

The more that
YOU READ,
THE MORE THINGS
YOU WILL KNOW.
The more that you learn,
THE MORE PLACES
YOU'LL GO.



-DR. SEUSS

Reading Workshop

13th February 2019

You're never too old,
too wacky, too wild,
to pick up a book
and read to a child.

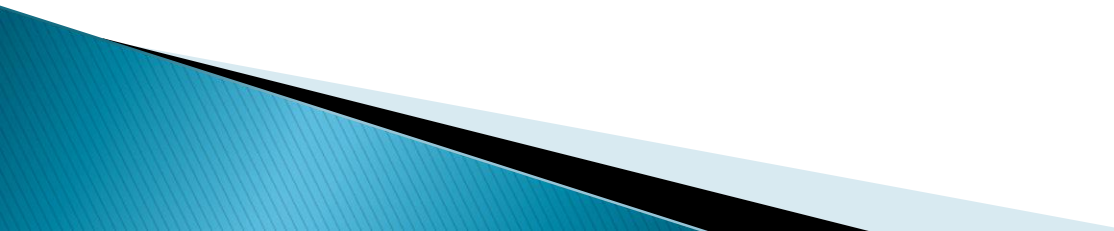
-Dr. Seuss



Why is reading important?

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.



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.

If a child understands what they hear, they will understand the same information when they read.

Who will read?



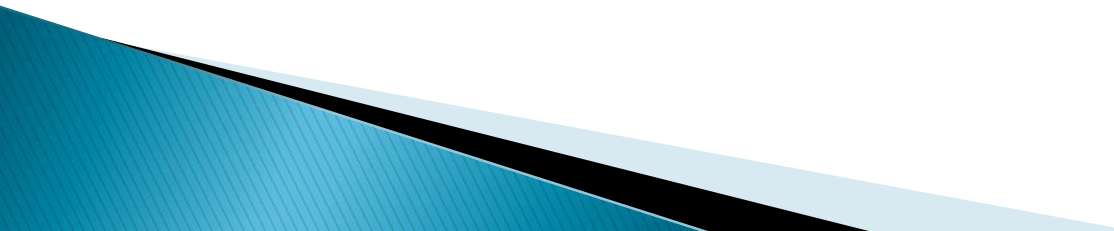
How to help my child

As an adult, you will probably be the better reader. Therefore you should read and model.

When presented with a book, the adult can read it first and allow the child to enjoy listening to it. Then the child can read and have some understanding of what they are reading.

Engagement is the key!

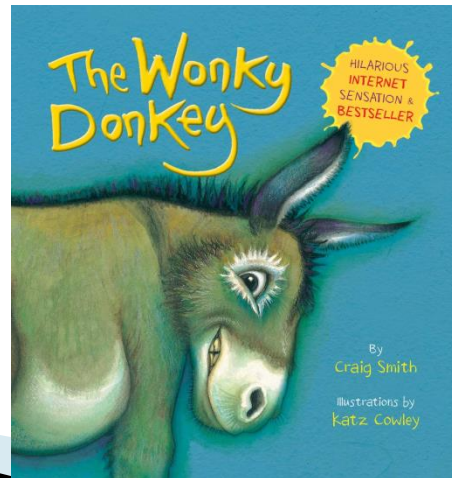
Engaging with the text allows children to have a greater understanding of it.

- ▶ Allow them to ask questions
 - ▶ Talk about similar experiences
 - ▶ Discuss other books with a similar theme
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Reading for pleasure

Reading for pleasure is the number one indicator for future success in literacy and in life.

No matter what age, hearing sounds is supporting reading.



Survey of children in school

The following table shows the number of children who have a story read to them on a daily basis.

