try.
- ▶ Encourage your child to try different authors and types of books (see lists below for recommended authors and like for like authors).
- ▶ If they don't like the book they are reading, encourage them to change it. We don't read a book as an adult that we aren't interested in! Making an informed choice is also an important part of reading for pleasure
- ▶ Encourage your child to read to younger brothers and sisters to make them feel like the 'expert.'
- ▶ Encourage your child to keep a record of the books they have read, perhaps giving each book a star rating.
- ▶ Don't worry if your child reads newspapers, magazines, comics and the internet. This will support their reading alongside reading books.

# Reading requires two skills.

## ▶ Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

## ▶ Understanding

- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.

# Phonics and word reading...

What to do if your child is stuck

- ▶ Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- ▶ Read to the end of the sentence. What would make sense?
- ▶ What is the text about - what might fit here?
- ▶ Does it sound right?
- ▶ Look at the picture. Does it help?

## Independent Strategies *by Jill Marie Warner*

When I get stuck on a word in a book,  
There are lots of things I can do.  
I can do them all, please, by myself;  
I don't need help from you.  
I can look at the picture to get a hint.  
Or think what the story's about.  
I can "get my mouth ready" to say the first letter.  
A kind of "sounding out".  
I can chop up the words into smaller parts,  
Like on or ing or ly,  
Or find smaller words in compound words  
Like raincoat and bumblebee.

I can think of a word that makes sense in that place,  
Guess or say "blank" and read on  
Until the sentence has reached its end,  
Then go back and try these on:  
"Does it make sense?"  
"Can we say it that way?"  
"Does it look right to me?"  
Chances are the right word will pop out like the sun  
In my own mind, can't you see?  
If I've thought of and tried out most of these things  
And I still do not know what to do,  
Then I may turn around and ask  
For some help to get me through.

# How to use these strategies at home.

- ▶ John let his pet frog go. It \*\*\*\*\*across the grass.

*What is the first sound?*

- ▶ It h\*\*\*\*\* across the grass.

*What would make sense?*

- ▶ It hopping across the grass.

*Does that sound right?*

- ▶ It hopped across the grass.



# Understanding (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.  
(consider the technical vocab they may be reading e.g prey, fossil, scurried...)
- ▶ The best way to develop understanding is to talk about texts.

COMPREHENSION

I understand  
what I read.



# Comprehension ...

- ▶ Finding information on the page. (retrieving information)

Children need to skim and scan for key words using their magic finger.

- ▶ Being able to find information that is not on the page. Looking for clues (inference)

Children have to search for hidden clues in the text (often show not tell e.g. her mouth dropped open). • Relies on own understanding of world / experiences and on understanding of language.

- ▶ Thinking about situations and predicting what might happen.
- ▶ Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- ▶ Book talk to make your child think.

# Open not closed!



- Do you like this character?
- Do you like this book?
- It's a good story isn't it?
- Is it a happy or sad ending?
- Do you like this kind of story?

Change these questions so that the answers cannot be yes or no

- What do you like about this book?
- What do you think of this character?
- Why do you think the character did that?
- How do you think the character is feeling? Why do you think that?
- Why do you think this is a good story?
- What is it about these stories that you like so much?
- Have you read other books like this one?



The talking about books...

It is not a test!  
They can skip back through the book to help them (in particular the retrieval questions - WE PROMOTE THIS!

# Strategies if stuck...

## Reading Strategies

To decode difficult words I can



Cut the word into syllables.  
E.g. "en - joy - able"



make a cake

Sound it out.



E.g. seal in the rain



Cover up the word and keep reading.  
Then, go back and work out what it could be.



Use the pictures to help me.



cup of t

Look at the first letter for a clue.

## Reading Strategies

To understand words I can



'Kung Fu Panda' the word!

Spot a word inside a word to help.

E.g. "enjoyable" - joy - happiness



Cover up the word and keep reading.  
Work out what it could be.



Use the pictures to help me.



If it has a CL we don't need to  
know what it means, because it is  
a name.

Always use your own parental judgement. If your child is tired or feeling unconfident, shift the balance of reading more towards you...

# Reading to your child...

It is also important to read to your child. This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- ▶ Read them stories that they wouldn't be able to read
- ▶ Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- ▶ Read them the book that was your favourite when you were a child.
- ▶ Read slowly, with expression. Try to use different and funny voices for characters.
- ▶ Follow the words and read the story using the pictures.
- ▶ Talk about what is happening and what might happen next. Leave the story on a cliffhanger!

# Useful Websites...

- ▶ Oxford Owl • <https://www.oxfordowl.co.uk/for-home/>
- ▶ Book lists
- ▶ E-books



# Praise and Reinforce Learning!

In the early reading stages:

Avoid saying: - No! - That was wrong! - That's an easy word!  
- You should know that! - Try and remember - You've already had it. - Think! - You know this word. - What do you mean, you're bored? - Come on you're not concentrating - We did that yesterday!

Try to say: - I like the way you worked that out - Well done for fiddling in your head! - Get your mouth ready to say the word. - What can you hear at the beginning/ the end? - Does that make sense? - Does it look right? - Try that again. - Do you know a word like that? - Look at the picture and see if it helps





# Growth Mindset!

All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them. 'This is what you said .... Can you spot anything wrong with that?' 'Does that make sense?'



