



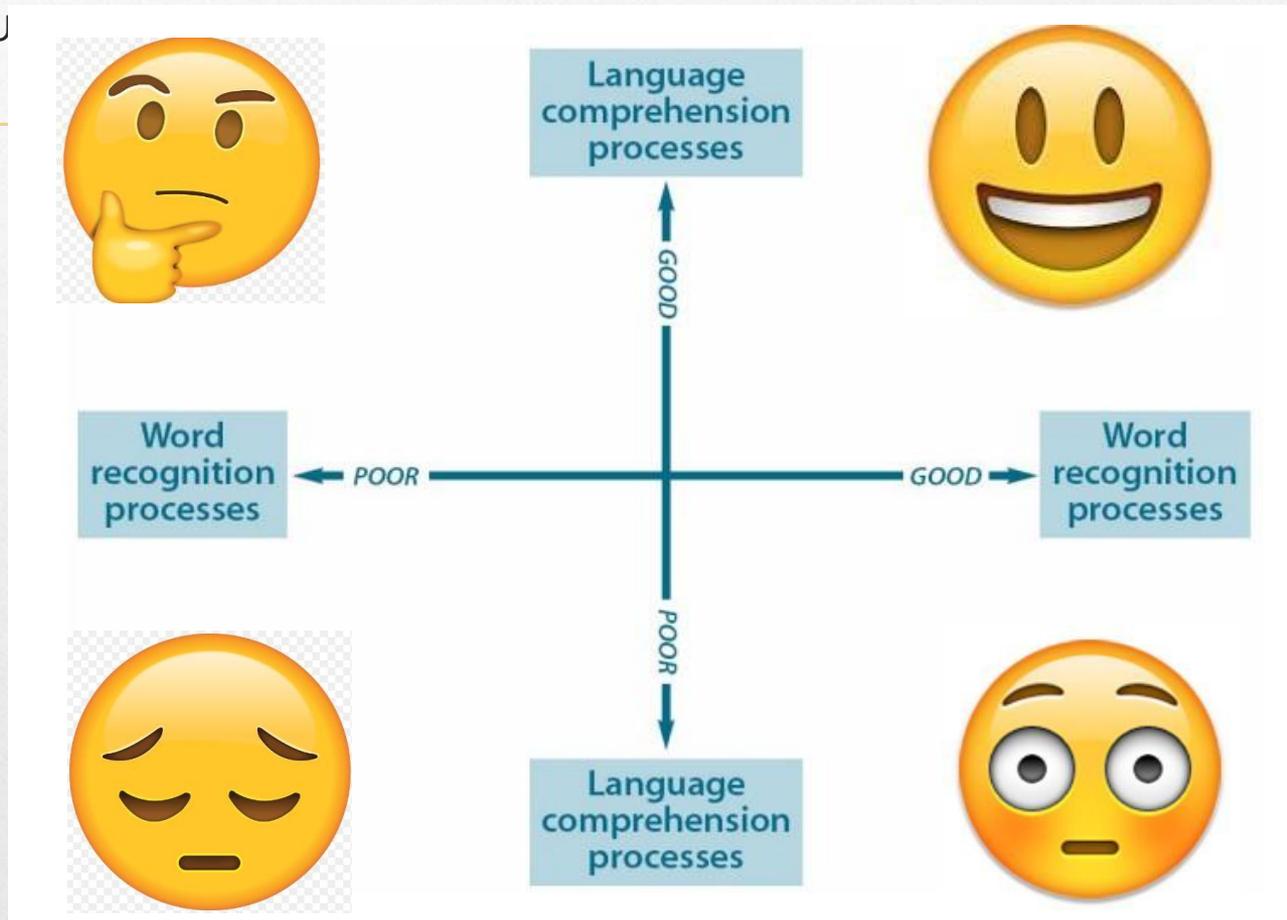
Reading Workshop: Shelley First School



Reading is the **KEY** to learning

The Simple View of Reading

The SVR was adopted by the Rose Report (Independent review of the teaching of early reading) and forms a central part of the National Curriculum





What type of reader is my child?



