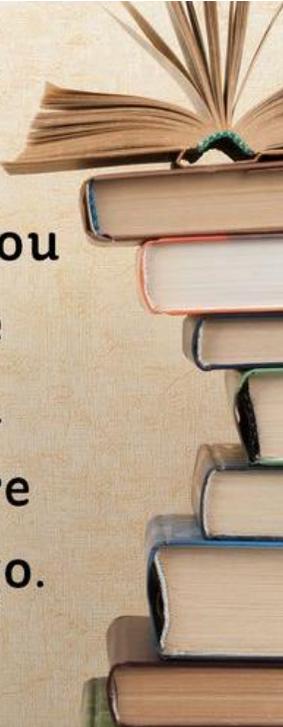


Reading Parent Workshop

December 2022 – Amy Hyde



The more that
you read, the
more things you
will know. The
more that you
learn, the more
places you'll go.

—
Dr. Seuss

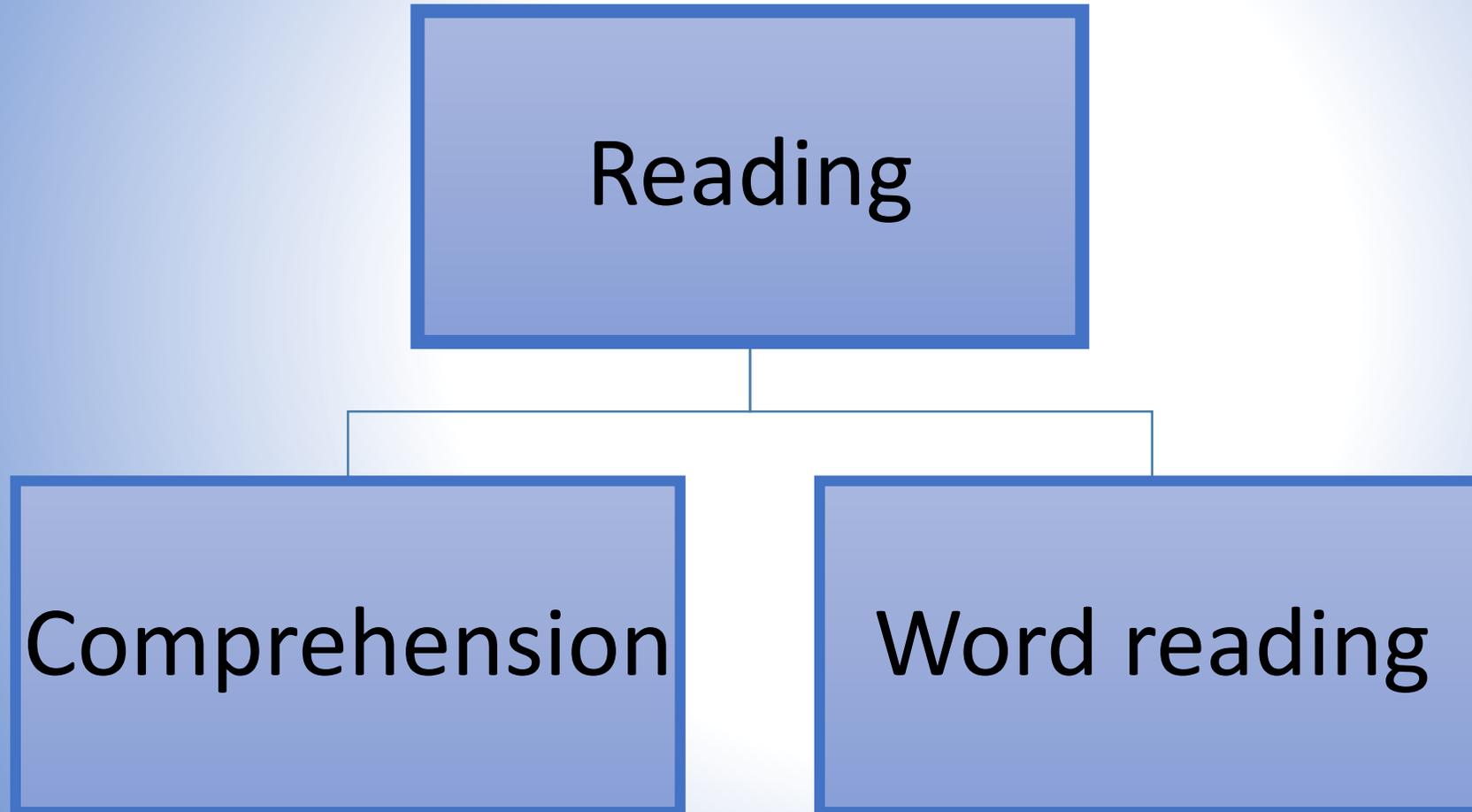


What is in the session?

