



Parent Reading Workshop

Monday 28th February 2022

Why focus on reading?



The skill of reading and understanding are huge parts of everyday life – how much have you already read today?

Reading provides children with a deep understanding and appreciation of the world around them.

Reading helps children's social development.

Shared reading provides a sense of love, attention and reassurance which, in turn, builds stronger relationships.

It builds a love of literature → higher academic achievement across the curriculum.

- ✓ Extends vocabulary
- ✓ Improves concentration and stamina.
- ✓ Increases creativity and imagination

A child's appreciation for literature is more likely to determine how academically successful they are than their social or economic background.

National Curriculum Expectations



By the end of Year 2, children are expected to:

- read accurately most words of two or more syllables
- read most words containing common suffixes (-ment, -ness, -ful, -less, -ly)
- read most common exception words.

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently*, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

*90 words per minute (but can vary)

How do children become readers?

Contrary to what some people believe, reading is not a natural process that happens all on its own. It's a complex process which requires explicit teaching of skills and strategies.



5 essential components to reading:

Phonics: awareness of the relationship between letters and sounds

Phonemic Awareness: identifying and manipulating sounds in words.

Vocabulary: the more words encountered, the better children will become at reading and understanding a text.

Fluency: strong phonic decoding skills + expanding bank of HFWs + awareness of 'tricky words' + amount of time reading at the appropriate level.

Comprehension: Reading for meaning is the ultimate goal – to understand and connect with a text.

How to help children at home:



If a child is struggling to read a word that can be 'sounded out', encourage the children to use their 'sound buttons' and 'blending' skills.

Break the word down into its individual sounds:

sat
• • •

chat
— • •

Blend the word by merging the sounds together. You can do this by steadily saying the sounds more quickly or by elongating each sound.

If a word cannot be sounded out, it is a 'tricky word' *Common Exception Word

How to help children at home:



If a child is trying to read a polysyllabic or compound word, encourage the child to break the word down

e.g.

wishing/ hand|bag

If the word doesn't sound right, could it be an alternative pronunciation?
Can those letters make any other sounds?

Could it be one of our 'tricky words' – see list.

How to help children at home:

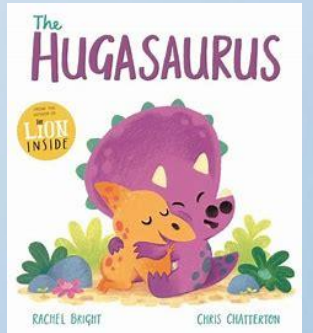


Encourage the child to use the pictures/their knowledge of the story to take a guess.

Cover up the word in the sentence - what word would make sense here?

Ask: Does that make sense? Check the text and read it again.

Give the child the word and allow them to carry on.



Don't correct all misread words, particularly if the word makes sense in the context.

Building Comprehension Skills at Home



Before you start reading:

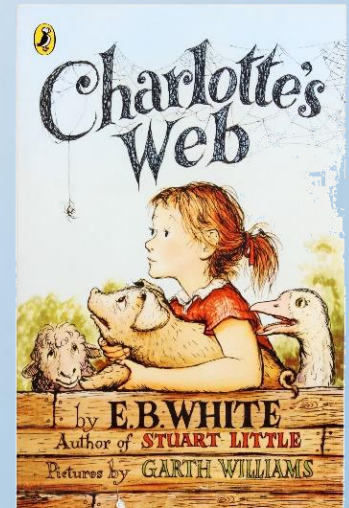
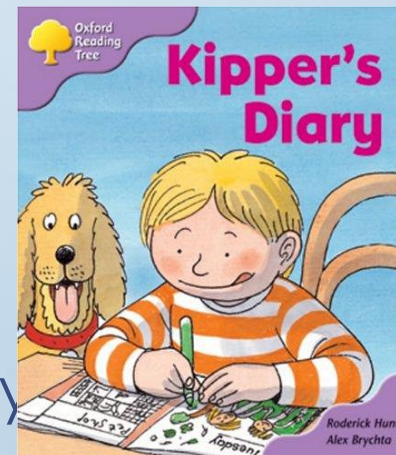
If the book is new to the child, share what you already know about it.

If the child has already started reading the book, ask them to 'fill you in'.

Take the time to look at the front cover of the book together.

Look at the front cover of the book:

- What is the book called?
- Relate to their experiences.
- What do you think it will be about?
- Talk about words used e.g. what is a diary



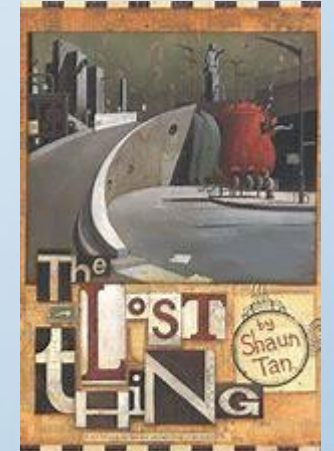
Building Comprehension Skills at Home



Allow the child to read 2-3 pages of the book without questioning them. This will give the child time to get into the flow of decoding.