Top Tips

- If a child is finding reading difficult, ask yourself this question. "If I read this to him, would he understand it?" If the answer is 'yes,' it's very likely that he is finding word reading difficult - and not comprehension.
- Children will not necessarily progress at the same rate in both dimensions. Some will have difficulties with word reading even when they don't have any difficulties in understanding language; others will have difficulties with language comprehension, even when they don't find word reading difficult.



Word reading and decoding

Reading is the **KEY** to learning

How to help your child read a word

- Which letter phonemes do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmmm', finish the sentence. Then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes.
- Use the first 1 or 2 sounds with another strategy

Always go back and read the sentence again!



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

Reading strategies

I read to the  of the sentence



I looked at the picture



sharp I sounded it out think

away
from

I recognised it

went
come

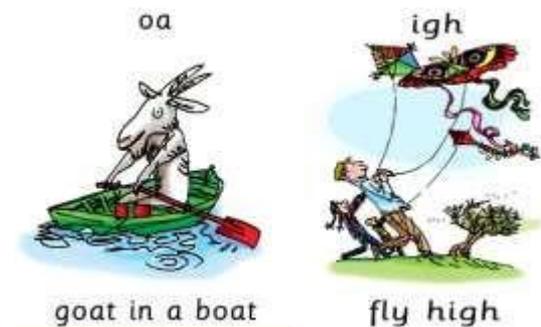
Effective decoding

If your child fails to recognise repeated words, (high frequency or unusual) try word hunting. Show them the word in isolation, talk about it, then have a word hunt. They scan through the book to find the word as many times as possible.

Remember - you will know your child's strengths and weaknesses, better than anyone else...

Effective decoding

If your child fails to recognise digraphs (2 or more letters that make a single sound), then point this out in advance. Use the book or a piece of paper to remind them of the tricky digraph, and have a go at looking for it on one or two of the pages.



Effective decoding

If your child loses their place when reading, use a ruler to help them with their tracking along the page.





How do we comprehend?

- The comprehension element of reading is made up of:

Linguistic processes - understanding the vocabulary - the meaning of the words

Meta - cognitive processes - memory/making inferences.

Domain knowledge bases - general knowledge/experience of the World

We rely on our domain knowledge when reading to understand! It is so important to widen this knowledge base and share it!



How to ask effective questions.

There are different types of questions. To have a good comprehension skills your child needs to develop their ability to respond to all of these.



Literal

The looking and finding question



Inference

The clue question



Deduction/Opinion /prediction

The thinking question – goes beyond the text. This connects the text to the World.

Inference: Children often find it hard to provide the evidence needed to support their point.

Deduction/Opinion: If children have poor domain knowledge, they find this type of question really difficult!

Reading for Meaning.

If your child reads without expression, try 'echo reading.' You read a section of their book with expression and encourage them to 'echo' you using the same intonations and emphasis that you have used. Make this into a game by really exaggerating and seeing how well they can copy you.

Reading for Meaning.



What time of year was it when this photograph was taken?

Where in the world was this photograph taken?

Why have all these people gathered together at this location?

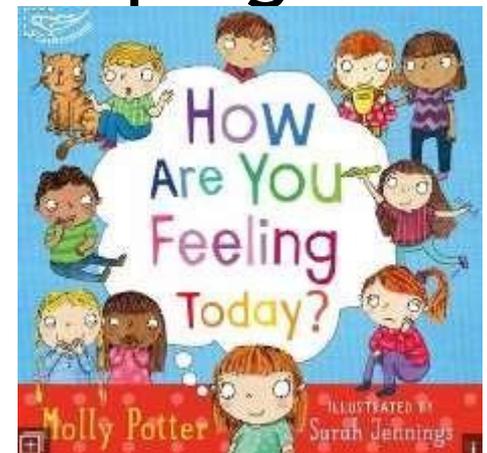
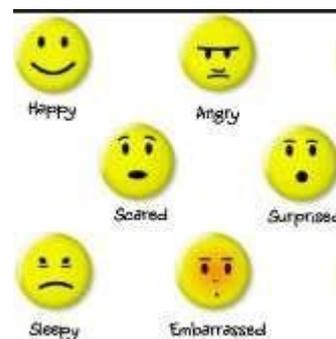
Answer these questions by looking for clues and discussing with your partner.