1. What is reading?
2. How we teach reading
3. Reading outside the classroom
4. Reading at home



1. What is reading?



Word Reading:

Skilled word reading involves both:

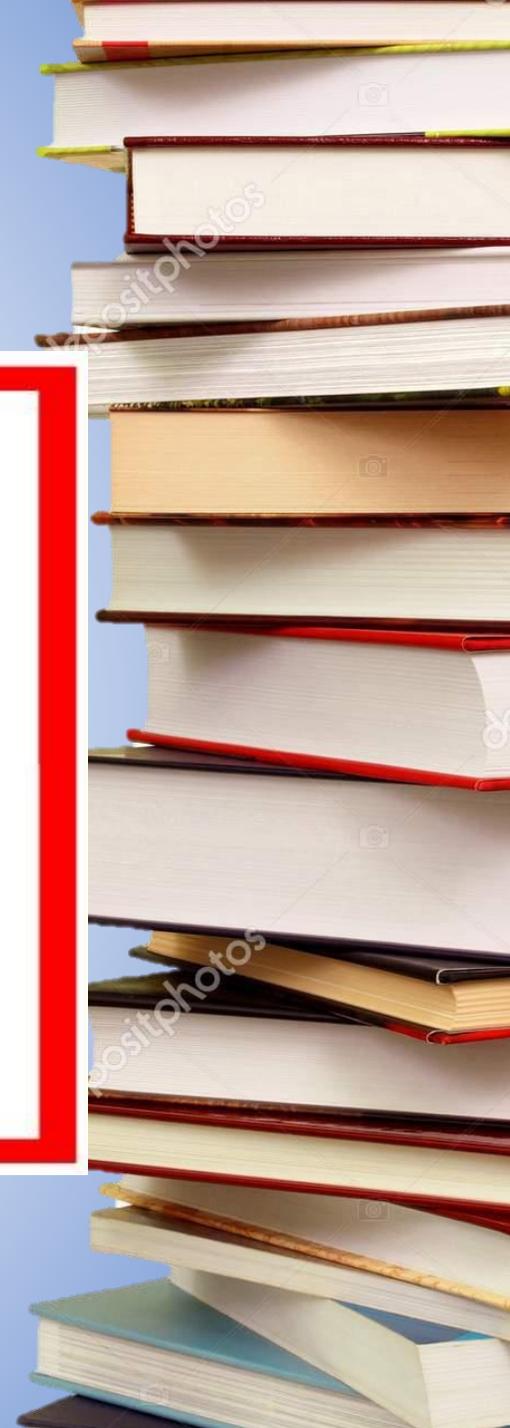
- the speedy working out of the pronunciation of unfamiliar printed words (decoding) and;
- the speedy recognition of familiar printed words (sight reading).

Sight word: the Decodable word: cat

We use the word reading 'Fluency' to mean: reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).



According to a research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be at the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.



Comprehension

- To comprehend, means to understand what they have read. There are different strands of comprehension.
- Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world.
- Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.
- Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.



Comprehension

My child can't read fluently, but can they still have good comprehension?

Of course!

Comprehension can be gained through listening to someone reading, talking about a text and exploring new words and concepts.

Talk is so important – discussing everything you come across will increase your child's comprehension.



