



# Parent Workshop - Reading

03.10.2024





**Hand in hand we learn, we grow, we soar.**

*Love Courage Respect*

# Vision

**VISION:** Our vision is for our children to be confident and thoughtful individuals with a love for learning.

Love 	Courage 	Respect 
 Heart	 Head	 Hand

# Aims

## Welcome

### How we teach Reading

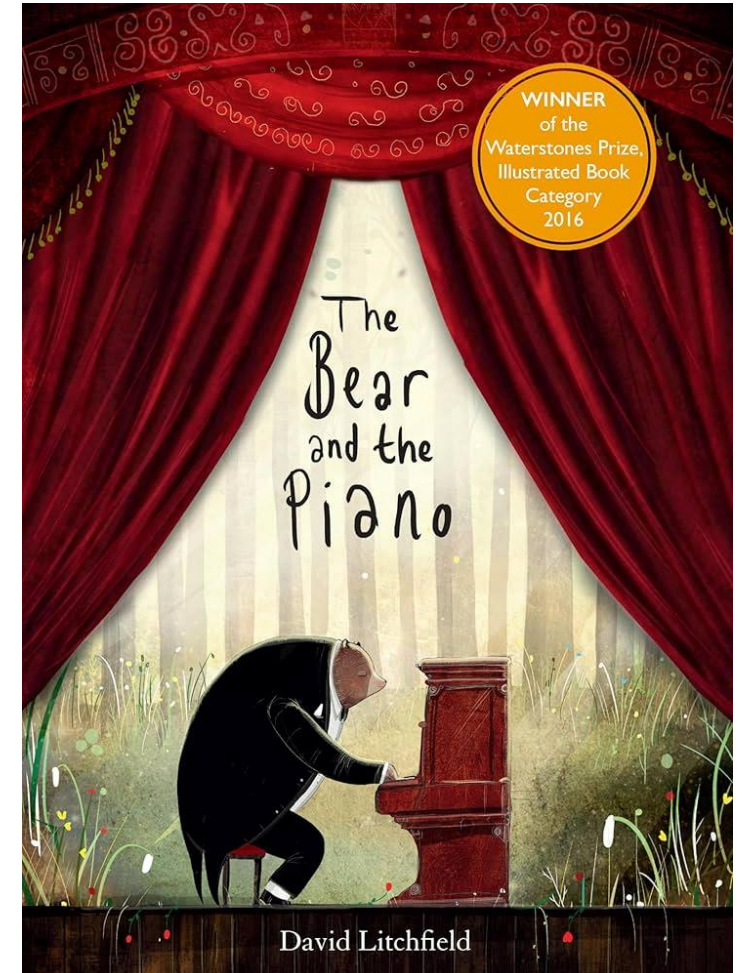
- ❖ Class Books: reading to children
- ❖ Whole Class Shared Reading: reading with children
- ❖ Individual Reading: children reading
  - Phonics
  - Fluency
  - Comprehension

### What you can do to support

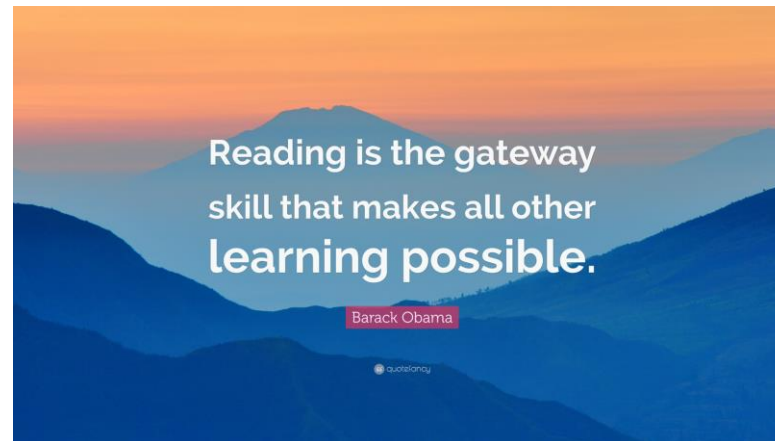
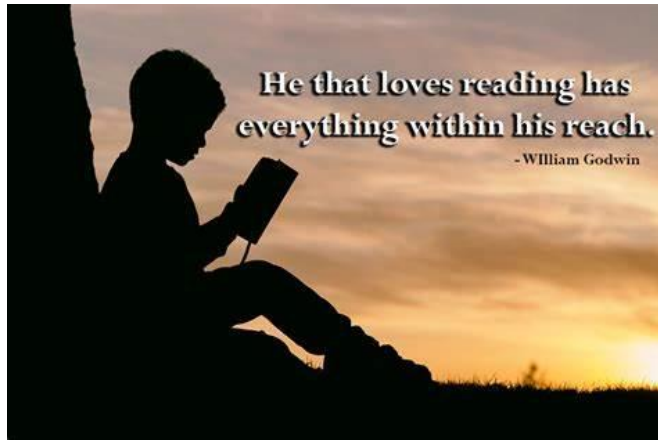
- ❖ Reading for Pleasure
- ❖ 1 to 1 Reading

