

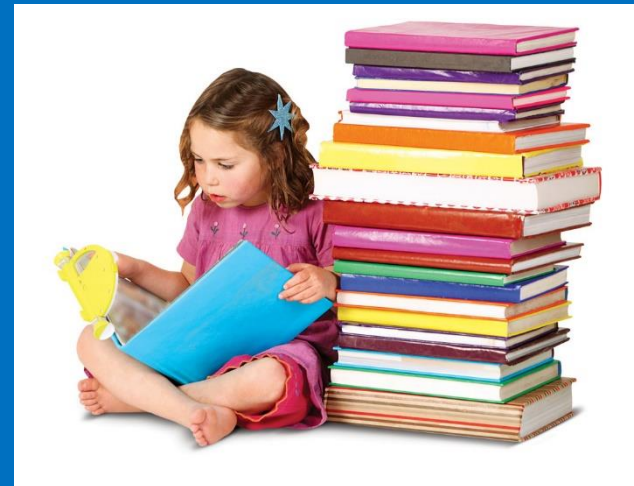


OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

# Reading Workshop Year 1 and 2

How can we help children  
become confident readers?



# Reading memories

- Do you have a good childhood memory about books and reading?
- It is the conditions and feelings associated with your good memory that should be recreated for reading with your child.

# The ability to read is vital.

It paves the way for success in school and later life.

Research shows that it's the single most important thing you can do to help your child's education.

There are many reasons why we read and therefore why children will read:

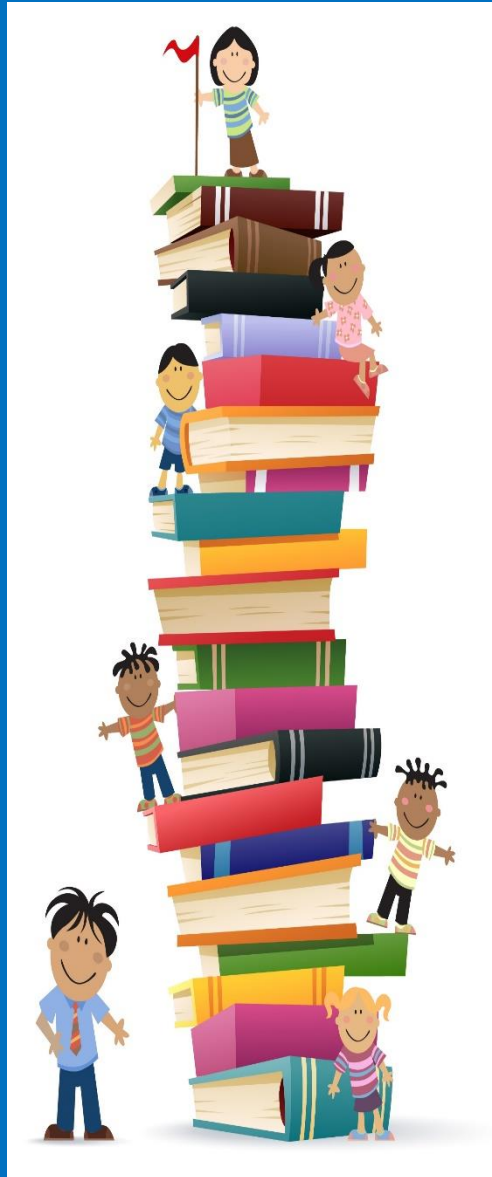
- for pleasure and interest
- to learn about the world
- to obtain information e.g. recipes, google and signs

# Reading requires two skills

## Phonics and Word Recognition (yr1)

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



## Understanding (Reception to year 6)

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

# Stages of Reading

- think about where you would place your child?

## **Pre-readers:**

- Look at books and like to be read to
- Like to behave like a reader
- Learn about words from songs and rhymes
- Learn how the text works
- Use pictures and memory to tell a story

# Emerging readers:

- Ready to receive instructions about reading
- Know the text can be a story or information
- Begin to match written words to spoken words and letters to sounds
- Begin to say words in simple texts
- Use the picture to understand the text

# Early readers:

- Develop more confidence
- Use mainly phonic strategies to identify words
- Recognise many words and are willing to try new texts
- Begin to talk about the meaning of stories and texts

# Fluent Readers:

- Read for pleasure and interest with understanding
- Use a variety of methods to identify words and meaning (phonic, graphic, contextual)
- Read a good range of texts, making predictions and commenting on information
- Relate the meaning to their own experiences and knowledge
- Develop a stamina for reading longer texts



# Reading Comprehension

Reading is a balance between **decoding** and **comprehension**.