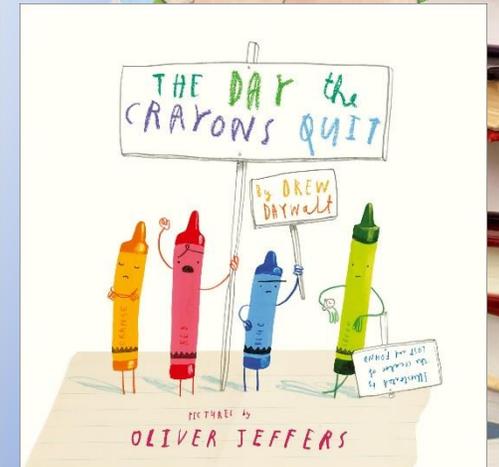
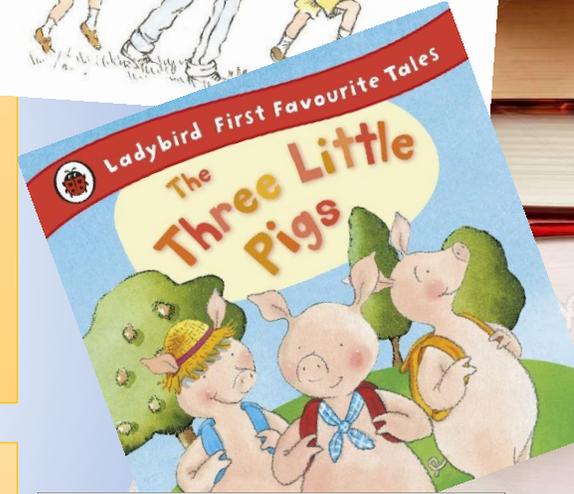
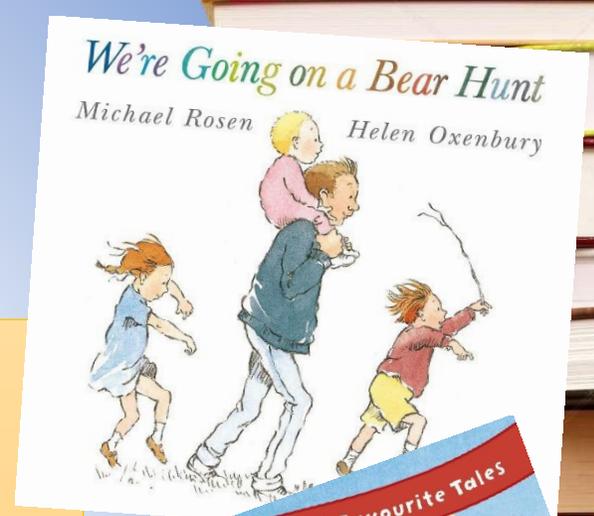
2. How we teach reading

Pre-school:

- Shared stories at story time
- Singing of nursery rhymes
- Daily phonics (phase 1): listening and hearing sounds. Taught in small groups.

Reception

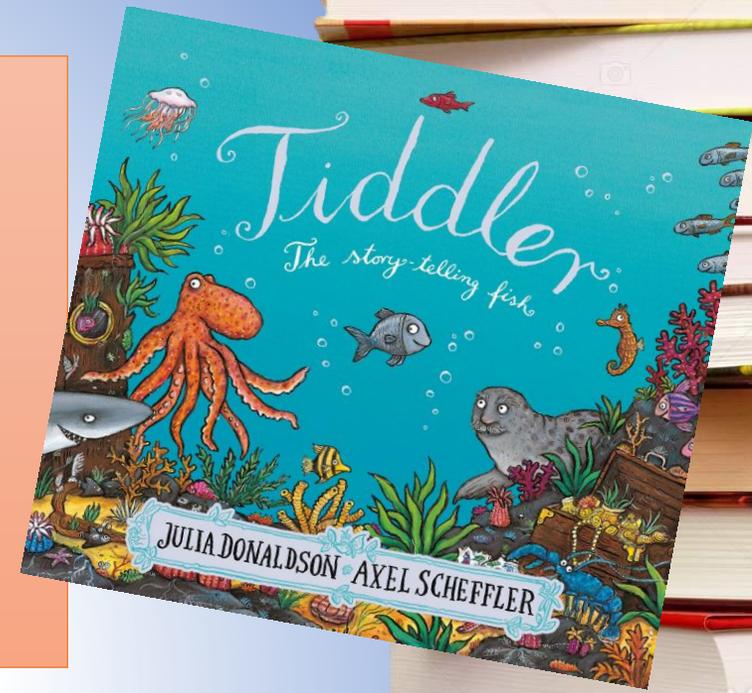
- Shared stories: story time and library time
- Singing of nursery rhymes
- Daily phonics (phase 2-4): phonemes, digraphs and tricky words. Taught whole class and in small groups.
- Reading books shared with parents/carers.



