

Reading Workshop

Purpose of the session

For parents

- To understand how children learn to read
- Examine the three main reading strategies
- To develop skills to support effective reading with pace, phrasing and meaning

Aims for pupils

- Encourage enjoyment of texts – book choice
- Develop independent reading skills – structured book
- Read with understanding
- Improve pace, phrasing and fluency
- Enable pupils to access a wider range of reading material more confidently and transfer skills so that they are now reading to learn.

Reading



The cat and the dog.

Backward text

'Backward Text'

ehT .srehto eht fo ngis on llits saw erehT
.pmac eht dehcaorppa yeht sa deppots dah gnignis
yeht ,nehT .nees eb ot eno on saw ereht woN
taerg a sexob eht fo eno fo pot eht no was
tuB .derbhguoroht on saw tl .god etihw
tsop sti ot kcuts dah ti
deraeppasid dah yehT .step rehto eht ekilnu –
yeht woN .nageb tsrif elbuort eht nehW
.deppart erew yehT .tops eht no erew

Backward text

Try to put yourself in the shoes of a young child learning to read.

What did you find difficult?

What helped you to learn?

How many times did you read it?

Did you understand it?

At what pace did you read it?

For a good comparison think about what strategies you might use when on holiday in a country where they speak a different language or use a different script e.g. Mandarin

Assessment

We carefully identify the level of structured book that your child requires.

Independent reading to self

Running record to adult

Concepts about print

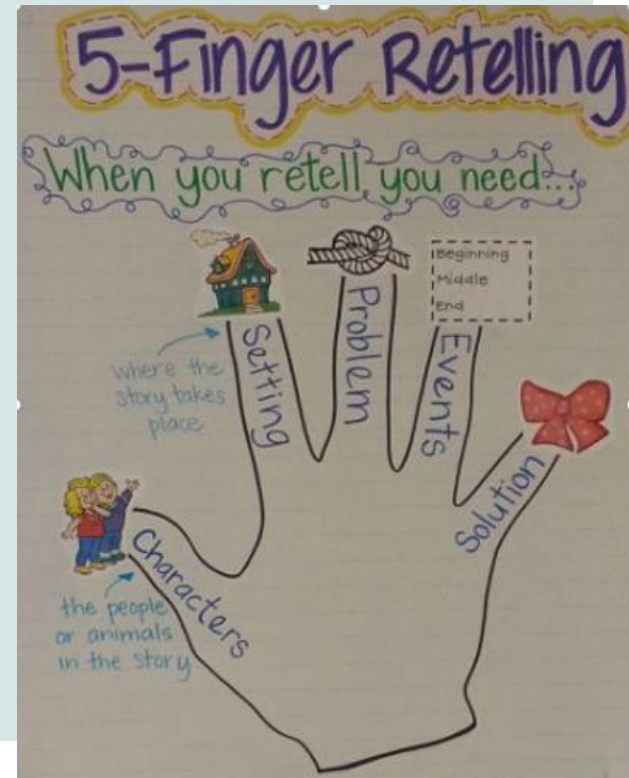
Knowledge of key words or technical vocabulary

Strategies

Retell

Comprehension

1. Literal
2. Inferential
3. Summary



3 types of reading

Home

- Introducing new text – book orientation
- Recently introduced text – building skills
- Familiar text – reading with full pace and expression

School

- Introducing new text – pre-reading, tech vocab, genre
- Recently introduced text – assessing application
- Familiar text – post reading task comprehension

Book orientation

Introducing new text

Overview:

- Select a text for the pupil at an appropriate level
- Make sure you are familiar with the text before the lesson
- Give the pupil the title/ genre of the book, then ask a question to activate prior knowledge
- If appropriate look at the blurb, layout, index etc
- Give a brief overview giving character or place names as necessary

Support

Before reading

- Help the pupil access the text by the questions you ask
- Attend to any new or potentially difficult vocabulary or concepts (If the pupil really cannot work it out, after asking questions, then tell them)
- Locate any repetitive structures