Year group	Percentage
Reception/Year 1	40%
Year 2/Year 3	31%
Year 4/Year 5	29%
Year 6	29%

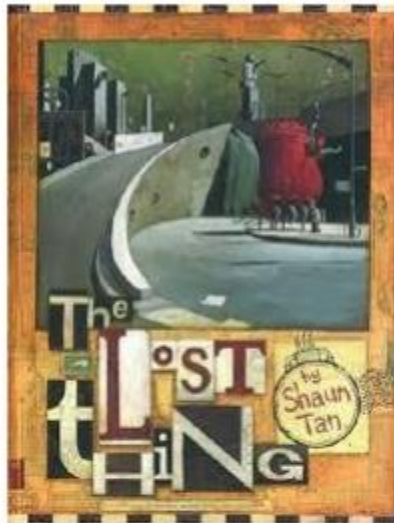
Picture books

Are picture books only for younger children?



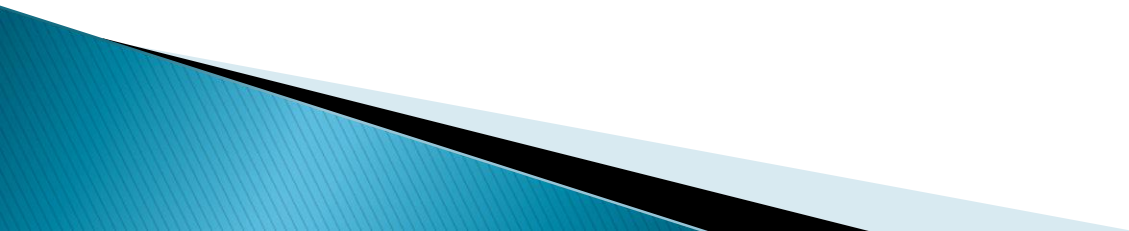
Picture books

Picture books for older children

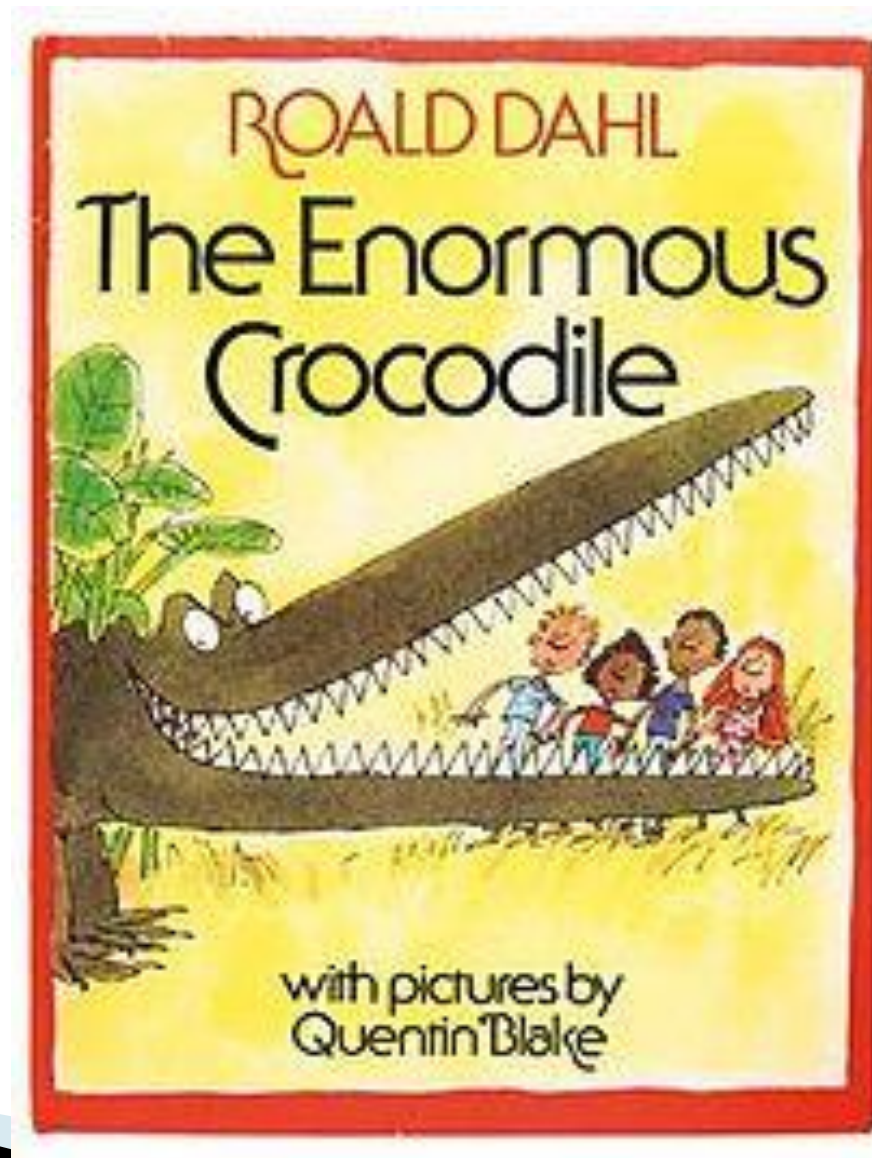


Do you love books?

Which childhood book do you still treasure and why?



My favourite book



How do we pass on our passion for reading?

Share the books you loved. Help children build up a selection of books to show the variety.

Allow your child to read comics and different styles of books.

Join the library – it's free!



How do we start reading?

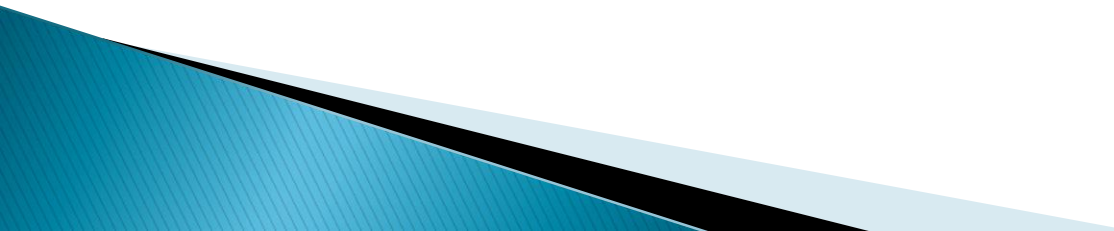
Communication – without speaking we cannot read. We learn a language to communicate with others and that is what reading is.

Children develop language through play. They talk about what they are doing, they build up their vocabulary.

Does technology inhibit our ability to read?



Statistics