Key Stage 1

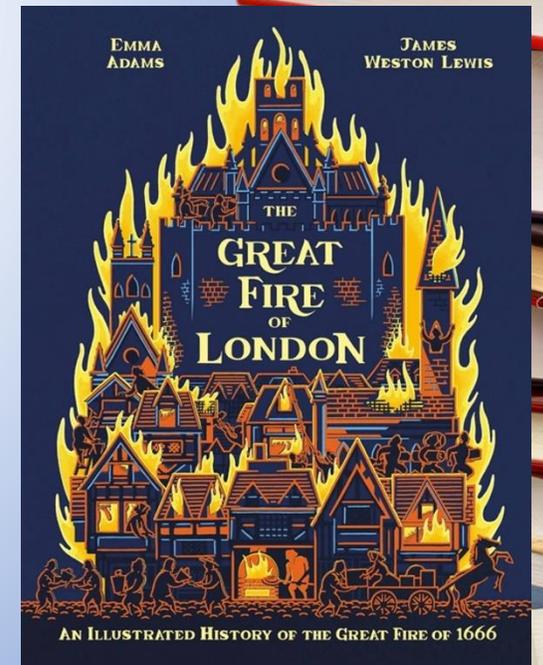
Year 1

- Daily phonics (phase 4 and 5): Taught whole class and in small groups. Digraphs, split digraphs, tri-graphs and tricky words.
- Core text linked to themed learning.
- Class novels – sharing a story.
- Reading 1:1 with an adult.
- Reading books shared with parents/carers.



Year 2

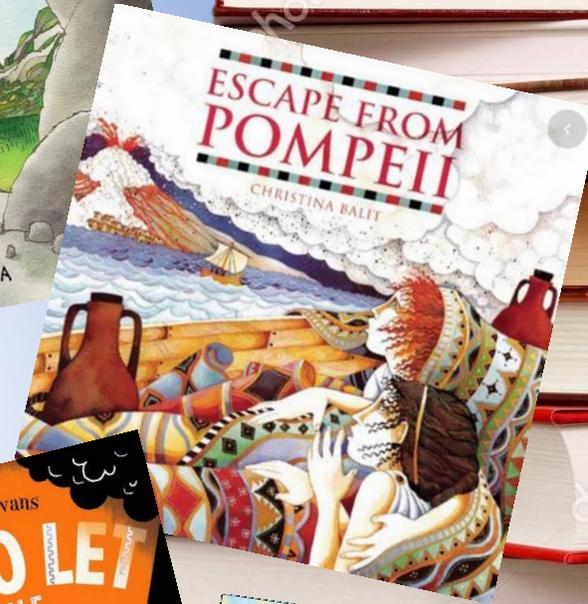
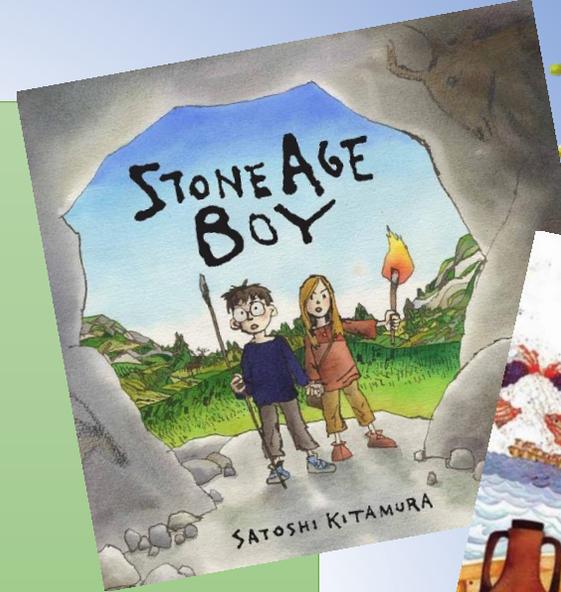
- Daily phonics (phase 5 and 6):. Taught whole class and in small groups. Alternate graphemes or pronunciations, homophones, suffixes contractions etc.
- Core text linked to themed learning.
- Class novels – sharing a story.
- Reading books shared with parents/carers.
- Some dedicated independent reading time.



