



# Reading Workshop

*Please write any specific questions about reading with your child on your post-it.*

*There will be a Q and A to finish the session, an opportunity to ask your question if it has not yet been answered.*



# Aims of the session:

- To give parents and carers practical ideas of how to support their child's reading,
  - To share helpful resources and websites,
  - To give recommended reading lists,
- To emphasise the importance of working together in the best interests of your child.



# Reading Workshop

*Which books does your child enjoy?*

*Discuss and share books, authors, series...*



# Aims for your child:

- To nurture a love and passion for reading,
  - To develop fluency and independence,
- To develop comprehension and understanding,
  - To develop a wide reading repertoire.



# Agenda :

- *What the research tells us,*
- *Expectations at home and school,*
- *How to support your child at home,*
  - *Useful websites and resources,*
  - *Q & A,*
- *Time to read with your child.*

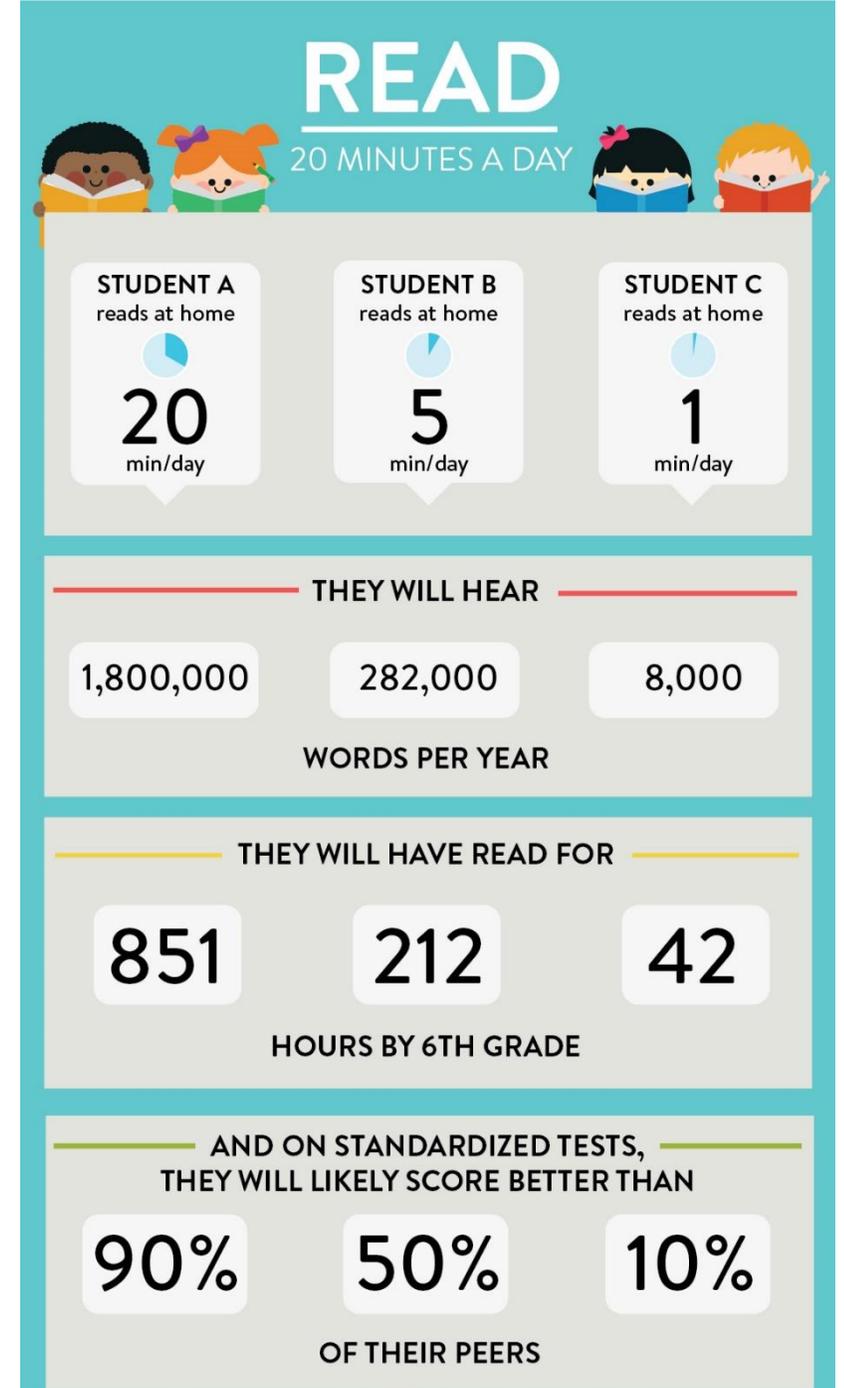


