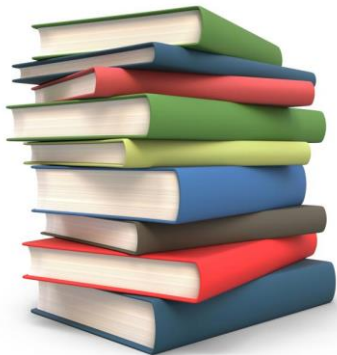


# Reading Workshop

Strategies to help your child  
with reading at home.



# The importance of Attendance

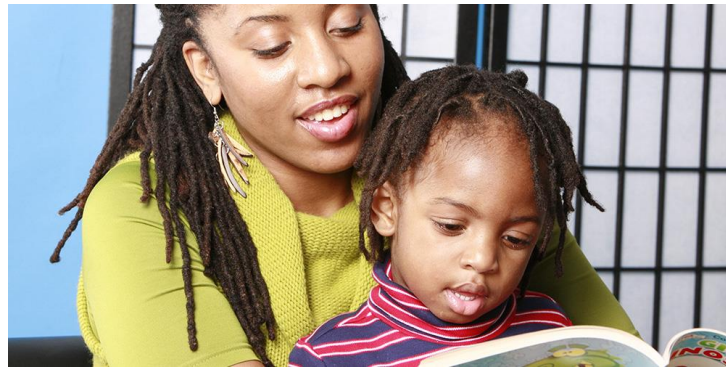
**Days off school add up to lost learning**

every school day matters ✓

100% attendance	0 weeks of learning missed	<i>Best chance of success - well done!</i> ✓
95% attendance	1 week, 4 days of learning missed	
90% attendance	3 weeks, 4 days of learning missed	<i>Poor attendance, I'm worried</i> ?
85% attendance	5 weeks, 3 days of learning missed	
80% attendance and below	At least 7 weeks, 3 days of learning missed	<i>Very poor attendance, I'm seriously concerned</i> ✗

# Aims of the session:

- ▶ To understand what reading is and how it is taught in school.
- ▶ To know how to use a reading book at home and how to get the most out of it.



# The importance of reading

- ▶ Learning to read is about listening and understanding as well as working out what's printed on the page (Pearson UK).
- ▶ The curriculum aims for children to be able to read **easily, fluently and with good understanding**.
- ▶ To develop a love for reading, it's important to build habits of reading wide and often so that children read for both pleasure and information.
- ▶ The curriculum ranges from word reading to developing comprehension skills.
- ▶ Children must be able to decode (pronounce unfamiliar) words. This must be developed to learn to read quicker.
- ▶ Comprehension draws on linguistics skills. The understanding of both vocabulary and grammar.

# How we teach Reading in Year 1

- ▶ Daily phonics.
- ▶ Individual reads.
- ▶ Shared Reading.



# What is Shared Reading?

- ▶ Shared reading is interactive. It is a whole class approach that is led by the teacher. The text that is selected is usually based a level above the children's reading ability.

How this supports the children:

- ▶ This helps encourage and demonstrate decoding skills.
- ▶ Develops vocabulary and inference and deduction skills.
- ▶ Encourages fluency in reading and shows how to read with expression.

# Types of texts your child can read.

- ▶ Reading isn't just about books!
- ▶ At home encourage reading from leaflets, magazines, newspapers.
- ▶ When walking around the supermarket, read food labels or signs in the shops.
  
- ▶ Fiction and Non-Fiction are so important!
- ▶ Children should not see read as a 'chore' or a task.
- ▶ Let's build a love of reading so that children understand that reading is the key to understanding the world around us.



# Phonics

- ▶ Phonics is where we all start when it comes to reading and writing.
- ▶ Children learn that letters make sound and begin to understand that letters, when put together in words, carry meaning (for instance, the letter 'd' has no meaning, but when combined with 'o' and 'g', it means dog)
- ▶ Decoding is a very important skill and it is vital that when reading with you child, you encourage them to use their phonics to sound out unfamiliar words.