Key Stage 2

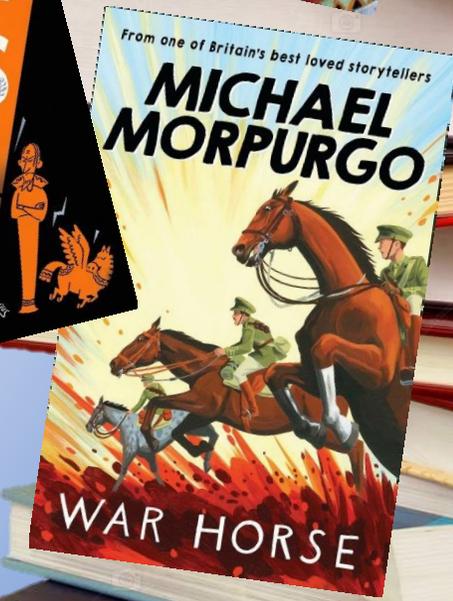
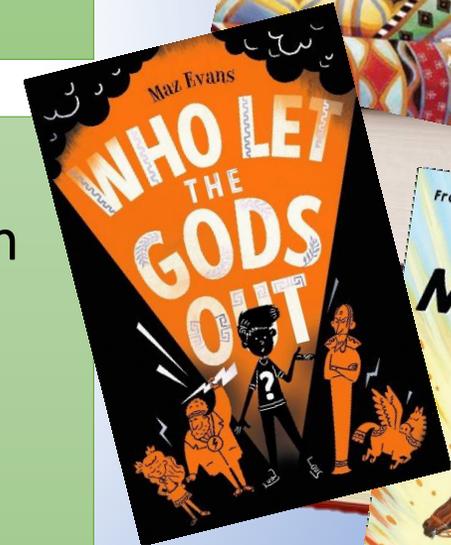
Year 3-4

- Explicit reading skills taught in English lessons.
- Core text linked to themed learning.
- Class novels – sharing a story.
- 1:1 reading.
- Some dedicated independent reading time.



Year 5-6

- Explicit reading skills taught in English lessons – focus on unseen texts.
- Core text linked to themed learning.
- Class novels – sharing a story.
- 1:1 reading.
- Some dedicated independent reading time.



For some?

In addition to whole class approaches, some children need additional support with:

- Speech and language development
- Recognising sounds
- Extra phonics
- Extra reading fluency
- Additional 1:1 reader time



3. Reading outside the classroom:

Creating an environment for reading:

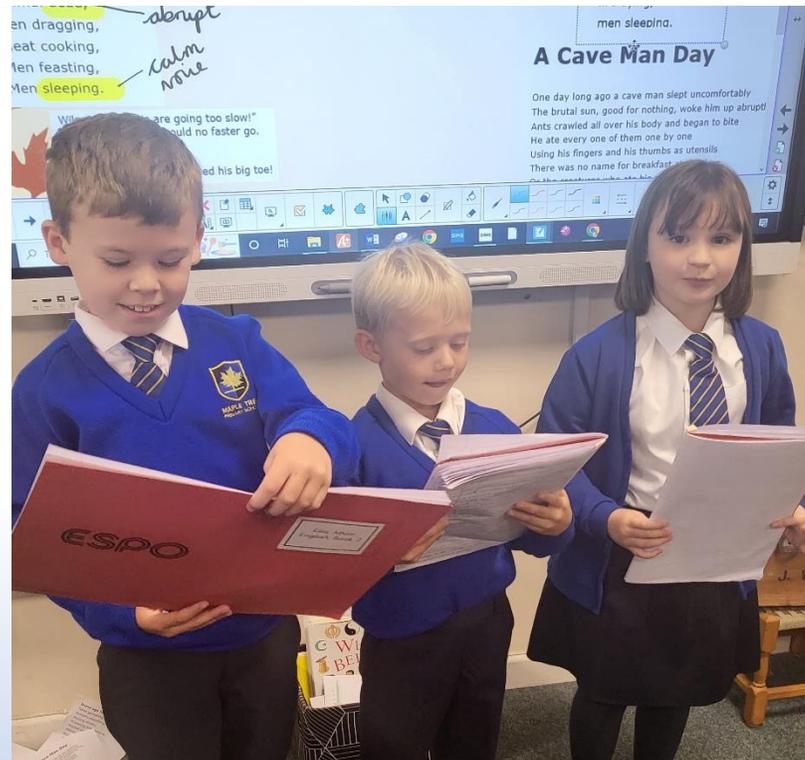
- Well stocked library with exciting and new books.
- Reading areas in every classroom.
- Other reading areas in the school.
- Staff model reading for pleasure – signs on doors.