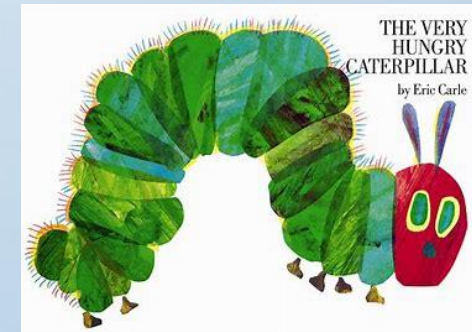
Questions to ask during a story:

- What has happened in the story so far?
- Who is your favourite character and why?
- Why do you think... did that?
- What do you think will happen next?
- Do you have any questions?



Questions to ask during a non-fiction book:

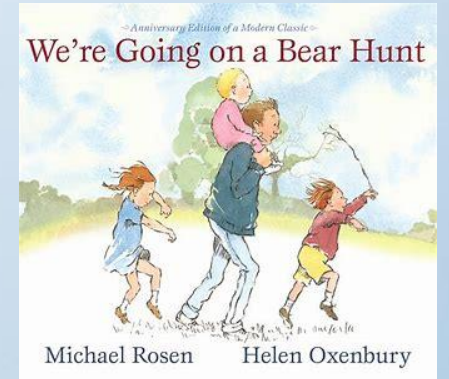
- What have you found most interesting?
- What do you still want to find out?



If a child finishes a book whilst they are with you, you can ask them summative comprehension questions:



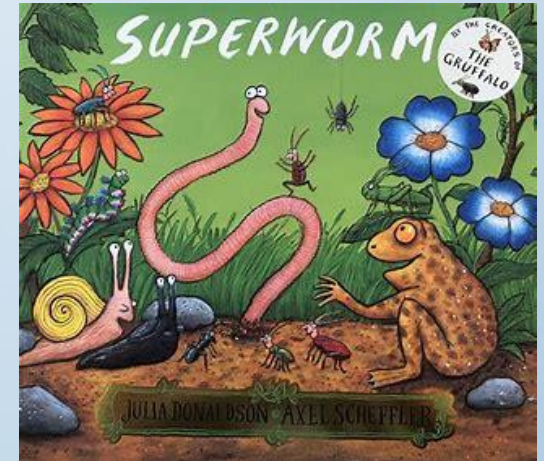
- Is this book similar to any other books you have read?
- Did any of the characters learn something in this story?
- Why do you think.....did.....?
- Did you learn anything from this book/story?
- Did the story remind you of anything from your life?
- Did the story remind you of anything else you've read?
- If the author/character was here now, what would you ask them?
- What rating would you give the book any why?



What to Write in Reading Diaries



- Does the child read with: pleasure, enthusiasm, expression, fluency, confidence, stamina, rhythm, understanding, pace etc?
- Does the child self-correct?
- Does the child use the context to make predictions?
- Does the child talk about what they have read?
- Are there any phonic sounds/tricky words the child is regularly getting stuck on?
- Use it as an opportunity to celebrate success – the children notice!



The Reluctant Reader

What might this look like?



Child

- I just seem to get stuck when I try to read a lot of the words in this chapter.
- Figuring out the words takes so much of my energy, I can't even think about what it means.
- I don't know how to sound out these words.
- I know my letters and sounds, but I just can't read words on a page.



Parent

She often gets stuck on words when reading. I end up telling her many of the words.

His reading is very slow because he spends so much time figuring out words.

She's not able to understand much about what she's read because she's so busy trying to sound out the words. It's as if he doesn't know how to put the information together to read words.

Saying "sound it out" to her just seems to make her more frustrated. He guesses at words based on the first letter or two; it's as if he doesn't pay close attention to the print.

Supporting the Reluctant Reader

How to help at home: build a love for literature!



Building a Love for Literature

We learn to read so that we may read to learn, but more important is to learn a love of reading. – Orin Cochrane



Use songs and nursery rhymes.

Join the library

Make books part of everyday life, including e-books & audio books, recipe books, tv schedules etc.

Immerse children in a print-rich environment.



Vary reading material – poetry, comic books, non-fiction, magazines, children's newspapers (First News), leaflets etc.

Re-read books and poems = fluency and confidence!

'Reading is Power!'

Be patient!

Play word games

Use technology: Reading Eggs, Busy Things etc

Read to and with children- act out a story

Any questions?