### Questions?

### Visit Reading Lessons



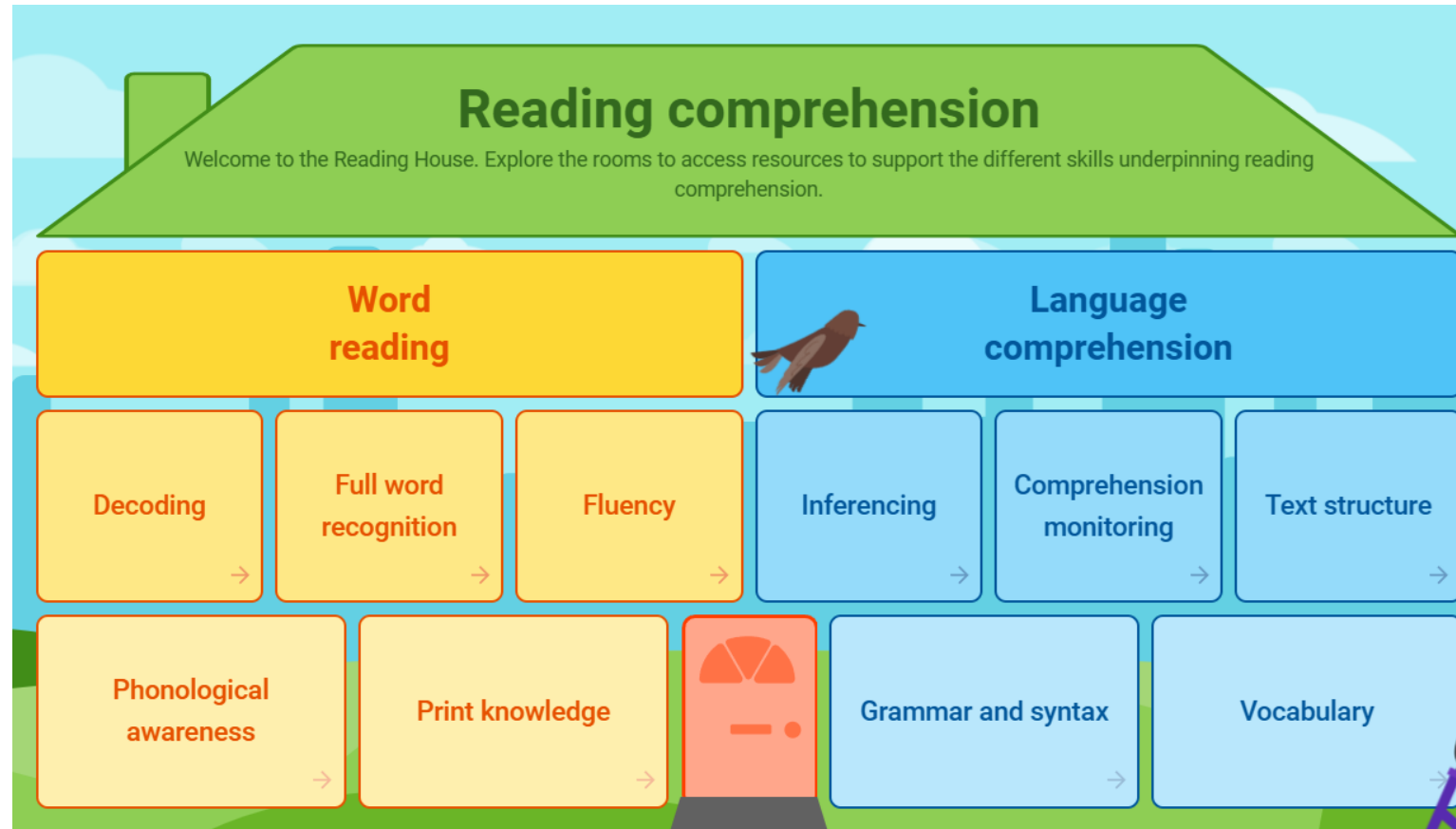
# Why is it so important?