Reading outside the classroom:

Whole School Events:

- National Poetry Day
- World Book Day
- Readathon
- Author events



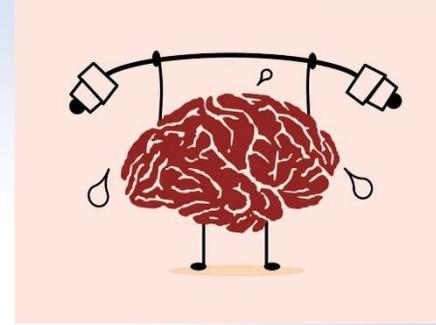
4. Reading at home

- The power of re-reading
- Bugclub books – years R-2
- Accelerated Reader – years 2-6
- Talking about the book



The power of re-reading!

“But my child has read this book already”



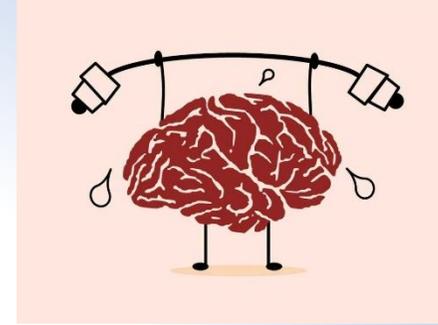
We actively promote for children to re-read a book. Why?

***READ THIS:** Although increased food cue reactivity is evidenced to be crucial to the development and maintenance of paediatric obesity, virtually nothing is known about the underlying neurophysiological aspects of food cue reactivity in children with obesity.*

Rereading helps us become better readers. Sometimes we miss things on the first pass because there's so much to take in, and reading something again fills in those gaps. It improves speed and fluency.



The power of re-reading!



2) Rereading deepens our understanding. Having a fuller understanding of the words and the ideas in books is another major benefit of rereading.

3) Rereading is comforting and enjoyable. Another advantage of rereading is that returning to a beloved book can be fun and meaningful. It can feel like returning to an old friend and creates a sense of nostalgia for the first time you read the book.

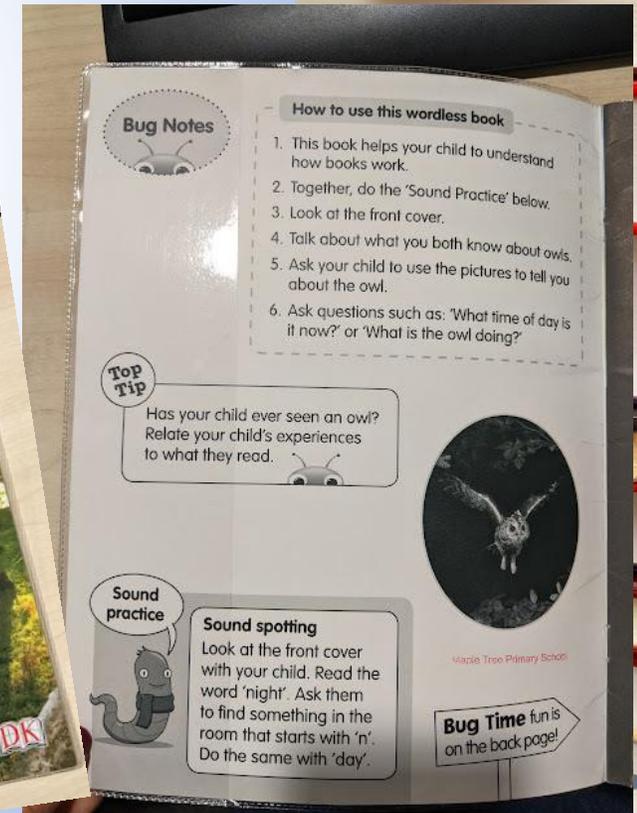


Children in the early years:

- Read them stories or listen to audiobooks.
- Notice letters and sounds on everything you see (signs etc).
- Talk, talk and talk some more!