Make sure you are detailed in giving the **reasons** and the **evidence** you have found in the photograph that helped you answer each question.

Reading for Meaning.

There is always the opportunity to ask your child ‘How is the character feeling at this point in the story?’. ‘Why is he/she feeling that way?’ ‘How do you know?’

Sometimes pupils need help developing their feeling words vocabulary.



Reading for Meaning.

Talk to your child about the vocabulary in the book. Pick any unusual words or phrases and ask them what it means. Can they think of another similar word?

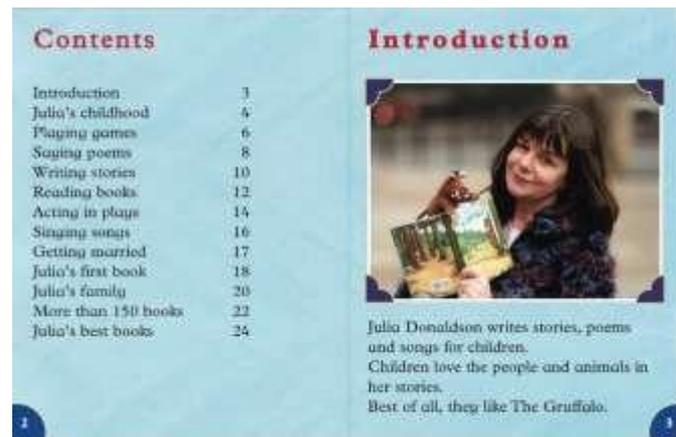
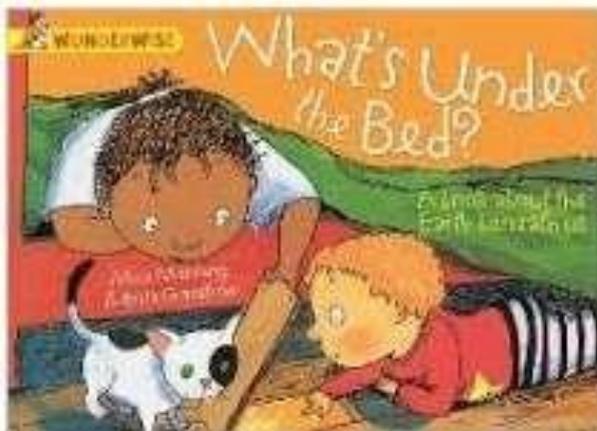
'Her words cut like a knife.'

'Litterbugs will be prosecuted.'

'It was raining cats and dogs.'

Reading for Meaning.

If your child is reading a non-fiction book, help them to use indexes, pictures, graphs and so on. Ask them a question based on the text which they need to use the contents/glossary to answer.



Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

“Come on,” Maria said impatiently.

3

Look at page 4.

How can you tell that Maria was very keen to get to the island?

3

Look at page 4.

How can you tell that Maria was very keen to get to the island?

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Award 1 mark for answers referring to any of the following:

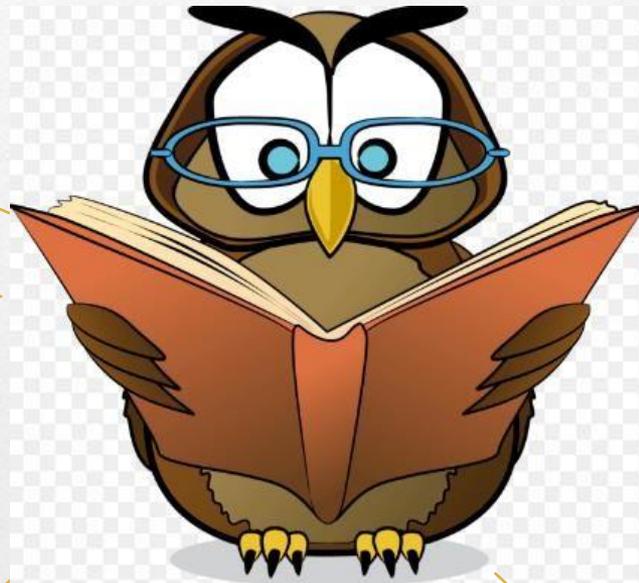
1. recognition that Maria speaks or behaves impatiently, e.g.
 - *“Come on,” Maria said*
 - *she was being impatient.*
2. recognition that she is rushing Oliver, e.g.
 - *she was telling him to hurry up.*

Also accept reference to Maria giving an order.

