

Developing Reading



Reading Workshop for Parents

Thursday 13th October 2016



Simple View of Reading



Language Comprehension

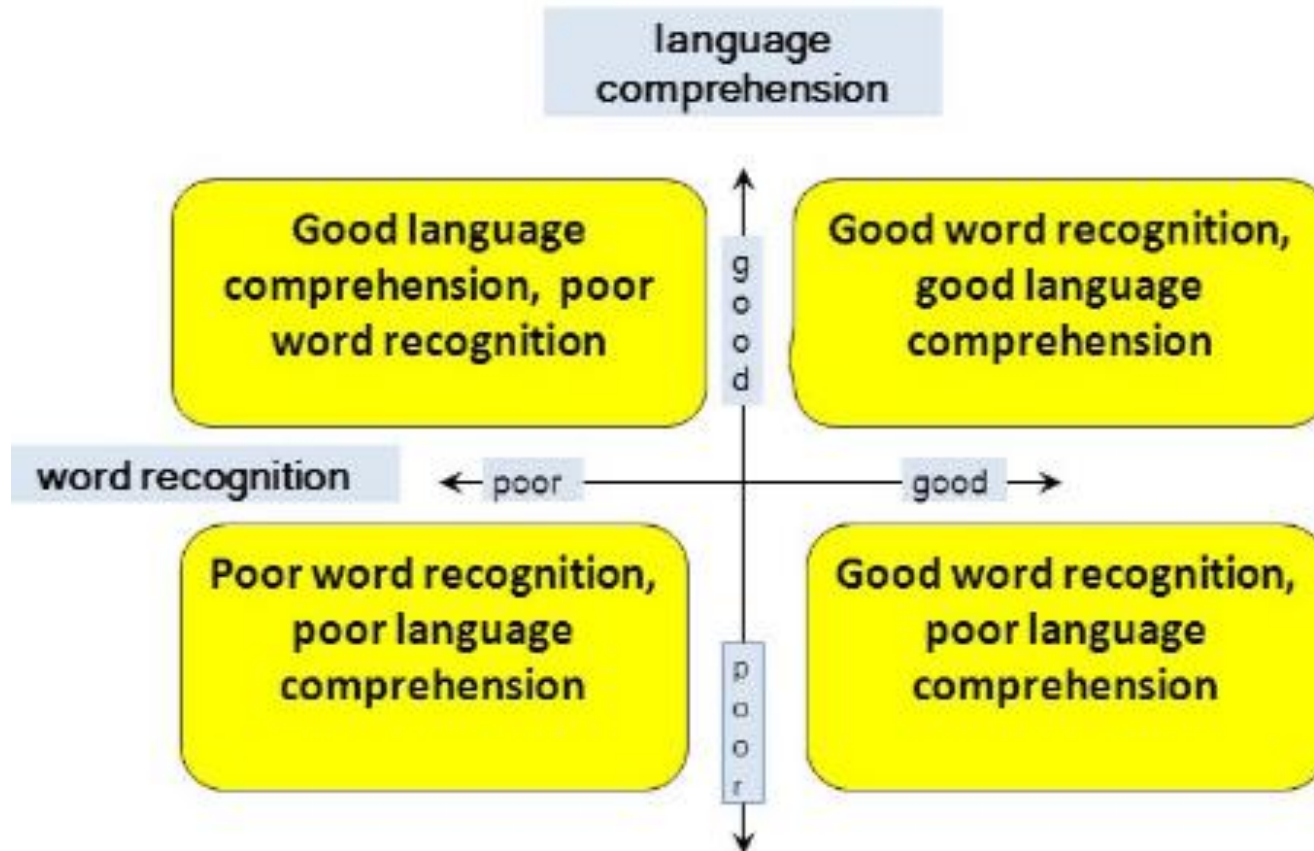
Word
Recognition



Simple View of Reading



The Simple View of Reading



Reading Difficulties



Avoid saying:

- The word for them / correcting
- No!
- That was wrong
- You know this word
- Try and remember
- You're not concentrating
- We read this yesterday
- Think!

Try saying:

- ✓ I like the way you worked that out
- ✓ Get your mouth ready to say the word
- ✓ What can you hear at the beginning / end
- ✓ Does that make sense
- ✓ Try that again
- ✓ Do you know a word like that?
- ✓ Look at the picture
- ✓ Use your phonics



Reading Strategies



- Look at the first letter
- Sound out and blend the letters (PURE SOUNDS)
- Use the pictures for clues
- Look for smaller words inside bigger words
- Cut the word up into smaller words
- Miss the word and read on, then go back
- Use the punctuation to help make sense
- Use context, what is the story about?



Reading for Meaning



Pupils can read words accurately and fluently, without overtly sounding and blending.

- Read the sentence / story again
- Discuss the story
- Ask and answer questions about the story
- Compare the story with other stories read



Reading Environment



Tips for nurturing a child's interest in reading:

Ensure your child sees you reading regularly (book, newspaper, magazine, ...)

