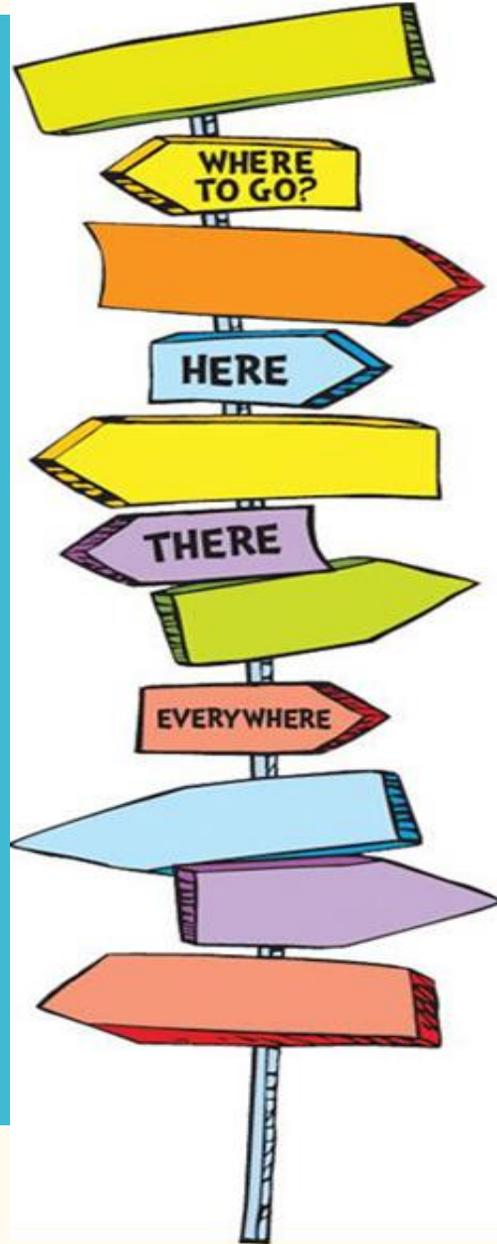




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# English workshop

(Key Stage One)



The **more** that  
you read, the  
**more** things  
you will know.  
The **more** that  
you learn, the  
**more** places  
you'll go.

**Dr. Seuss**

Why do we  
want our  
children to  
read well?

- To pass the tests!
- To be able to access the curriculum
- To develop a love of stories
- To be able to read a wide range of texts for information
- To extend vocabulary
- To understand grammar and punctuation so they can apply it to their own writing
- To build confidence



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## Facts about readers

- 2011 - only 37% of 10 year-olds in England read for pleasure, rising to 44% at aged 16 to 24
- 2014 - 30% of 5-15 year-olds had not visited a library in the last year
- Reading for pleasure is more important for children's cognitive development than their parents' level of education
- A difference equivalent to just over a year's schooling in reading performance between those who never read for enjoyment and those who read for up to 30 minutes a day

## Facts about readers

- Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly
- Those that read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations; they are more able to empathise; it increases relaxation and concentration

What skills do children need to be confident readers?

오늘 날씨가 좋아요

- (It is a long time since we learnt to read, but this gives an idea of the processes our children need to go through.)
- What do you need to know to read this?
- Which direction do you read it?
- Are the symbols letters or words?



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Is reading just about de-coding?

### Korean Alphabet

#### Consonants

ㄱ	ㄴ	ㄷ	ㄹ	ㅁ	ㅂ	ㅅ	ㅇ	ㅈ	ㅊ	ㅋ	ㅌ	ㅍ	ㅎ
g,k	n	d,t	r,l	m	b,p	s	ng	j	ch	k	t	p	h

↑  
silent in initial position

ㄱ	ㄷ	ㅂ	ㅅ	ㅈ
kk	tt	pp	ss	jj

#### Vowels

ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ
a	ya	eo	yeo	o	yo	u	yu	eu	i
fa <u>th</u> er		sa <u>w</u>		ho <u>m</u> e		mo <u>o</u> n		pu <u>t</u>	me <u>e</u> t

ㅐ	ㅒ	ㅖ	ㅘ	ㅙ	ㅚ	ㅜ	ㅠ	ㅡ	ㅣ	
ae	yae	e	ye	wa	wae	oe	wo	we	wi	ui
ha <u>n</u> d		se <u>t</u>				w <u>e</u> t				

오늘	날씨가	좋아요
oh/nerl	nal/she/ga	jo/ha/yo



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Did you work  
it out?