1m



How do we teach your child to read? (Word Recognition and Comprehension)



Guided Reading

Book fairs/
Reading challenge

Whole class reading sessions

Shared reading

Letters and Sounds (phonics)

Individual Reading

Cross curricular reading opportunities



What do Comprehension lessons look like?

- Once a week during Guiding Reading time – teacher works with small group to develop comprehension.
- Weekly whole class reading session. Session carefully planned to develop and teach comprehension skills- specifically focussed on vocabulary and authorial intent.
- Allows practise to answer a range of different question types.
- Where needed, decoding skills will be taught.



What makes successful readers?

- Large vocabulary - children with largest vocabularies are most successful with comprehension.
- Being able to identify new vocabulary.
- Being able to make predictions. (What do you think will happen next? Why do you think that? What clues in the text lead you to think that?)
- Self monitoring – to seek clarification. (What does... mean?)
- Readers need to ask questions – during and after reading (Good readers internalise questions – adult support can draw these out and develop)
- Asking/answering different types of questions (literal/inference/deduction/opinion)
- Summarising – a good indication someone has understood what they have read. (plot/theme/character)
- **Guided reading and comprehension lessons are rich and meaningful contexts in which children develop these skills. These skills can also be developed at**

home with your support!



How can I support my child with reading at home?



Reading to your child/sharing books

Hear your child read (Daily - Reading Diaries)

Give support and encouragement

Being a role model - get caught reading!

Asking effective questions

Reinforcing taught phonemes/sight words

Enjoying a wide range of materials:
Picture books (all ages!)
Newspapers
Magazines
E-books Audio books

Using Libraries

Encourage wide reading - range of genres

Your child is never too old to read to you or for you to read to them!

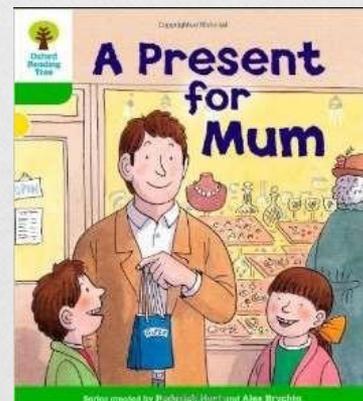
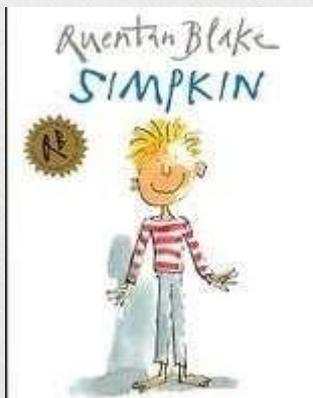
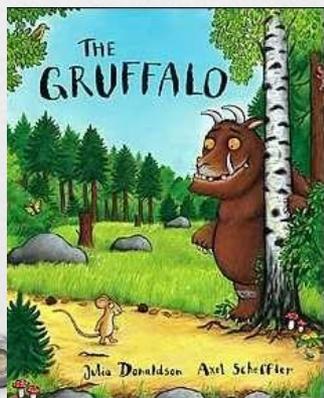
Make reading a pleasure! Make it fun!

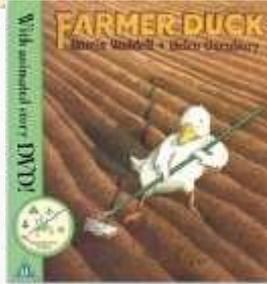
Encourage your child to enjoy books everyday!

Before Reading.

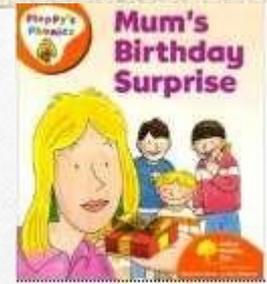
If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.

Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book (do a picture walk).