As children move from being an early reader to a fluent reader their comprehension skills develop.

This is extremely important; they can't become a successful reader unless they can understand more complex texts.

Talking to children about what they're reading is vital.

# Reading Comprehension

Many children find understanding the texts they read more difficult and need extra support.

These children may be able to read all the words in a book but struggle with retrieving, deducing or inferring meaning.

# Developing Comprehension

There are **3 levels of comprehension** that usually develop progressively:

- On the lines (the **actual words** – literal)
- Between the lines (**deduction and inference**)
- Beyond the lines (making **comparisons, connections and empathising**)

# How we teach these skills...

Throughout each week children have opportunities to listen to quality texts through our Power of Reading Scheme in their daily English lessons.

Children will also have a weekly guided reading session – developing skills in decoding as well as comprehension.

These next slides explain how the three levels of comprehension are broken down further into the key skills. These help the children to develop the strategies which enable them to become confident readers, with a depth of understanding.

Our broad and varied curriculum, through our IPC Topic work, enables the children to practise and develop these skills further across all subjects.

**PRIYA**

**PREDICTION**

***SHE HAS A GUESS***

# Prediction

**Priya prediction** tries to see the future and she will help your child to work out what might happen next based on what they have already read.

What do you think will happen next?

Where do you think ... will go next?  
Why?

What might you expect to see in this sort of text?

Can you think of any other stories like this? How do they end? Do you think this will end the same way?

# **VINNIE VOCABULARY**

***GOOD WITH WORDS***

# Vocabulary

**Vinnie Vocabulary** will help your child to explore how and why authors and poets have chosen to use certain words and phrases.

What does this word/sentence tell you about...  
(fiction feature/non-fiction subject matter)?

Can you find a word/sentence that tells you.../  
shows you.../backs up what you have said  
about...?

Why did the author use the word... to  
describe...?

How does this word/description make you feel?



# ROBIN RETRIEVAL

*HE FINDS INFORMATION*

# Retrieval

**Robin Retrieval** will help your child to delve into a text and retrieve the facts exactly as they are written.

Where/when is the story/poem set?

Is this character a good/bad character?  
How can you tell?

Is there a dilemma in the story? What is it?  
How is the dilemma resolved?

Find your favourite description of the...

# SUSIE SUMMARISE

***PICKS OUT THE MAIN POINTS***

# Summarise

**Susie Summarise** will help your child to pick out the main points of the story and help them to discuss the order in which things happen.

How/where does the story/poem/non-fiction text start?

Which character do we meet first?

What is the first/second/last step in these instructions?

Can you tell me what happens in the first part of the story?

# IZZY INFERENCE

***SHE MAKES LINKS***

# Inference

**Izzy Inference** will help your child to hunt for clues in a text and make links about how someone might be feeling or why something is happening.

What do you think... is saying/thinking/feeling at this point? Why?

What do you think the author meant when...?

Why does the author use the word ... here?

How do you think the author feels about ...?  
Find words to back this up.

# Ask the right question...

- It is important to ask your child open questions rather than closed questions where the answers will be yes or no.

## CLOSED QUESTIONS

Do you like this book?

Do you like this character?

It's a good story isn't it?

Do you like reading?

Are you good at reading?

Do you like this kind of story?

## OPEN QUESTIONS

What do you like about this book?

What do you think about this character?

Why do you think this is a good story?

What's great about reading?

Why are you a good reader?

What is it about these stories that you like so much?

# What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?



# How to use these strategies at home

John let his pet frog go.

It \*\*\*\*\* across the grass.

*What is the **first** sound?*

It **h**\*\*\*\*\* across the grass.

*What would **make sense**?*

It **hopping** across the grass.

*Does that **sound** right?*

It **hopped** across the grass.

# Top Tips

- Make it fun – repetitive stories are great, read a wide variety of texts; stories, poems, information books, magazines, comics.
- Make sure your child has an opportunity to listen to you read more complex books to help them experience a broader range of vocabulary and plots.
- Visit the library regularly to extend their reading range.
- Read every day – books, signs, newspapers, leaflets whatever you can get your hands on!
- Talk about stories, language and make connections between texts.

# You're never too young!

- Polar Bear Polar Bear

<https://vimeo.com/180111903>

# Handouts

- Questions to help support reading.
- Any questions?