Books coming home from school:

- Start with picture books only.
- Re-read by looking at the pictures and talking about the content.
- Texts are linked to phonics.

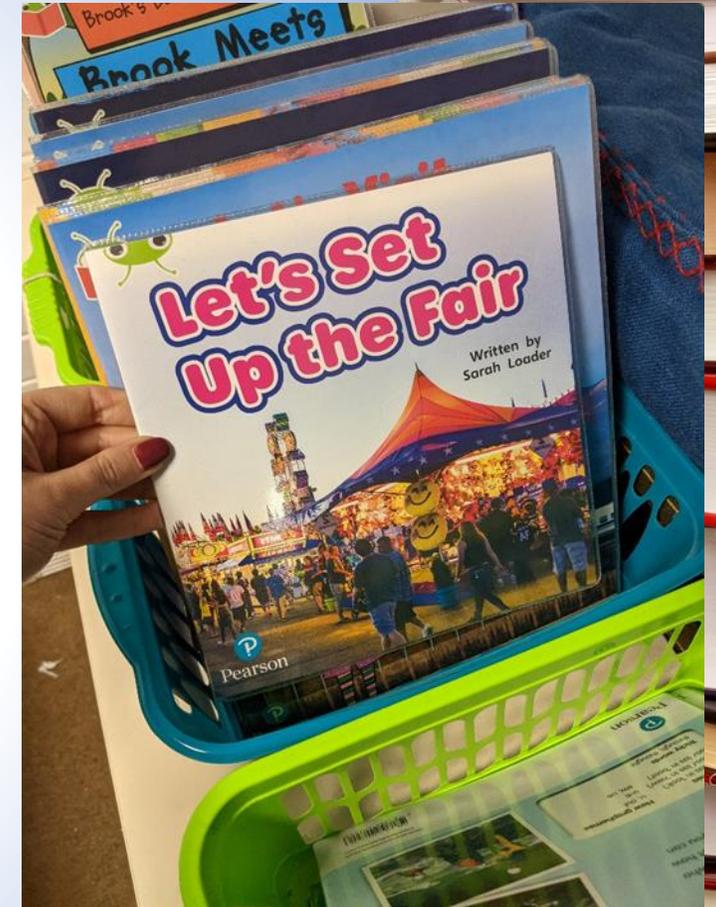


Year 1 and 2

- Read them stories or listen to audiobooks.
- Notice words on everything you see (signs etc).
- Talk, talk and talk some more!

Books from school:

- Texts are linked with phonics taught.
- We are now working through the 'units' so ignore the colours.
- Child to read aloud every day.
- Re-reading the same books.
- Year 1 change their books twice a week.



Before and during reading

- 1 Say the sound and look at the new spellings

/oa/ ow o-e o oe

- 2 Blend the sounds

be/low	o/pen	goes
slow/ly	on/ly	car/go
toes	o/ver	low
fol/ow/ing	lo/cal	

- 3 Read the tricky words

a/gain who

Point out that in the word 'who', the 'wh' sounds /h/ and the 'o' sounds /oo/.

More than one syllable? Blend one syllable at a time, e.g. s-l-ow > slow/l-y > slowly



Comprehension

Ask children to read the title. Point out that this is a non-fiction book. Ask children what they think the book is going to be about.

Vocabulary check

Check that children understand the meaning of the following words: contains, narrow, cargo. Look at page 8 together and point out the 'nuts' in the picture to ensure children understand this word. Explain the term 'tighten the nuts', if necessary.

Reading the book

- Listen to children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 9 talk about the label 'til' to make sure children understand what it is. Point out that in non-fiction books we sometimes find labels that name things in the pictures.
- On page 14, ask children to explain how the big wheel is moving to make sure children understand the text.