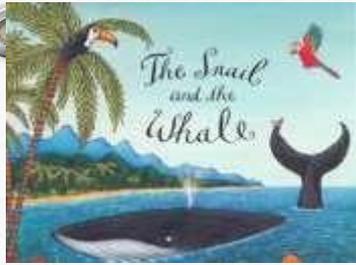




During reading



- Ask your child many questions about the characters in the book as you read the story
- Have your child use his/her finger to follow the direction of the text (top to bottom, left to right)
- Have your child look at the sentences and see if he/she can identify any of the sounds in the words or any of the HF words they have learnt
- Discuss the meaning of any unfamiliar words



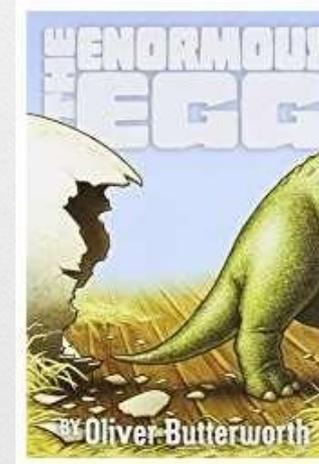
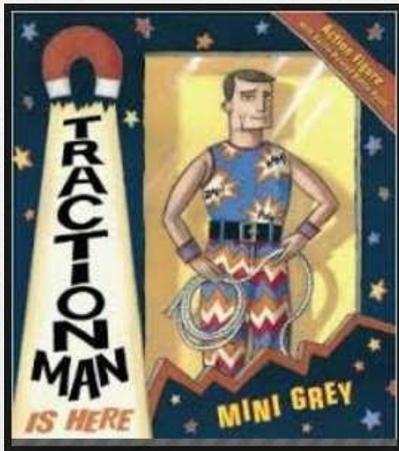
After reading



- Discuss with your child what they liked/disliked about the story
- Can your child think of another title for the book and why?
- Did the story have a sad or happy ending? Can your child think of a different ending for the story?
- Can your child think of another character which he/she might want to add to the story and why?
- With richer picture books, you can ask, ‘what was the big idea of the story?’

Sharing more advanced books with your child.

It is still 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.



<http://www.whatdowedoallday.com/read-aloud-chapter-books-for-4-and-5-year-olds/>

<http://www.whatdowedoallday.com/first-grade-read-alouds/>

Remember..

- Encourage a love of reading - use libraries, audio books, book shops (Daunt Books, Tales on Moon Lane), use i-Pads and the internet (e.g. Newsround website, National Geographic Kids, First News, Phoenix comics)
- Encourage children to read... anything(!) and ideally a range of genres and authors
- Read higher level texts aloud to children
- Enthuse (or get someone else to enthuse!) about particular authors and genres
- Use audio books.

Aims for your child

- To encourage a love of reading,
- To develop fluency and independence,
- To develop comprehension and understanding,
- To develop a wide reading repertoire



Reading Diaries

- Please write in your child's reading diary - even if briefly!
- Regular monitoring in school - support offered where children are not reading regularly
- Frequency - whole school reward system (reading challenge)
Importance of listening to your children read aloud regularly (even at year 5!) at least 4 times a week.
- A balance with independent reading is encouraged for competent readers - but it is always important to provide opportunities for children to discuss their reading (deduce and infer meaning when discussing the texts, as well as retrieving information).
- Range of genres (free readers - still need reading guidance - NC says children need to read widely to develop their knowledge of themselves and the world in which they live)
- Signing the reading diary (keeping diaries focused on reading)
- What counts in the diaries - does it have to be my child's school book?

Finally...

Supporting your child to read is the most important thing you can do to help your child succeed!

~~Your child's ability to read directly impacts their ability to write!~~

Reading together is fun and helps build relationships!

The impact lasts a lifetime. Successful readers tend to be more imaginative and confident!

Children learn by example, so if they see you reading, they are likely to want to join in.

Talk, talk, talk! More able readers are better speakers. The wider and richer your child's vocabulary and knowledge and experience of the world around them, the better their comprehension will be!

If parents engage with their children's education, the attainment of the child will increase by 15% no matter what the social background of the family. -

[Professor Charles Desforges](#)

Any questions?