THE MORE YOU  
**READ**  
THE MORE YOU  
**KNOW**  
THE MORE YOU  
**LEARN**  
THE MORE PLACES  
**YOU'LL GO**  
<drseuss>

# The Reading House

[The Reading House | EEF \(educationendowmentfoundation.org.uk\)](http://educationendowmentfoundation.org.uk)



# How we teach Reading

## Class Books: Reading to children

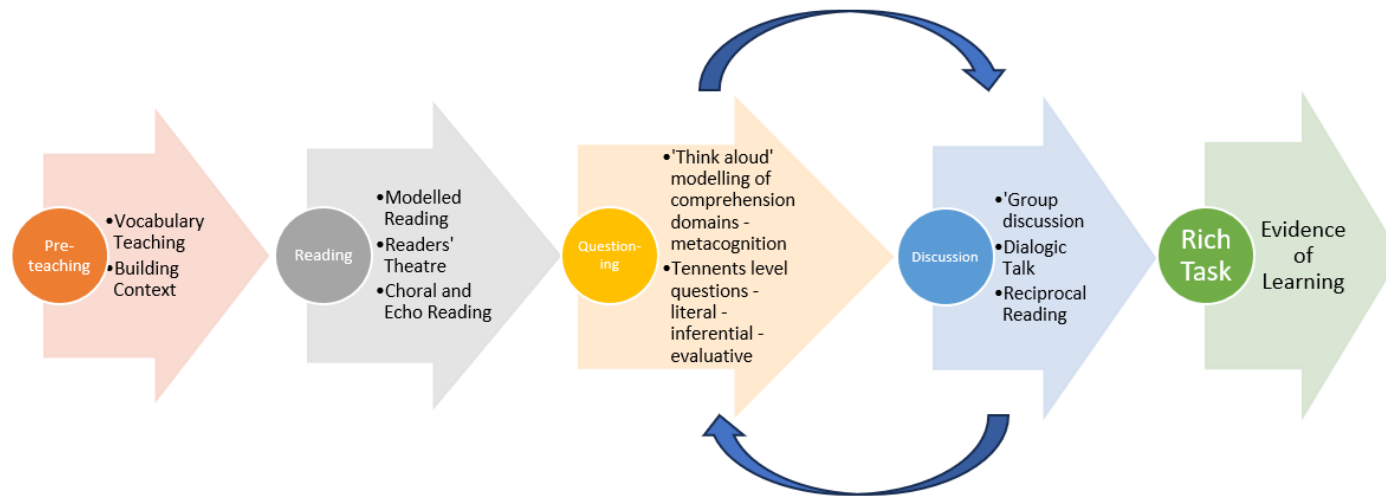
- ❖ Reading for pleasure and information
- ❖ Reading aloud - listening
- ❖ Modelling reading with expression
- ❖ Developing vocabulary
- ❖ Develop background knowledge
- ❖ Develop cultural capital
- ❖ Developing understanding of story structures
- ❖ Developing Emotional Literacy
- ❖ Developing Comprehension
- ❖ May link to other subjects, authors, genres



# How we teach Reading

## Whole Class Shared Reading: Reading with children

- ❖ Selected book with all the benefits of the class book **PLUS**
- ❖ Follows a learning sequence to teach and practise comprehension strategies



<b>Word Reading</b>  Use knowledge of phonics to decode words. Apply knowledge of root words, prefixes and suffixes to reading.	<b>Comprehension Clarify</b>  Ask questions to improve understanding. Explore words in context. Show understanding through discussion.	<b>Comprehension Summarise</b>  Summarise main ideas from a text. Begin to distinguish between fact and opinion.
<b>Inference</b>  Predict what might happen and make inferences about feelings, thoughts and motives based on actions.	<b>Reading Comprehension Strategies</b>  Retrieve and record information from a non-fiction text, skimming, scanning, and making notes.	<b>Comprehension Select and Retrieve</b>  Retrieve and record information from a non-fiction text, skimming, scanning, and making notes.
<b>Language for Effect</b>  Identify how language, structure and presentation contribute to meaning. Show understanding through reading aloud.	<b>Themes and Conventions</b>  Identify themes and conventions in a wide range of books. Demonstrate familiarity with range of texts. Discuss how author's choices affect the reader.	<b>Comprehension Respond and Explain</b>  Discuss words and phrases which affect reader. Use the text to support responses. Make recommendations and comparisons across texts.

### Word Reading



Use knowledge of phonics to decode words. Apply knowledge of root words, prefixes and suffixes to reading.