Phonics

The word 'Phonics' is written in a large, colorful, rounded font. Each letter is filled with various small illustrations related to the letter's sound or the concept of phonics. For example, the 'P' is red and contains a person playing a piano; the 'h' is orange and contains a ham; the 'o' is green and contains a person reading a book; the 'n' is blue and contains a nose; the 'i' is light blue and contains a person reading a book; the 'c' is purple and contains a person reading a book; and the 's' is purple and contains a person reading a book.



# Lilac books

- ▶ Everything we are about to discuss further is suitable for Lilac books and up. The difference in the Lilac books is that they are picture books. They can be used in exactly the same way as worded books, you tell the story with the pictures. This is the start of the children learning to decode but by using the pictures in the book.



# Now it's your turn!

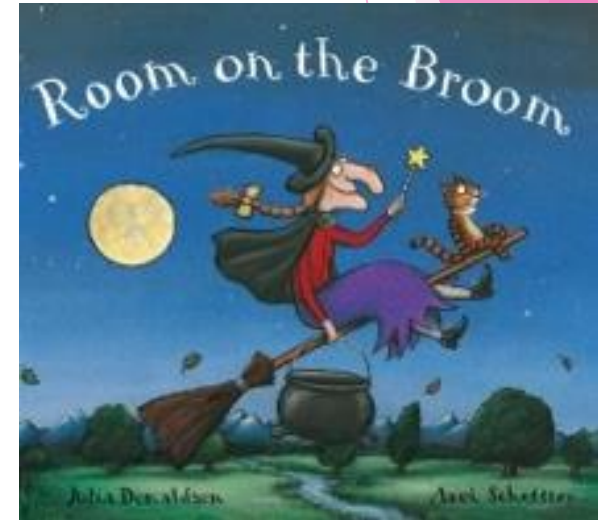
- ▶ Please write down the questions that you ask your child when you are reading your books at home with them.
- ▶ We will be revisiting them at the end of the session.

# YOUR CHILD'S LOVE OF READING BEGINS WITH YOU.



# Prediction

Prediction is a strategy in which readers use evidence (clues) from a text: **titles, headings, pictures, and diagrams** and **their own personal experiences** to say what may happen next, what events may unfold or how a character may behave.



It is a key part of comprehension.

Making predictions helps children engage with books they are reading and connect to their own experiences and knowledge.

## Day 1 – Prediction (do not open the book)

- Read the title.
- Look at the picture at the front cover.
- Read the blurb.

# Prediction/book talk/questions

## General

- Find the author/illustrator?
- Have you read any other books by this author?
- What is the title?
- Why do you think the author chose this title?
- What do you think the book is about?
- What might happen in a book?
- What makes you think that?