- ▶ A YouGov poll showed that 57% of parents use a tablet, mobile or TV to distract their child, compared with only 10% of parents who give their child a book to read.
 - ▶ Nearly 65% of parents said they set a good example with their own reading habits, whereas 35% feel they did not.
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Reading in school

Phonics

Shared reading

Guided reading

Paired reading

Independent reading

Focused reading activities

Reading across the curriculum

Class novels and stories

School readers

Home readers

The hearing of reading is NOT the teaching of reading

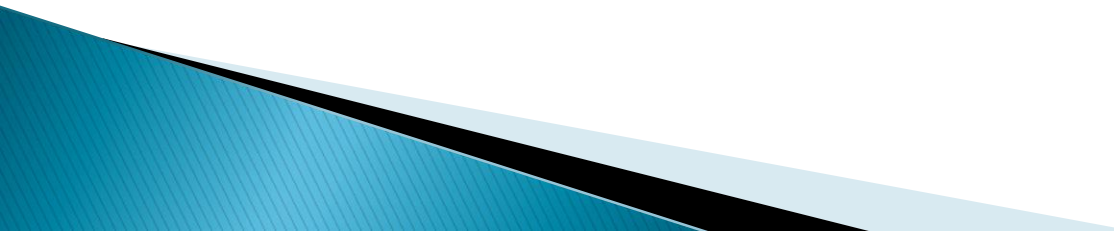
Reading at home

- Understand it is not a test and it is not a race.
- Create a quiet and comfortable reading environment.
- Make reading visible; have books available in your home for different purposes.

(Cook books, newspapers, internet pages, novels and instruction manuals, calendars and diaries)

- Boys need to see that reading is something men do.
- Share books every day. Plan reading into your daily routine.
- Talk about books don't just read them.
- Sit and listen - don't do chores around the reader!

