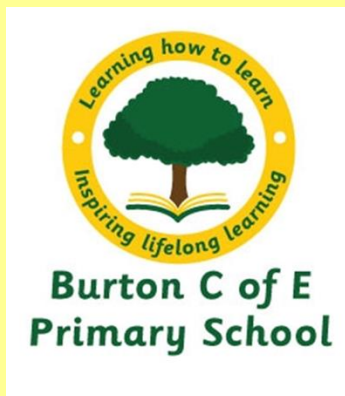




Reading Workshop

Helping your child to get the most out of reading.

November 2024

Reading - why is it important?

"Teach a child to read and keep that child reading and we will change everything. And I mean, everything."

Jean Winterson.

National Literacy Trust

Regularly reading to a child for the love of it provides a connection between parent and child from the very early days and helps build strong family ties. Lines from favourite stories enter the family lexicon. Families who enjoy reading together have more opportunities for discussion, developing empathy and attachment. Reading to their infant is one of the greatest gifts parents can give. By starting the journey of building a lifelong love of reading for pleasure, parents are giving their child the opportunity to be the best they can be: children who read for pleasure do better in a wide range of subjects at school and it also positively impacts children's wellbeing.

The stat's!

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

Source: Keith, Anderson and Himmick, 1987

Building on from KS1- referring back constantly

Complex Speed Sounds										
Consonant sounds										
f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					
b	c	d	g	h	j	p	qu	t	w	x
bb	k	dd	gg		g	pp		tt	wh	y
	ck				ge					ch
	ch				dge					tch
Vowel sounds										
a	e	i	o	u	ay	ee	igh	ow		
	ea				ā-e	y	ī-e	ō-e		
					ai	ea	ie	oa		
						e	i	o		
							y			
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

'So how do we help?' we hear you cry. Fluency first!

1. **Read and follow** - the adult reads the text and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.
2. **My turn, your turn** - take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.
3. **Echo Reading** - as you read, the child copies. It is important here to pace yourself and read at a rate that your child can keep up with.
4. **Relay Reading** - you read a sentence each. This also makes them pay more attention to the punctuation and this shows comprehension too.

What is comprehension?

This refers to the understanding of a text.

There are cases of children being able to read thanks to secure phonics knowledge and the ability to decode but not understanding what they have read.

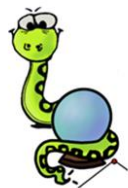
Burton Reading Skills



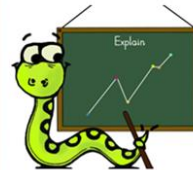
Clarify
(comprehension)



Inference
(Language for Effect)



Prediction



Respond &
Explain
(comprehension)



Select & Retrieve
(comprehension)



Summarise &
Sequence
(comprehension)

'So how do we help?'

Comprehension of the world will develop comprehension in reading...

Ways you can develop comprehension -

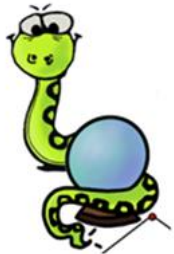
- Talking a lot at home... about everything
- Develop cultural capital by going out (this does not have to cost money)
- Reading together and discussing books together
 - Why do you like this book?
 - What do you think will happen next?
 - What do you think about this character?
 - Is it like another book you have read before?



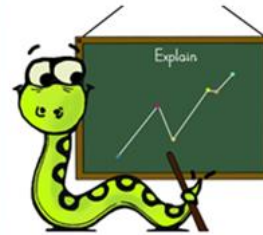
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Clarify - comprehension



Vocabulary

Interpreting words in context and deciphering the meaning of words unknown based on the context they are written.

Mr Ali loathes wearing a tie as he finds it uncomfortable.

- We may not know the meaning of the word 'loathe' here but based on the context and other evidence within the sentence, we can guess it means 'doesn't like'. How have I arrived at this conclusion?

Beowulf was incensed by Grendel's attack and vowed revenge.

- We may not know the meaning of the word 'incensed' here but we can guess it means 'angered'. How have I arrived at this conclusion?

Inference



Inference: is an interpretation that goes beyond the literal information given and relies on the evidence within the text as well as background knowledge.

The police find a threatening letter addressed to the victim.

- We could **infer** that someone didn't like that person.

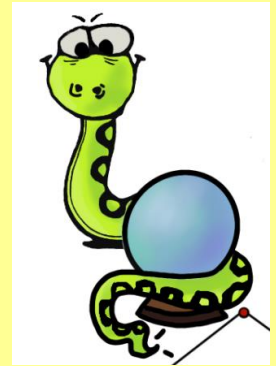
The bike lay on the floor next to her as she held her leg and cried.

- We could **infer** that the girl fell off her bike.

My stomach rumbled as the smell of dinner wafted from the kitchen.

- We could **infer** that this person is hungry.

Prediction



Predict - what has or what will happen based on information stated or inferred (linked closely to inference). Again, background knowledge here is important.

Beowulf snatched his sword from the armoury and ran towards the mountains.

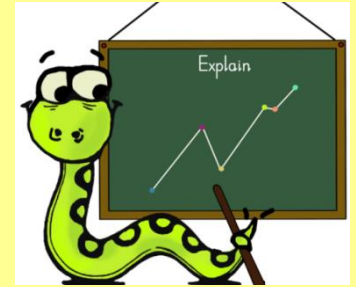
- What do you predict Beowulf is going to do? What evidence have you used to make your prediction?

Mr Ali woke up with a terrible headache and severe cough. He picked up his mobile and began to dial.

- Who do you think Mr Ali is going to call? Why?

Predictions, like inferences are neither right or wrong, they may be strong (with secure evidence to back them up) or weak (with little or poor evidence to back them up).

Respond & Explain



Explain -

Identify/explain how information/narrative content is related and contributes to the meaning as a whole.

Identify/explain how meaning is enhanced through choice of words and phrases.

Make comparisons within the text.

Make comparisons with other texts (themes & conventions)

Select & Retrieve

Retrieve

Retrieval of information is often the starting point for discussing a text. This means picking the exact (spelling and punctuation too) information out of the text that they have just read. E.g.

- What was the character's name?
- What did they eat for dinner?
- What colour was the car?
- What time did...



Summarise & Sequence

Summary -

Summarise main ideas from more than one paragraph

- What is the main point of the first paragraph?
- What heading would be appropriate for this paragraph?

Sequence -

Sequence the main events of the story/text

- What happened first?
- Did it have to happen in this order? Why?



Coram Beanstalk

<https://www.beanstalkcharity.org.uk/how-we-can-best-help-children-become-readers>

Handy questions!

How to encourage independent reading at home

- Having books that the child owns
- Using the library to help build variety
- Exposing children to texts beyond novels. E.g. comics, magazines, non-fiction books
- Taking control of screens - reading first and then screentime
- Show that you love reading... even if you have to fake it
- Give children books that matter to them (variety of authors and characters, texts that excite them)
- Reward reading through intrinsic motivators (book tokens = more books/hot chocolate/blankets/reading with YOU rather than unrelated rewards)
- Recommended reads list
- Popupbooks.net

Any questions??



We would love your
feedback too!