### Comprehension

Clarify



Ask questions to improve understanding. Explore words in context. Show understanding through discussion.

### Comprehension

Summarise



Summarise main ideas from a text. Begin to distinguish between fact and opinion.

### Inference



Predict what might happen and make inferences about feelings, thoughts and motives based on actions.

### Reading Comprehension Strategies



### Comprehension

Select and Retrieve



Retrieve and record information from a non-fiction text, skimming, scanning, and making notes.

### Language for Effect



Identify how language, structure and presentation contribute to meaning. Show understanding through reading aloud.

### Themes and Conventions



Identify themes and conventions in a wide range of books. Demonstrate familiarity with range of texts. Discuss how author's choices affect the reader.

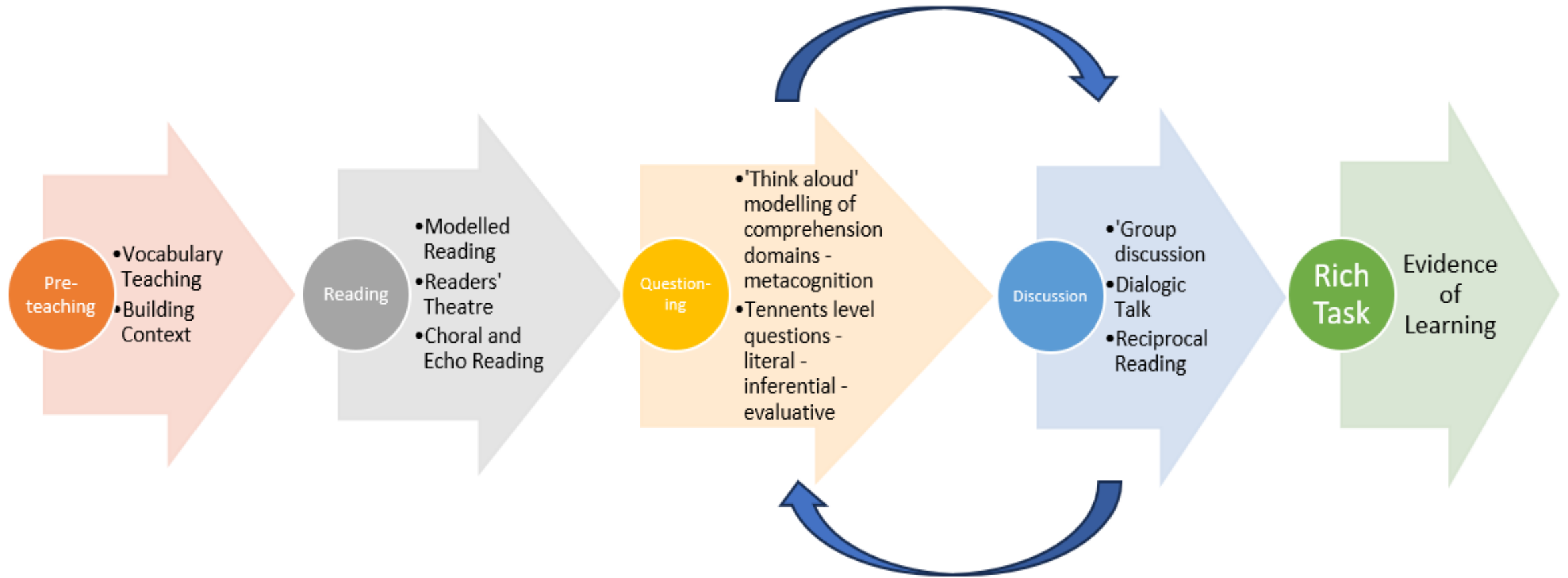
### Comprehension

Respond and Explain



Discuss words and phrases which affect reader. Use the text to support responses. Make recommendations and comparisons across texts.





# How we teach Reading

## Individual Reading: Children reading independently

### What is the area they need to work on?

#### Phonics/ High Frequency Words

- Phonics warm-up using the simple code chart
- Targeted HFW warm-up

#### Pace/ fluency (see video - [Bing Videos](#) )

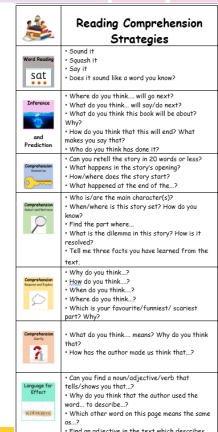
- Paired reading

#### Expression/ prosody (phrasing)

- Re-reading: They decode. Model it and they repeat

#### Comprehension

- Use questions from the different domains on the bookmark





## Reading Comprehension Strategies

### Word Reading



- Sound it
- Squash it
- Say it
- Does it sound like a word you know?