During reading

- Promote independence – holding book, tracking text
- Encourage the pupil to “try that again” to take a run up
- Support the pupil to read the text if necessary to avoid losing meaning

After Reading

- Model a sentence for the child to copy
- Point out inaccuracies
- Go back and re-read for phrasing, accuracy
- Remember the importance of specific praise, it instils confidence “I like the way you...chunked up the word”
- Check comprehension

Reading for pace and meaning

- Encourage your child to read from a book that they have read at least twice before.
- Why?
- Give your child the opportunity to succeed
- It helps them use reading behaviours already under their control
- It provides opportunities for you to praise and prompt
- It allows children to read in a positive expert way

3 Sources of information

1. **Visual Strategies**
2. **Meaning Strategies**
3. **Structural Strategies**

Plus practise for **pace and meaning** leads to good comprehension

Reading strategies

What do they like?



- The ladybird likes _____

Reading strategies

What do they like?



- **The likes the tree**

Reading strategies

What do they like?



- The butterfly _____ the flower.

Reading strategies

What do they like?



- squirrel likes the nut.

Reading strategies

What do they like? BRP



- The cat likes the wool but n__ for dinner.

Reading strategies

What do they like?



- He likes _____ .

Reading strategies

The ladybird likes the leaf.

The bird likes the tree.

The butterfly likes the flower.

The squirrel likes the nut.

The cat likes the wool but not for dinner.

What does the cat like for dinner?

He likes goldfish.

Meaning

Meaning

Text: The goat sat on the mat.

Child: The goad sat on the mat.

Adult: Does that make sense?

What is this animal?

The adult encourages their child to look at the picture or think about what is happening in the text.

The child doesn't know, so the adult tells them, providing meaning and keeping the flow of the story.

Structure

Structure

Predicting:

“The little old man and the little old _____”

Verb, noun agreement:

“The men writes their names”

Grammatical sense: “The boy comed home”

Omission of words: “She went to house”

Tense agreement: “The boy catch the ball”

Visual Information

Visual information

Letters:

Shape/ orientation

Sounds:

Phonemes/digraphs/trigraphs













Words:

High frequency words e.g. house, my, me, you

Syllables

Chunks/ strings/ endings

Reading Strategies

	blend	Phonemes	Picture	Clues	Syllables	Punctuation		
Reading strategies		Use the pictures for clues.		Use the punctuation to help it to make sense.		Look to see if the word is similar to one you know.	Sentence	
		Sound out and blend the letters.		Go back and read it again if you don't understand.		Imagine what is happening.		Read on
		Look for smaller words hiding inside bigger words.		Read on to see if you can make sense of the word.		Ask questions that will help you if you don't understand		
		Cut up the words into syllables.		Listen to the words as you read them.		Know your mistakes and put them right.		meaning
similar								
re read								
strategies								
Reading								



Reading Tips

www.tpet.co.uk

STORY SHARING TIPS FOR PARENTS!



MAKE TIME TO READ A STORY WITH YOUR CHILD **EVERY DAY**. FIND A QUIET TIME AND SIT CLOSE TOGETHER. THIS TIME IS SPECIAL FOR YOU AND YOUR CHILD.

SHOW YOUR CHILD THAT YOU ENJOY READING. LET THEM SEE YOU READING THROUGHOUT THE DAY AND **BE ENTHUSIASTIC WHEN YOU READ**.

READ LOTS OF DIFFERENT THINGS WITH YOUR CHILD FROM STORIES TO INFORMATION BOOKS AND COMICS TO RECIPES. **MAKE YOUR CHILD LOVE READING!**

ASK YOUR CHILD QUESTIONS ABOUT THE STORY TO CHECK THAT THEY **UNDERSTAND THE STORY**. WHAT MIGHT HAPPEN NEXT? WHICH WAS YOUR FAVOURITE PART? WHY DO YOU THINK THIS HAPPENED? HOW IS THE CHARACTER FEELING?