오늘 날씨가 좋아요  
oh/nerl nal/she/ga jo/ha/yo

**The Weather  
is Nice Today**



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## Reading in school

- Phonics
- Shared reading
- Paired reading
- Independent reading
- Focused reading activities
- Reading across the curriculum
- Class stories



# Reading at home

- It is **not a test**, it is **not a race**
- Create a quiet and comfortable reading environment
- **Make reading visible**; have books available in your home for different purposes (cook books, newspapers, novels, instruction manuals, diaries)
- **Boys need to see that reading is something men do**
- **Share books** every day – plan reading into your daily routine
- **Talk about books**, don't just read them
- **Sit and listen** – don't do chores around the reader

## The Parts of a Parent Reader

*A Smart Mind, to understand the importance of reading with their child daily.*

*Eyes, for seeing their child and showing how engaged they are.*

*Ears, to listen to their child's questions.*

*A Mouth, for reading books to their child, 20 minutes every day.*

*A heart, to love and desire a good education for their child.*

*Hands, for hugging their child close while reading a favorite book.*

*Books, to share every day with their child to build their language and literacy.*

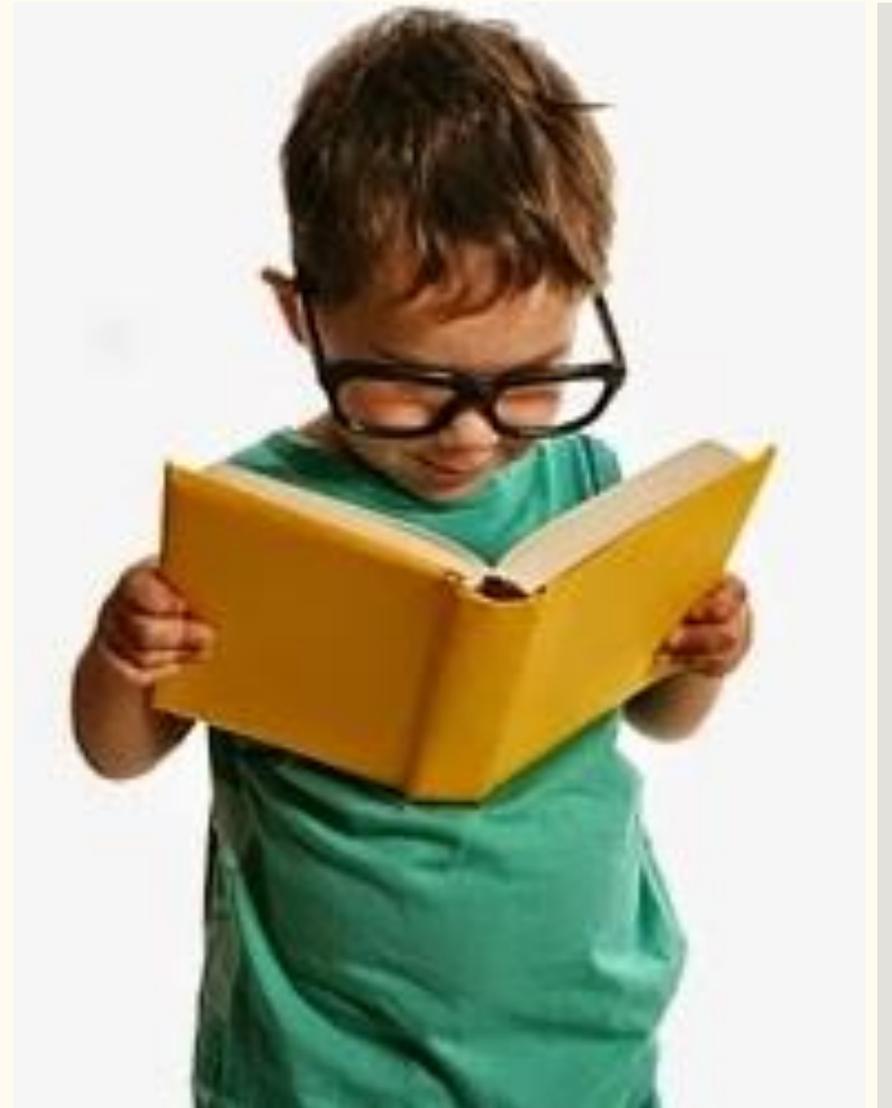
*Feet, for walking to the library each week to discover new books.*



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What do you do if your child is stuck when they're de-coding?