### Inference



### and Prediction

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?

### Comprehension



- Can you retell the story in 20 words or less?
- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?

### Comprehension



- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Find the part where...
- What is the dilemma in this story? How is it resolved?
- Tell me three facts you have learned from the text.

### Comprehension



- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- Which is your favourite/funniest/ scariest part? Why?

### Comprehension



- What do you think.... means? Why do you think that?
- How has the author made us think that...?

### Language for Effect



- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...

# How we teach Reading

## **Individual Reading: Children reading independently**

- Children who are in Year R, Year 1 or still learning phonics will have a fully decodable reading book that they bring home.
- Children who have passed the Phonics Screening Check from Year 2 onwards will have a colour banded book.
- All children have a reading diary. This is for you and us to sign when they have practised their reading by reading aloud.
- We ask that families support children in learning to read by listening to them at least 4 times a week.
- We celebrate children who read 5 times a week with a 5\* Reading raffle reward.

# What you can do to support

## Reading for Pleasure

- ❖ Read - be a role model
- ❖ Read to your children - give them the pleasure of listening to a story
- ❖ Read for information - show them how you can find things out by reading
- ❖ Visit a library
- ❖ Encourage them to share their library book with you

# What you can do to support

**Give them ownership through active participation** – choosing, holding, pointing, turning the page,

What is the area they need to work on?

## Phonics

- Support your child in saying the sounds, then blending them (see video - <https://kingsclereprimaryreading/>)

## HFVW

- Some words are Pace/ fluency (see video - [Bing Videos](#))
- Paired reading
- Expression/ smoothness/ prosody (phrasing)
- Re-reading They decode. Model it and they repeat (echo reading)
- Comprehension
- Use questions from the different domains



Phonics Shed Sound Mat

S	a	t	p	l	n	d	g	o	c	k	e	r	h	
b	f	l	j	v	w	x	y	z	qu	ng	ch	sh	th	ai
ee	igh	oa	ue	oi	oo	ar	ur	er	ear	air	ure	a		
oe	ay	ew	ea	ey	ie	aw	au	ir	ou	are	ph	wh	q	z
e	f	g	h	i	j	k	l	u	e	ow	ay	or	o	
ch	a	y	y	ou	ou	ear								

Ch2	Ch3	Ch4a	Ch4b
a	no	went	children
at	go	want	down
the	so	as	then
I	get	is	them
it	up	his	this
it's	put	off	that
an	mum	will	with
in	had	see	her
and	him	he	said
dad	back	she	little
on	big	we	can't
got	but	me	have
not	if	he	here
do	from	my	were
to	of	was	there
into	help	you	like
can	can	you	time
			came
			one
			sense

Reading Comprehension Strategies

- Sound it
- Squash it
- Say it
- Does it sound like a word you know?

**Inference**

- Where do you think... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?

**and Prediction**

- How do you think that this will end? What makes you say that?
- Who do you think has done it?

**Comprehension**

- Can you retell the story in 20 words or less?
- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?

**Characterisation**

- Who is/are the main character(s)?
- Where/when is this story set? How do you know?
- Find the part where...
- What is the dilemma in this story? How is it resolved?
- Tell me three facts you have learned from the text.

**Opinion**

- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- Which is your favourite/favourite?/scariest/ best?/worst?

**Opinion**

- What do you think... means? Why do you think that?
- How has the author made us think that...?

**Support for Writer**

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



# Reading Resources

## School:

- ❖ Phonics Shed/ Spelling Shed
- ❖ Reading Book - matched to phonics or reading level
- ❖ Reading Record
- ❖ Bookmark to support asking questions to develop comprehension

## Home:

- ❖ Books
- ❖ Magazines
- ❖ Comics
- ❖ Signs
- ❖ Shopping lists
- ❖ Postcards

# Parents supporting reading in school

- ❖ We are so grateful to parents, carers and other members of the community who volunteer to come in and listen to readers. They do make all the difference - thank you! Please let us know if you would like to help in this way.

Watch this space...

- ❖ We trialled a reading morning with parents in Year 2 last year and had very good feedback. We will be rolling these out across the year groups for a few weeks each in the months to come.



# Any questions?



# Visit Classes

Thank you for coming!

We would like to invite you to pop into classes to visit our shared reading lessons in action.

Please do stop by the library as well to chat with our librarians and find out more about this very special place.

Speak to your class teacher if there is anything else we can do to help.