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?
- 

Phonics

Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words

In phonics lessons children are taught three main things:

GPCs

They are taught GPCs. This stands for grapheme phoneme correspondences. This simply means that they are taught all the phonemes in the English language and ways of writing them down. These sounds are taught in a particular order. The first sounds to be taught are **s, a, t, p.**

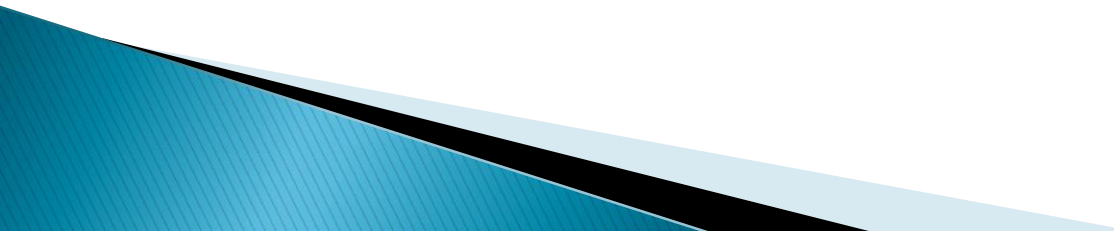
Phonics

Blending

Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

Segmenting

Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.



Closed questions

Do you like this book?



What do you like about this book?

Do you like this character?



What do you think of this character?

It's a good story isn't it?



Why do you think this is a good story?

Do you like reading?



What's great about reading?

Are you good at reading?



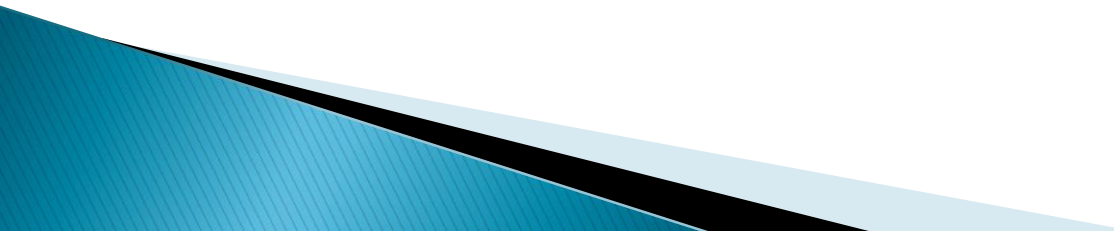
Why are you a good reader?

Do you like this kind of story?

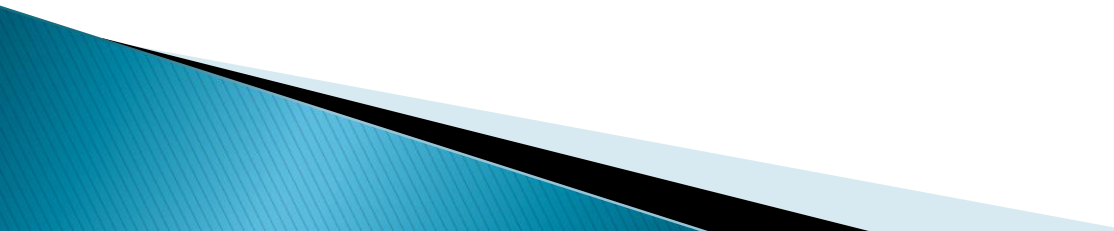


What is it about these stories that you like so much?

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.
 - ▶ The best way to develop understanding is to talk about texts.
- 


Understanding (Comprehension)

- ▶ Finding information on the page.
 - ▶ Being able to find information that is *not* on the page. Looking for clues.
 - ▶ Thinking about situations and predicting what might happen.
 - ▶ Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
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How long should you read to your child for?

- 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!

Retrieval

- ▶ Engage in comprehension monitoring – does your child understand what they have read?
 - ▶ Can they understand the causal link between desires, motives, actions, goals and consequences?
 - ▶ For retrieval questions the answer is in the text.
 - ▶ Children need to skim and scan for key words using their magic finger.
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Examples

7 Write down **three** things that you are told about the oak tree on the island.

1. _____
2. _____
3. _____

18 What helped Martine to get safely on Jemmy's back after the warthog's attack?

(d) At the end of the text, Martine...