# What the research tells us:

- <https://www.worldbookday.com/ideas/share-a-story/>

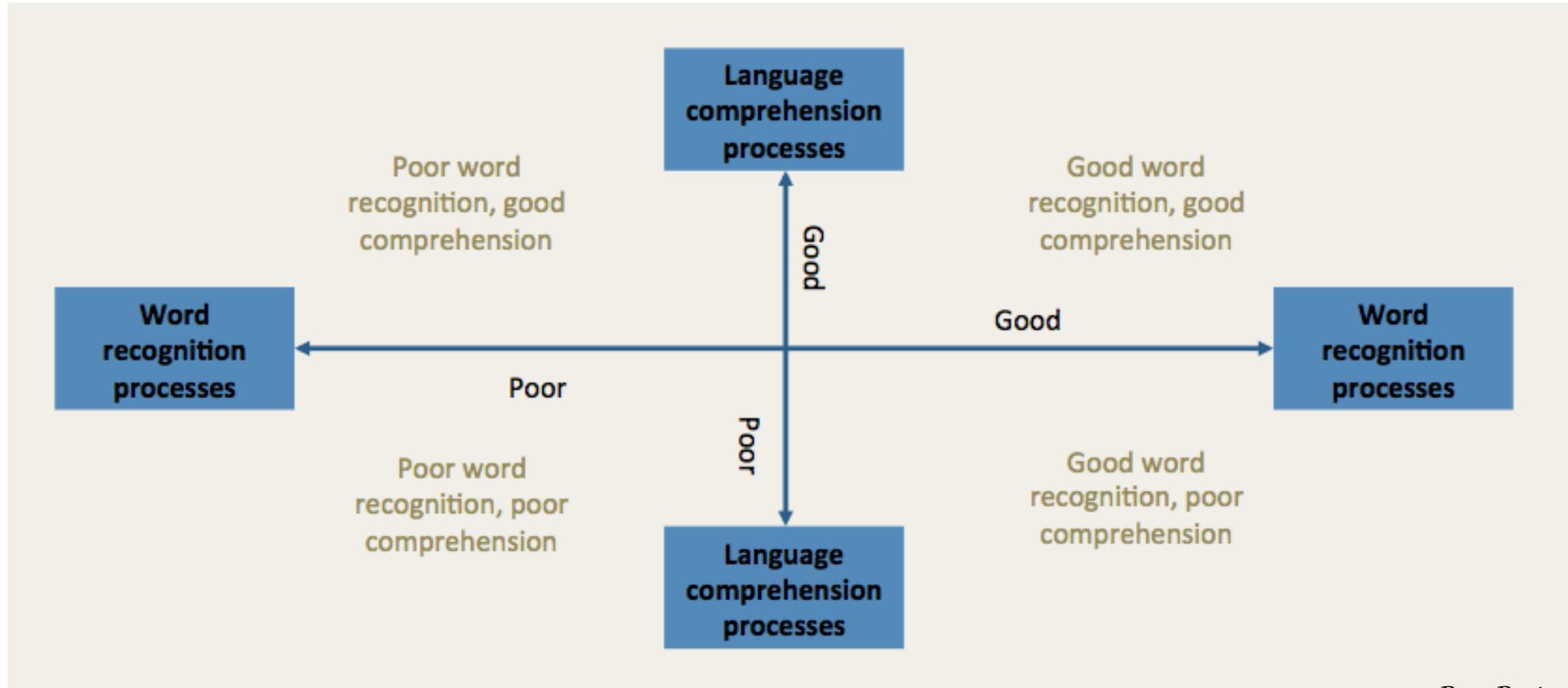


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# What the research tells us:

*“The more words children know and understand before they start on a systematic programme of phonic work the better they are to succeed... a broad and rich language experience for children .. Is the hallmark of good early years practice.”*

*The Rose Review, 2009*



# Phonics teaching:

- Daily Phonics lesson using Read Write Inc Phonics
- Children are taught the sounds in a systematic and Synthetic style
  - Set 1 sound;
  - Set 2 Sounds
  - Set 3 Sounds
- The children learn to decode for reading and segment for spelling
- Children are in groups according to their ability





## 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	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-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							

# Write Inc:

How can you support:

- Model pure sounds;
- Understand Fred talk;
- Know the difference between Green (decodable) and Red (Tricky) words.