Visit a library or local bookshop

Read in a comfortable place and give lots of praise

Read **to** your child and **with** your child

Show your enjoyment (laugh, smile, look scared, sound excited)

Spend some time just reading the pictures and talking about them

Let your child turn the pages



Different Texts



Poetry

Magazines

Non-fiction

Nursery Rhymes

Internet

Fiction

Playscripts

Comics

Newspapers

Labels

Shopping Lists

Signs



Reading @ School



- ❖ Phonics – Daily (Reception, Year 1, some Year 2)
- ❖ Guided Reading – 4 times per week
- ❖ Check the Home/School Book - Daily
- ❖ Individual Reading (Teachers, Support Staff, Adult Helpers)
- ❖ **Independent Reading**
- ❖ Shared Reading
- ❖ Story Time



Reading @ Home



- Routine!!
- It's OK to read stories over and over again!!
- Encourage **independent reading**.
- Keep reading **to** your child
- Try different authors / types of books
- Update your child's reading record book daily
- Discuss the book, ask questions that deepen their understanding
- Play word games (Boggle, Scrabble, Hangman, etc.)
- Children love listening to story tapes/CDs



Reading Expectations



New Curriculum 2014 – At the end of KS1:

	Accuracy		Fluency		Understanding	
Working Towards the Expected Standard	The pupil can:	Criteria Met:	In a book closely matched to known GPCs, the pupil can:	Criteria Met:	In discussion with the teacher about a familiar book that is read to them the pupil can:	Criteria Met:
	read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*		read aloud many words quickly and accurately without overt sounding and blending		answer questions	
	read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences*		sound out many unfamiliar words accurately		make inferences on the basis of what is being said and done	
	read many common exception words*					
Working at the Expected Standard	The pupil can:	Criteria Met:	In age-appropriate books:	Criteria Met:	In a familiar book that they can already read accurately and fluently:	Criteria Met:
	read accurately most words of two or more syllables		read words accurately and fluently without overt sounding and blending		check it makes sense to them	
	read most words containing common suffixes*		sound out most unfamiliar words accurately, without undue hesitation		answer questions	
	read most common exception words*				make some inferences on the basis of what is being said and done	
Working at Greater Depth					In a book they are reading independently, the pupil can:	Criteria Met:
					make inferences on the basis of what is said and done	
					predict what might happen on the basis of what has been read so far	
					make links between the book they are reading and other books they have read	

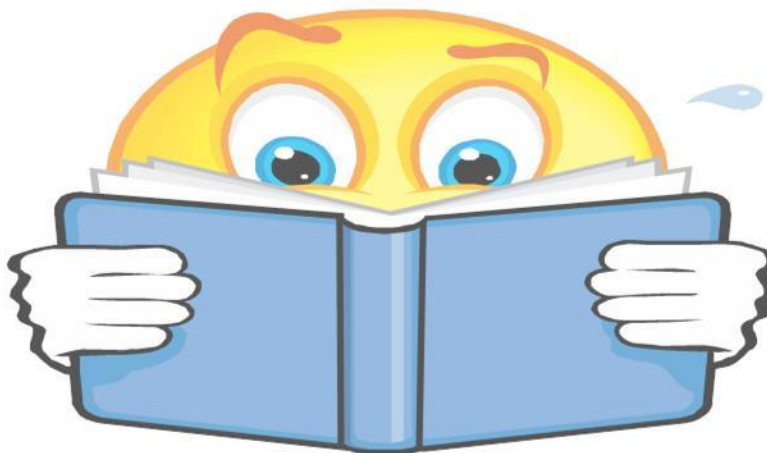
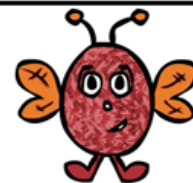
Reading Assessment



At the End of Year 1 the children will sit a Phonics Screening test where they will be tested on their PURE sounds by reading 20 **real** words and 20 **alien** words.

waiting

girst



Reading Assessment



- Assessment criteria – COMPLETE fit
- SATS test in May – Scaled Score (100 or more)
- Teacher Assessment (Guided Reading)

PKF = Foundations for Expected Standard
WTS = Working Towards the Expected Standard
EXS = Working At the Expected Standard
GDS = Working At Greater Depth within the Expected Standard

**No
levels!**



Reading Assessment



Types of Questions in SATs Test:

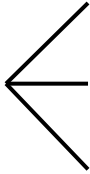
- Identify meaning of vocabulary in context (1a)
- Retrieve and explain relevant details (1b)
- Demonstrate understanding of characters, events, and information (1b)
- Identify and explain sequence of events (1c)
- Make simple and general inferences based on the text (1d)
- Predict what might happen on the basis of what has been read so far (1e)



Thank you!



Questions?

Hand-outs:  Presentation – Reading Workshop 2016
Book Marks – Reading Strategies
Questions to support Reading Comprehension