NAME THE PARTS OF THE BOOK...**TALK ABOUT THE FRONT COVER AND WHAT THE STORY MIGHT BE ABOUT**. FIND THE SPINE AND LOOK AT THE BLURB ON THE BACK COVER.

ASK YOUR CHILD TO JOIN IN READING THE STORY IF THEY KNOW THE WORDS. IN RHYMING STORIES, LEAVE A GAP AT THE END OF SENTENCES FOR YOUR CHILD TO SAY THE RHYMING WORD.

BECOME THE BEST STORYTELLER! CHANGE YOUR VOICE TO **READ CHARACTER DIALOGUE WITH EXPRESSION**.

TALK ABOUT WHAT NEW WORDS MEAN AND EXPLAIN SO THAT YOU CHILD CAN UNDERSTAND. OFFER ALTERNATIVE WORDS THAT MEAN THE SAME THING.

LET YOUR **CHILD CHOOSE THE BOOK**. FIND BOOKS THAT YOU THINK YOUR CHILD MIGHT BE INTERESTED IN.

SPOT SOUNDS/LETTERS IN THE TEXT AND IF THEY CAN READ ANY WORDS OR SENTENCES ASK YOUR CHILD FOR HELP WITH THE READING.



Reading Tips

TOP TIPS FOR SHARING STORIES

www.tpet.co.uk

Read with expression and change the tone of your voice to keep the audience's interest.

Choose texts that you feel confident reading and that you know well.

Practise! The more you read the better you will be at reading stories!

Read words with accuracy and fluency.

Position yourself so your audience can hear you and see the book if it's appropriate.

Pause to add suspense or change the tempo of reading to match the meaning of the story.

Illustrations include: a woman with hands over her heart, a man reading a book, a man with a sad expression, a man with glasses and a thought bubble containing a checkmark, and a group of three children holding a book together.

Reading Questions

Becoming Better Readers...

Questions you can ask your child about their book.

★ Who is the main character?

★ Where is the story set?



★ What was the problem in the story and how was it solved?

★ What do you think will happen next in your story?

★ Which character do you like most? Why?

★ Which character do you think would make a good friend? Why?

★ What was your favourite part of the story?

★ Did you like the ending? Why/why not?

Fiction/Story Books

Reading Questions



Guided Reading Questions

Who are the key characters in your book?

What is your favourite part of the story?
Why?

How many paragraphs are on the page?

What does the glossary tell us?

Where and when did the story take place?

What happened in the story?

What questions would you ask your favourite character?

What do the pictures tell us?

Find 3 words that describe your favourite character.

What do you think the story is going to be about?

What do you think might happen next?

Why is the text organised in this way?

Find a few words or phrases that tell you about the setting.

Who would you like to meet in the story?

Why are some sentences shorter than others?



Reading Questions



Guided Reading Questions

Can you find any amazing adjectives?

Can you think of another story that is similar to this one?

Where do you think this story is set? What made you think that?

What did the story make you think about?

How does the author make you want to carry on reading the story?

Can you find any powerful verbs?

Was there any part of the story you didn't like? Why?

Have you been in a similar situation to the character in the book?

Why do you think the author chose this title?

Why do you think the author chose this setting?

What other stories have you read by this author?

Which part of the story best describes the setting?

How would you start this story?

How would you describe this story? E.g. traditional tale.

What was the most exciting part?



Reading Jumble

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phaonmneal pweor of the hmuan mnid,
aoccdrnig to a rscheearch at Cmabrigde
Uinervtisy, it dseno't mtaetr in waht oerdr
the ltteres in a wrod are, the olny iproamtnt
tihng is taht the frsit and lsat ltteer be in
the rghit pclae. The rset can be a taotl
mses and you can sitll raed it whotuit a
pboerlm. Tihs is bcuseae the huamn mnid
deos not raed ervey lteter by istlef, but the
wrod as a wlohe. Azanmig huh? yaeh and I
awlyas tghuhot slpeling was ipmorantt! if
you can raed tihs forwrad it*