# A love of reading:

- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. (Clark 2011, Clark and Douglas, 2011)
- Reading enjoyment has been reported as more important for children's educational success than their families socio-economic status. (OECD, 2002)
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences. (Clack and Rumbold, 2006)





# How we teach reading:

- Daily phonics
- Whole class Guided Reading sessions x3 a week
- Class story time



The Star Spun Web by Sinead O'Hart

Vocabulary: Write a synonym for 'complex'

Retrieval: What were the indistinct figures wearing?

Inference: Why does the character want to get the baby to safety?

Writer's choice: Why might the author have chosen for it to be snowing as the baby is placed to safety?

Challenge: How has O'Hart hidden the identity of the enemy? Why might she have done this?



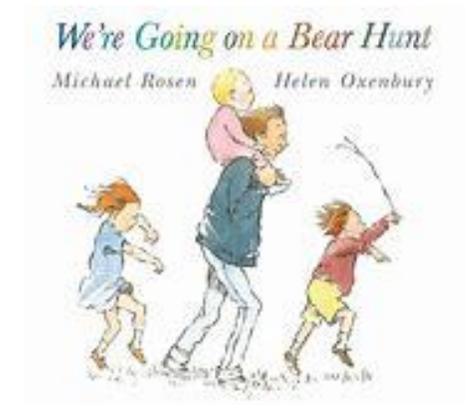
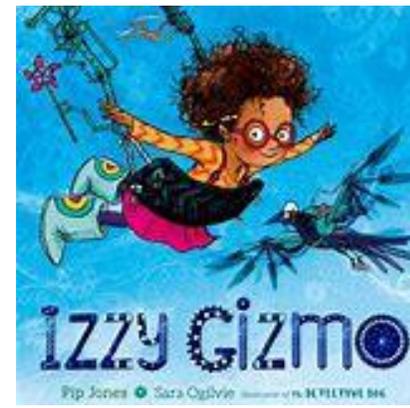
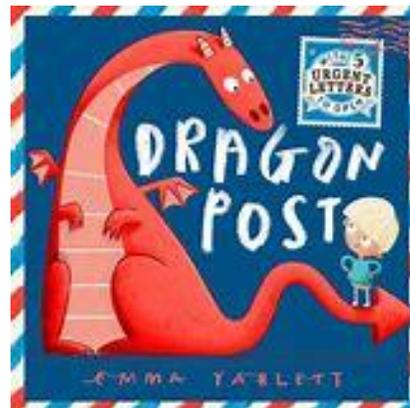
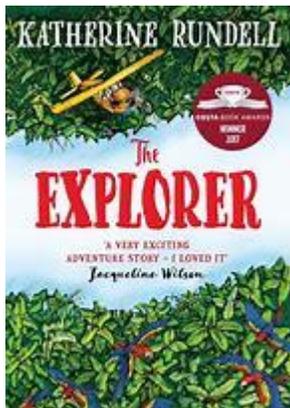
# The impact:

- *The way in which we teach reading impacts writing directly.*
- *Good readers are often good writers.*
- *Reading makes you a better writer by teaching you what's most effective in terms of building sentences, developing a structure and creating metaphors. For fiction writers, it teaches successful ways to build plot and develop characters.*
- *What you see, you can imitate.*