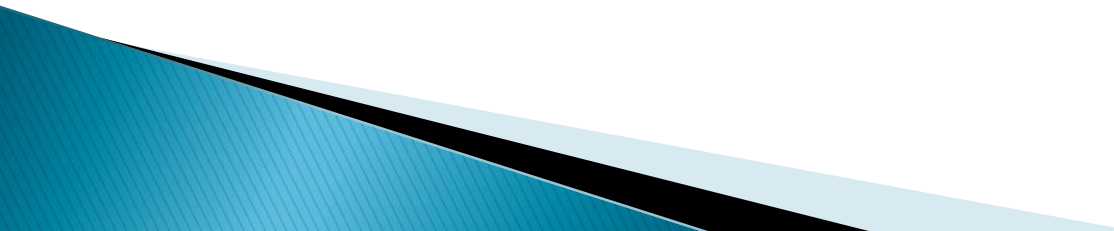
went back home
unharméd.

carried on riding for
hours.

ran home to
get help.

cried all the
way home.

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 an understanding of language.
- 

Examples

3

Look at page 4.

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


1 mark

Look at the first paragraph, beginning: *Dawn was casting...*

How do you know that Martine wanted to keep this ride a secret?

1 mark

Prediction

- ▶ What might children predict?
 - ▶ Do you think Rachel is likely to go swimming again?
 - ▶ Will Rachel listen to her grandmother in the future?
 - ▶ Do you think Rachel and George will remain friends? Why? How do you know?
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Difference between a reluctant reader and a struggling reader

A reluctant reader is a child who is reluctant to read books. He/she can be an able reader who is switched off from reading for a variety of reasons: boredom or disinterest in the reading materials offered, poor attention span, and a general disinterest in the medium of books and the benefits of reading. These pupils do not read for pleasure. Many reluctant readers do not see reading as a 'cool' activity in this day and age of visual stimulation of TV, video games and You Tube.

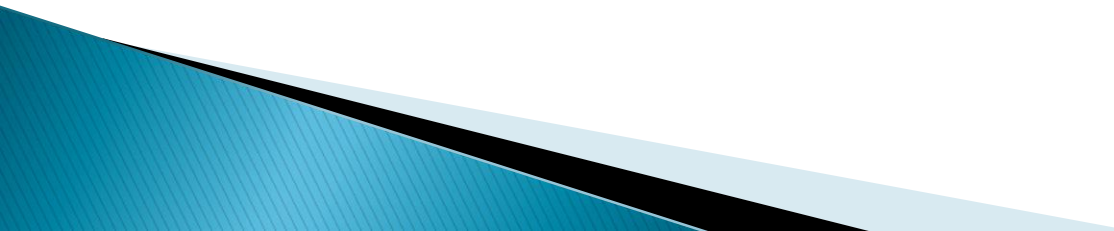
Struggling reader

- ▶ **A struggling reader is a child who experiences difficulty learning to read.** This may be due to: speech and language problems, specific learning difficulties, English as a second language acquired at a later age, poor reading instruction when they were learning to read or a combination of the above. Many struggling readers are also reluctant readers because they find it difficult, fear failure and are aware that they are falling behind their peers. Many of these pupils experience low self esteem.

How to help

Reluctant readers


Try to engage these pupils in reading which is relevant to their interests, through a variety of genres. Many new reading books include non fiction literature with fantastic illustrations and the internet offers a huge mine of texts that can capture the imagination of young people.



How to help

Struggling readers

These pupils need a highly structured phonics reading programme to ensure that the missing gaps in phonic knowledge and skills are filled. Then they need lots of reading practice at each level to develop reading fluency and confidence. It is important that at every stage struggling readers are offered age-appropriate reading materials so that their self esteem grows with their reading progress.



Top tips to help your child read

- ▶ The principles are the same from reception to year 6.
- ▶ Having ten minutes of story time every day has benefited comprehension.



Read with your child



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A CHILD

who READS will be an



ADULT

who

THINKS.

JOY OF MOM

- Unknown