



# Reading Workshop for Parents

## Alverstoke Infant School



# What will we cover today?

- \* • What the research tells us
- \* • How we teach reading in school
- \* • How to support your child at home
- \* • Useful website and resources

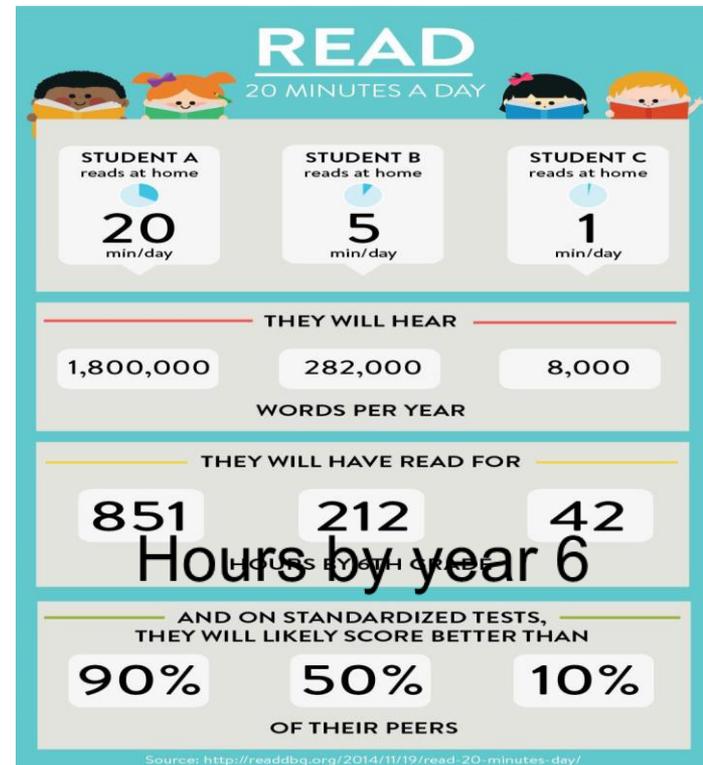
# The Power of Reading!

- \* • 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 for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed – it's that simple."

Bali Rai

Starting in year R, if a student reads 20 minutes a day at home, they will hear 1.8 million words per year. They will have read for 851 hours by year 6 and on standardized tests, they will likely score better than 90% of their peers.



# 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

# What is Reading?

- \* making meaning of print
- \* more than just matching sounds to a letter

# Pre Reading Requisites

- \* must have a knowledge of language
- \* pattern
- \* rhyme and repetition
- \* vocabulary
- \* predictability
- \* must have a knowledge of how books work

# Can You Read This?

‘Laciate ogni speranza voi che entrate’.

- \* The sentence may be read by saying each sound
- \* But the sounds do not make sense
- \* So no real reading is taking place

# Can you read this?

‘Lextexx xxx xox xxe oxyx xluxx xo uxxxown xoxxs’

‘Letters are not the only clues to unknown words’

- \* competent readers draw upon a whole host of clues when making meaning out of print, such as the shape and length of the word

# Three Aspects of Reading

- \* The national curriculum has 3 main elements of reading:
  - word reading
  - comprehension
  - reading for pleasure
- \* Children at Alverstoke Infant School learn to read by being taught a combination of synthetic phonics which they use to blend and segment words and sight recognition of high frequency words. Alongside this we teach comprehension skills

# Reading in school

- \* • Shared reading – the teacher shares a text on the board to teach reading skills to the class
- \* • Guided reading – all children in a small group have a copy of the same book to read together
- \* • Independent reading
- \* • Use of the library and book corner for personal reading
- \* • Focused reading activities
- \* • Reading across the curriculum
- \* • Class novels and stories

# Phonics

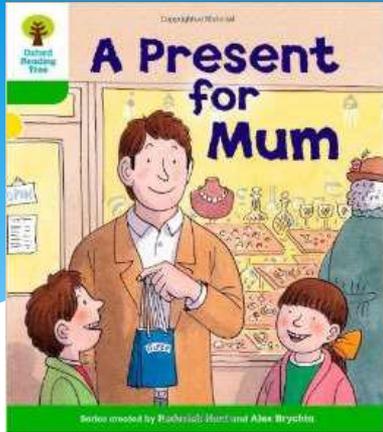
## Principles of phonics:

- \* • Sounds/phonemes represented by letters/graphemes
- \* • A phoneme can be represented by one or more letters (sh, th, ee)
- \* • The same phoneme can be represented in more than one way (e.g. rain, may, lake)
- \* • The same spelling may have more than one sound (e.g. mean, deaf)