# Cross curricular links:

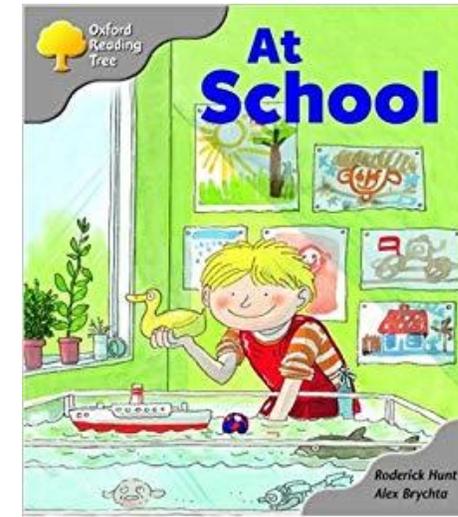
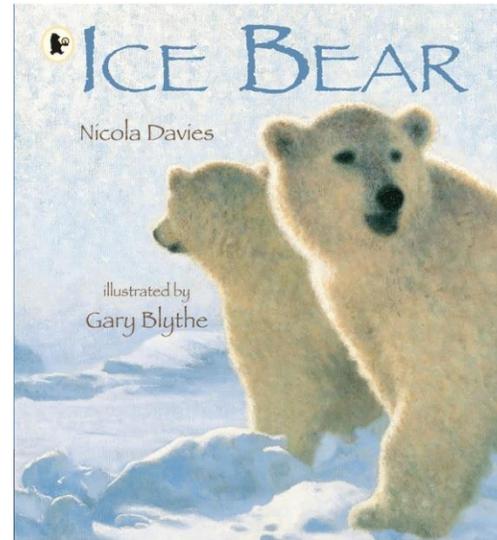
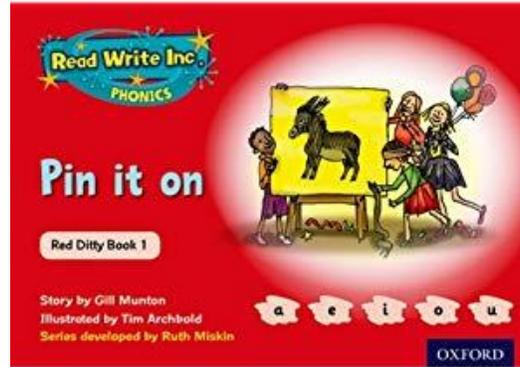
- A love of reading and a quality links all learning at St Joseph's.
- Our curriculum is interwoven with rich texts, language and stories to encourage and inspire.





# Books that come home:

- Read on my own to an adult
- Read with an adult
- Read to enjoy





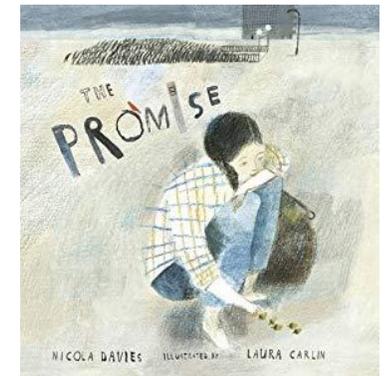
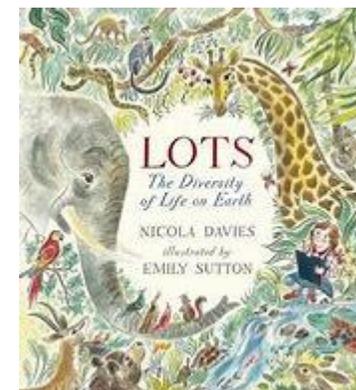
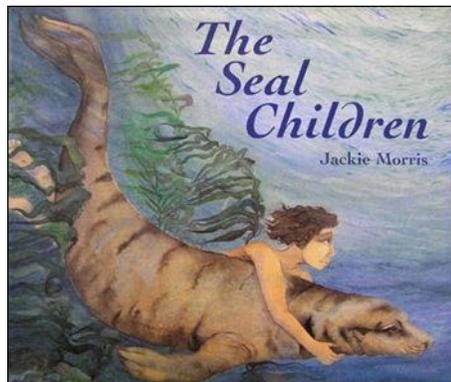
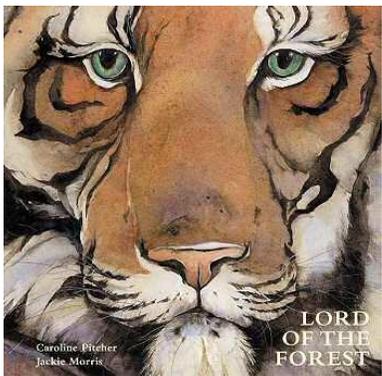
# Reading with your child:

- *Try and build this into your daily routine,*
- *Have a set space and time dedicated to sharing books together,*
- *Do not underestimate the power of reading to your child as well as hearing them read to you.*



# Before reading:

- If this is the first time reading a particular book, look at the cover and title together. Predict what the book may be about. Is it similar to any other books you have shared? How so? Make links to other books, characters, illustrators and authors.
- Give your child to do a 'picture walk'- flick through the book together and look at the pictures in the story.