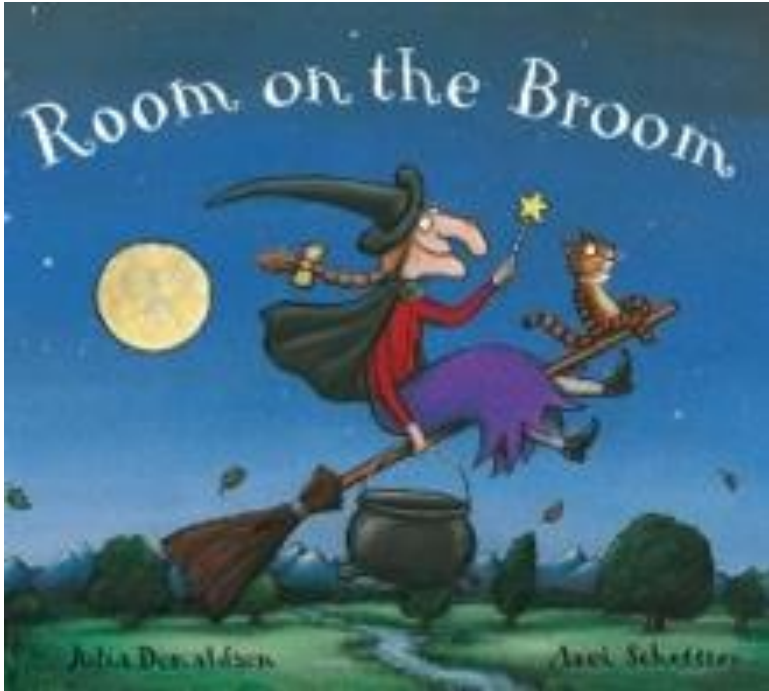
## Characters

- Who are the characters in the story?
- What will happen to the characters?
- What does the character/do the characters feel like?
- What adjectives can you use to describe the characters?

## Setting

- What is the setting (where and when the story happens)?
- Why do you think the author chose this setting?
- What adjectives can you use to describe the setting?
- Does it remind you of any places you've been to?

# Example:



- ▶ What is the title? What does the word 'room' mean?
- ▶ Who is the main character?
- ▶ Do you think the witch is a goodie or baddie?
- ▶ Where are the characters now? Where are they going?
- ▶ When does the story happen? How do you know?
- ▶ Why is the witch holding a cauldron?
- ▶ What is the witch feeling like ? How do you know?
- ▶ Why is the witch waving the wand?

# Day 2 – the beginning of a book (read only up to 3 pages)

- Choose a quiet time and give your child your full attention,
- Explain the meaning of new words,
- Talk about the text using open questions.





# Day 2 – the beginning of a book (read up to 3 pages)

Discussion - book talk to make your child think.

## Questions

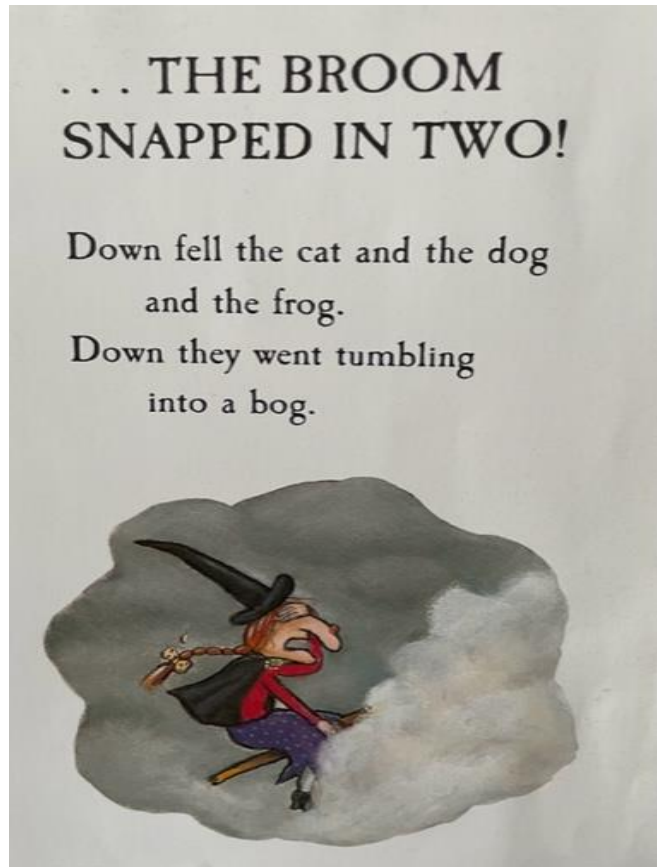
- ▶ What has happened so far in the story?
- ▶ Were your predictions about the book correct?
- ▶ What do you think will happen next? Why?
- ▶ Who is telling the story?
- ▶ Who are the characters in the story?
- ▶ Which words can you use to describe the main character/s?
- ▶ What sort of person is the character? How do you know?

## Day 3 – the middle of the story

- ▶ Identify the problem of a story - what goes wrong
- ▶ Do you agree with the choices the character makes in the story? Why or why not?
- ▶ What would you have done?
- ▶ What is the story about?
- ▶ Describe in your own words what has happened so far in the story?
- ▶ Can you retell part of the story (a chapter) from the point of view of another character??