# The books your child brings home...

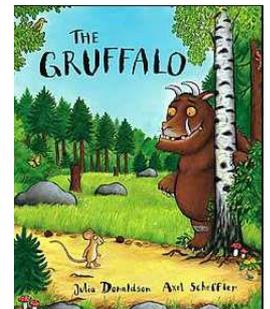
We ALL want the children to experience success:

- \* We aim to provide books that are directly linked to phonics phases – ‘banded books’
- \* We aim to use a variety of schemes and text-types – stories, information, poetry
- \* Please use your own judgement, to ensure the support/challenge at home is at the right level...
- \* Help with unfamiliar phonemes/words
- \* Share the ‘reading’ load by reading a page or some words yourself
- \* Provide your child with additional books than those from school where necessary

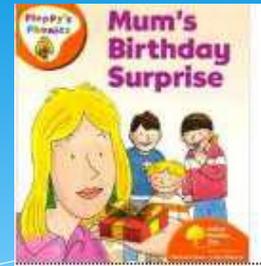
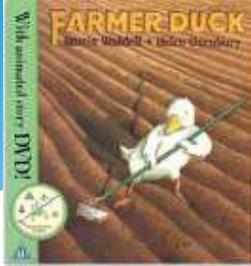


# Before Reading.

- \* 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 key words they have learnt
- \* Discuss the meaning of any unfamiliar words – reading is a great way to build vocabulary.

# 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 **judgement**.
- ❖ If your child is tired or feeling unconfident, shift the balance of reading more towards you...



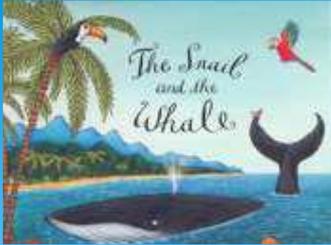
# When reading...

## \* **Avoid saying:**

- \* – No!
- \* – That was wrong!
- \* – That's an easy word!
- \* – You should know that!
- \* – Try and remember
- \* – You've already had it.
- \* – Think!
- \* – You know this word.
- \* – What do you mean , you're bored?
- \* – Come on you're not concentrating
- \* – We did that yesterday!

## • **Try to say:**

- I like the way you worked that out
- what can you hear at the beginning /end?
- does that make sense?
- does that sound right?
- try that again
- do you know a word like that?
- look at the picture and see if it helps.

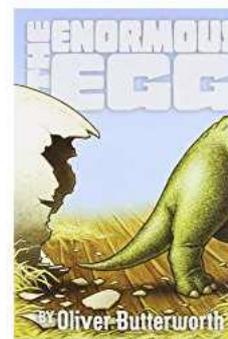
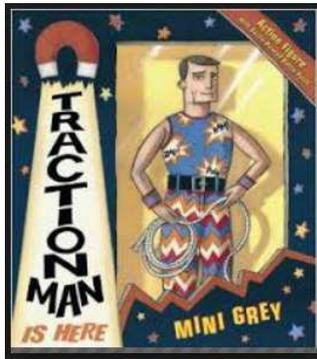


# After reading

- \* 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?'

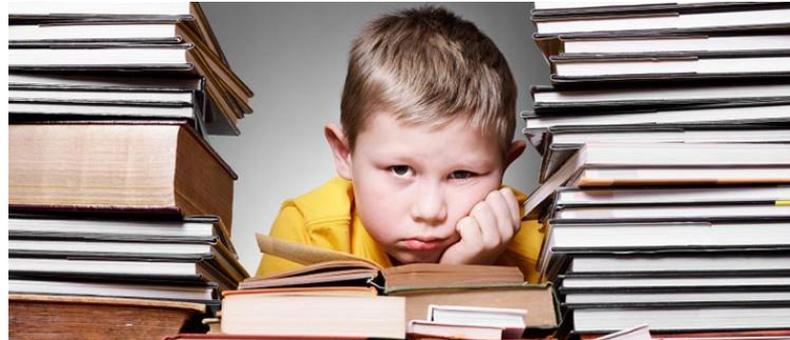
# Sharing more advanced books with your child.

- \* 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.



However not everyone loves  
reading...

# Reluctant and struggling readers



Why?

**Can't read OR Won't  
read**



# How to help...

- Build key word vocabulary – play word games at home
- Use a scheme of books- familiar characters in every book
- You read more than they do, slowly increasing time
- Read words in the environment
- Use technology!

# Teacher modelling reading

Here is a short clip of Mrs Dawson reading with a child. It may help to watch how she uses different strategies to develop reading skills.

<https://youtu.be/-87qa5HsJgM>

If you have any questions about this presentation or about your own child's progress in reading, please get in contact.