# During reading:

- Ask questions about the story, about the characters, about the descriptions, about the pictures.
- Have your child follow the words as you are reading with their finger (top to bottom, left to right).
- Discuss the meaning of any new or unfamiliar words.
- Can your child identify any words that they have learnt at school?





# Supporting decoding:

- 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 there a word you know?
- Have you read this word before? Is it on another page?
- Are there any bits of the word you do recognise?
- Miss out the word in the sentence- can you work out what word would work there?
- In a rhyming book, think of a word that rhymes.
- Use the first one or two sounds with another strategy.
- Always read the sentence again.

Always use your parental judgement.

If your child is tired or unconfident, shift the balance of reading more towards you.

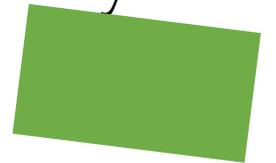




# Effective decoding:

- If your child fails to recognise repeated words, (high frequency or unusual) try word hunting. Show them the word in isolation, talk about it, then look for it in the book. How many times can you find it?

If your child fails to recognise digraphs (2 or more letters that make a sound) then point this out in advance. Use the green, laminated card to record any words your find together with the sound in the word.





# Reading for meaning:

- Echo reading- If your child reads without expression or intonation try echo reading. You read the same section emphasising the expression and ask them to mimic you using the same intonations and emphasis.  
Make this into a game by really exaggerating and seeing if they can copy you.

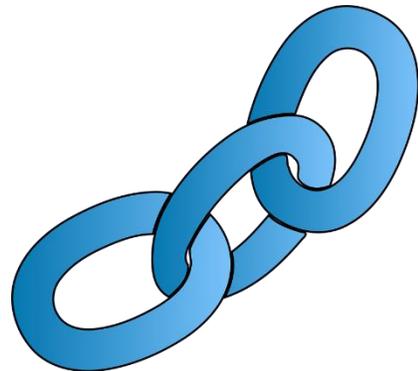
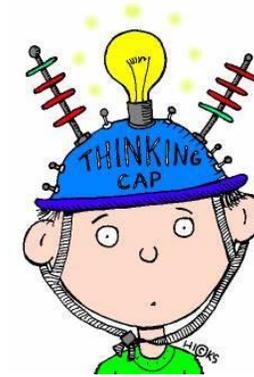


# Reading for meaning:



**Retrieval:** Can your child find answers from within the text that they are reading?

**Inference:** Can your child make an educated guess at the characters feeling with reasons from the text?



**Make Links:** Can your child link the themes, storyline and characters to other stories that they have read?

**Prediction:** Can your child make an educated guess about what may happen next in the story?





# Reading for meaning:

- Talk to your child about the vocabulary. Pick unusual words or phrases and ask them what it means. Can they think of any similar words?

*Her words cut like a knife.*

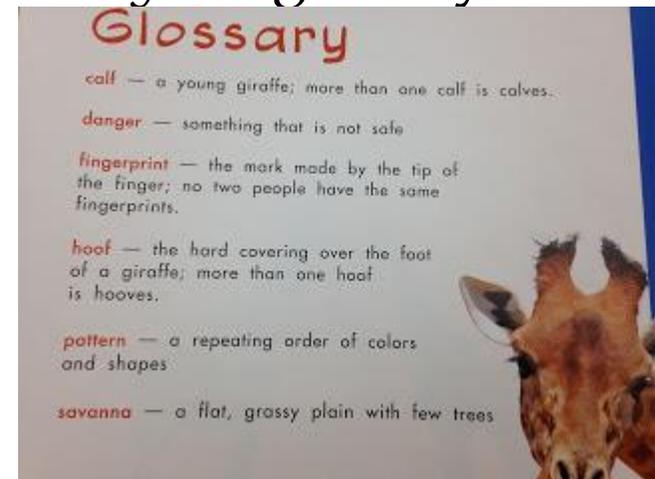
*Litterbugs will be prosecuted.*

*It was raining cats and dogs.*



# Reading for meaning:

- Reading a wide range of books for differing purposes is important.
- If your child is reading a non-fiction book, help them to use the index, pictures, glossaries, graphs and so on.
- Ask them a question based on the text which needs the use of the glossary answer.