## Day 3 – the middle of the story

Explain the meaning of any words children are not sure about.



i.e.,  
snapped  
tumbling  
bog

# Day 4 – read the rest of the book

## Discussion:

- ▶ Were your predictions correct?
- ▶ Make some references to own experience
- ▶ Did you like the book? Why?
- ▶ What was your favourite part of the book? Why?
- ▶ Which part did you not like?

# Day 5 - Read the Whole Book

- Read the whole book again.
- Create an alternative ending to the story.
- Retell the story by changing
  - the character
  - the setting
  - the problem

Day 6 and Day 7

Reading for Pleasure



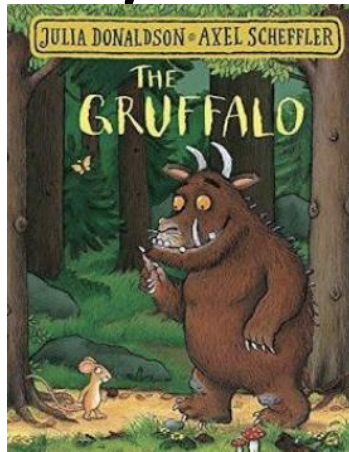
# What is Reading for Pleasure ?



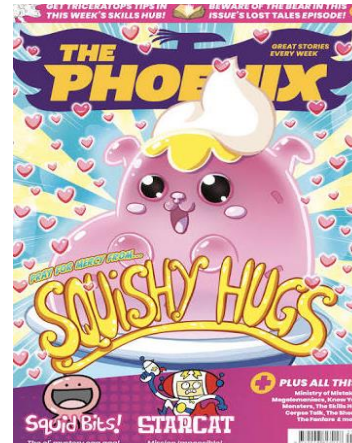
Anything from poetry to instruction manuals, magazines, comics, biography, fiction, history, information - it's a lifelong resource. You can do it anytime, anywhere.

# What can you read at home?

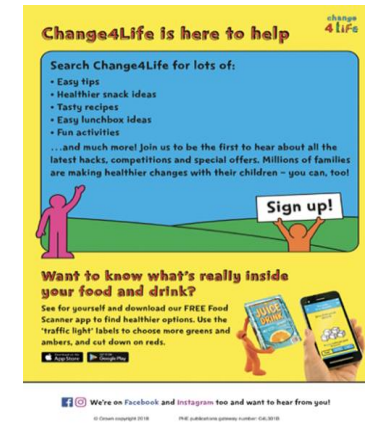
## Story Books



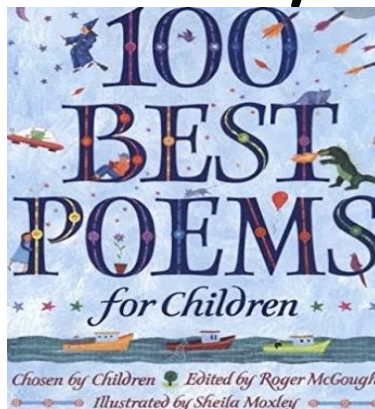
## Magazines



## Leaflets



## Poetry



## Comics



## Newspapers





# Reading for Pleasure

- ▶ Talk about the story and the characters as you go along.
- ▶ Let your child take over reading gradually - don't push them into reading before they're ready.
- ▶ Share reading aloud as you can model pace, expression and fluency for your child.
- ▶ Choose subjects your child prefers - factual books or stories.
- ▶ Look for words in everyday life, not just books. Read newspaper headlines, shop signs or menus in cafes.

# Reading Diaries

Please write comments in your child's reading diary.

- ▶ What did they like or dislike?
- ▶ Could they tell the story back to you?
- ▶ Could they answer questions you asked?
- ▶ How was their ability to sound out and read unfamiliar words?

# Thank you for coming.

▶ Do you have any questions?