After reading

Comprehension

- How do the showmen transport everything they need to make the fair?
- Who is allowed to unload the truck?
- Why do you think children are not allowed to help unload the truck?
- What do the children think it would be like to go on the big wheel?
- Have the children ever been to a fair? What was it like? What did they enjoy most about it?



Don't necessarily do all of the activities – just those that your children need.

Follow up

Speedy reading

Return to the words on the inside front cover (sections 2 and 3) and check children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

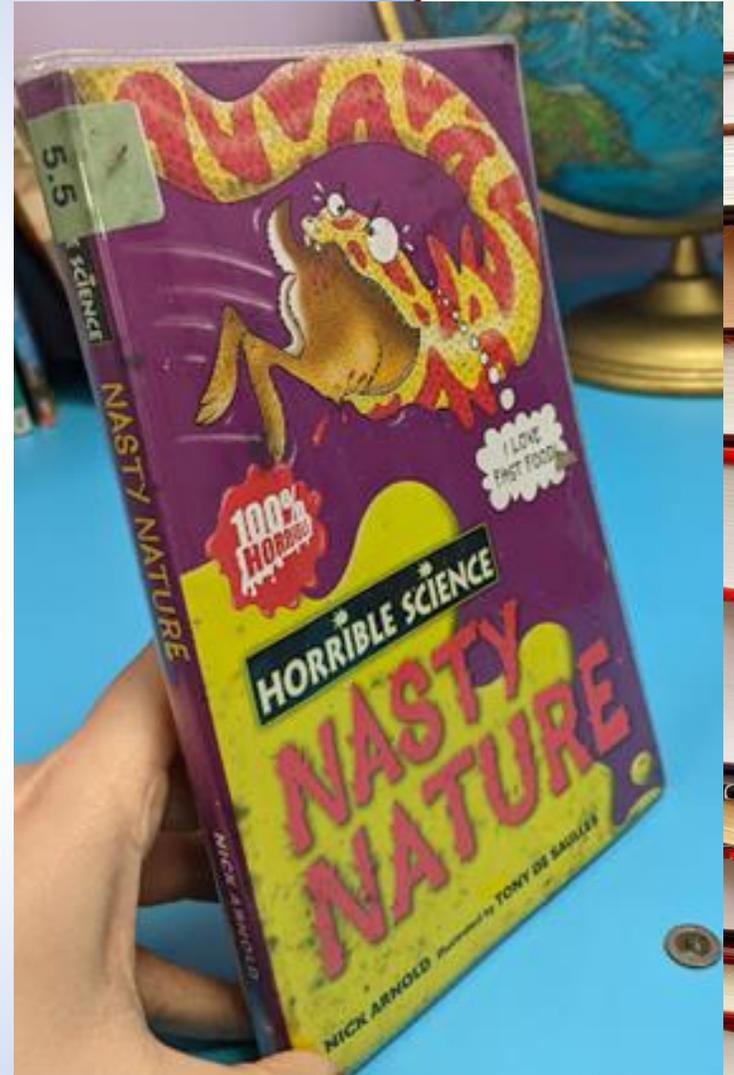
Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for children to see.
- Children give themselves a tick for each grapheme in the correct place.

Years 2-6: Accelerated Reader

- Pupils sit a 'star' test to determine their reading range (ZPD).
- Pupils choose their own books within this range.
- Most books you can find in bookshops are on AR.
- Pupils sit a quiz when they finish their book to test their general recall skills.
- Pupils should be reading everyday for at least 20 minutes, preferably with an adult.



Talking about the book:

Don't break the flow of the text – it can make it difficult for your child to keep track of what is happening.

Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



Prediction Questions with Pip

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



See handouts

Expectations reading:

Best practise would be to read every day. Utilise older siblings, family members and kids club staff if needed. These times are just a guide – go with your child's needs or attention span.

Nursery + Reception	10 minutes daily
Year 1 + 2	10-15 minutes daily
Year 3 + 4	20-25 minutes daily
Year 5 + 6	25-30 minutes daily



Adults as role models



Reading Matters!

HERE'S THE IMPACT OF
READING 20
MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and can score in
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and can score in
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and can score in
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987