# Growth Mind-set :

- All readers make mistakes, this is how we learn. Foster a culture of 'growth mind-set', learning from mistakes. Praise your child for noticing mistakes and trying to fix them when reading.

## Growth mindset vs fixed mindset

**SUCCESS** ← → **FRUSTRATION**

1. I can learn anything I want to.
2. When I'm frustrated, I persevere.
3. I like to challenge myself.
4. When I fail, I learn.
5. I like being told that I try hard.
6. If my classmates succeed, I'm inspired.
7. My effort and attitude determine everything.

1. I'm either good at it, or I'm not.
2. When I'm frustrated, I give up.
3. I don't like to be challenged.
4. When I fail, I'm no good.
5. I like being told that I'm smart.
6. If my classmates succeed, I feel threatened.
7. My abilities determine everything.

**GRIT** ← → **Learned helplessness**

From Reid Wilson  
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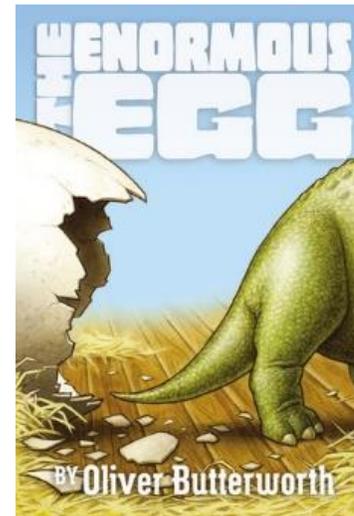
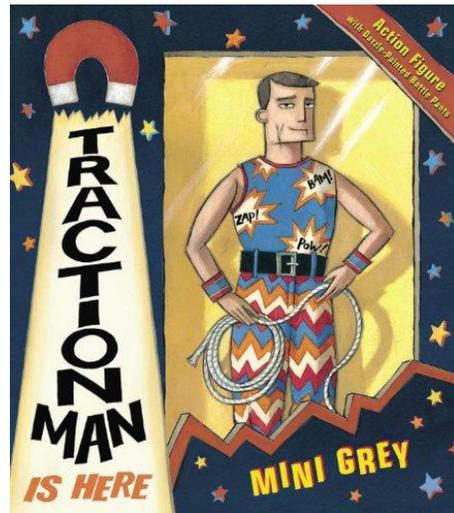
# After reading :

- Discuss with your child what they liked or disliked about the story.
- Can your child think of another title for the book? Why?
- Did the story have a happy or sad ending? What ending would you have written for the story?
- Can your child think of another character that they would like to add to the story? If so, who and why?
- With high quality picture books, you can ask 'what was the meaning of the story'?



# Reading to your child:

- It is still important to read to your child. This is an opportunity for them to hear stories and language at a deeper level.





# Website recommendations:

- <https://www.booktrust.org.uk/books-and-reading/our-recommendations/>
- <https://www.lovereadings4kids.co.uk/>
- <https://www.oxfordowl.co.uk/for-home/reading>
- <https://clpe.org.uk/library/booklists>
- <https://www.amightygirl.com/books>
- <https://readingeggs.co.uk/>
- <https://www.booksfortopics.com/>
- <https://www.goodreads.com/list/show/10719.50> Books Every Child Should Read  
(For adults)



# For older readers:

- The same applies!
- Take time to discuss a book's cover before you begin reading. What might it be about? Who is the author? Have you read another of their books? Why did you choose this book?
- What did you like about this books? What puzzled you? What did you not enjoy?
- If you were to be able character in the book, who would it be? Why?
- When did this take place? What clues are there in the text?
- Take time to appreciate lovely descriptions or language.



# Questions:

- *Are there any key changes or techniques you will take away from today?*
- *Is there anything further you'd like to discuss about reading?*



WE  
LOVE  
READING!