- **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?  
Does it sound right?
- **Look at the picture.**
  - Does it help?





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Reading  
requires two  
skills

## De-coding words using phonics and word recognition

- To recognise words presented in and out of context
- To blend letter sounds (phonemes) together to read words

[sound pronunciation video](#)

## Understanding

- To understand the meaning of the words and sentences in a text
- To understand the ideas, information and themes in a text



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# Reading for understanding

(Comprehension)

- **Being able to read, does not mean you understand what you read**
- Your child might sound like a good reader but may not necessarily understand what the text means
- The best way to develop understanding is to talk about texts

## **A child with good comprehension skills can –**

- Find information on the page
- Find information that is not on the page – look for clues
- Think about situations and predict what might happen
- Put themselves in a character's shoes and understand what is going on from their viewpoint

**Good book talk will make your child think!**



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# Questioning

## Avoid using closed questions

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Is this character mean?

**Ask questions so that the answers can't be *yes or no***

## Remember it is not a test!

- Why do you like this book?
- Who is your favourite character?
- Tell me about a character in the book.
- Which words tell you what the character is like?
- How would you feel?
- What do you think will happen next?

Before they  
start to read...

- Build prior knowledge about the subject
- Connect the story to personal experiences
- Develop vocabulary
- Take a 'picture walk' through the book
- Make predictions

## During reading...

- Question and monitor what they are reading and thinking about
- Check understanding of vocabulary – words and phrases
- Make inferences
- Visualise what is happening
- Continue to make connections
- Continue to set predictions

# Range of questions



- **Literal** – what has the Gruffalo's Child got in their hand?
- **Authorial** – Why has the illustrator drawn a mouse on the rock?
- **Deductive** – How do you know the mouse will feature in the story?
- **Inferential** – What do you think the Gruffalo is telling his child?

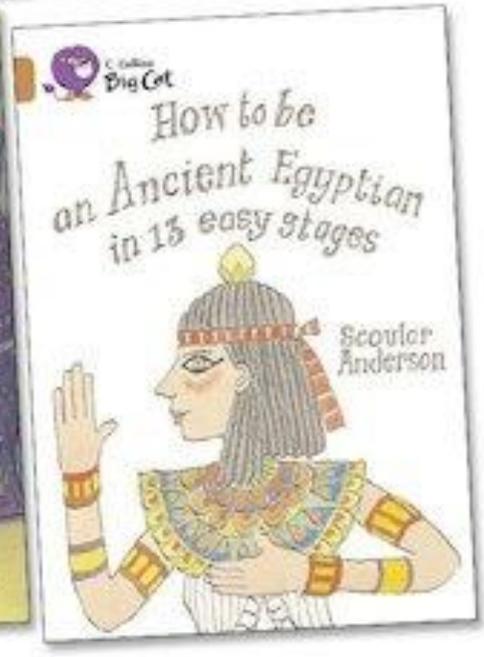
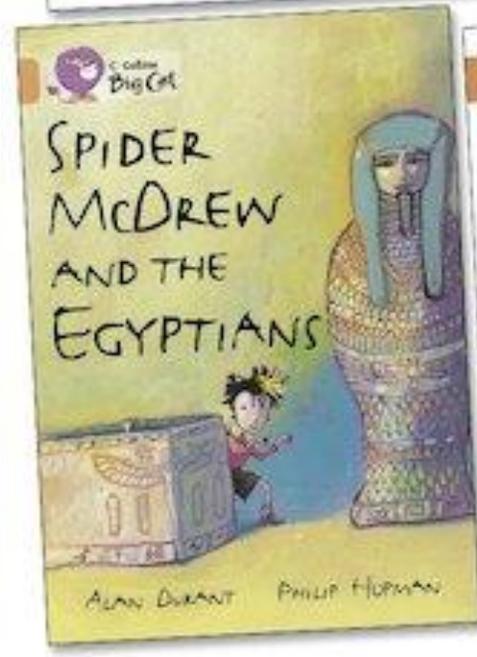
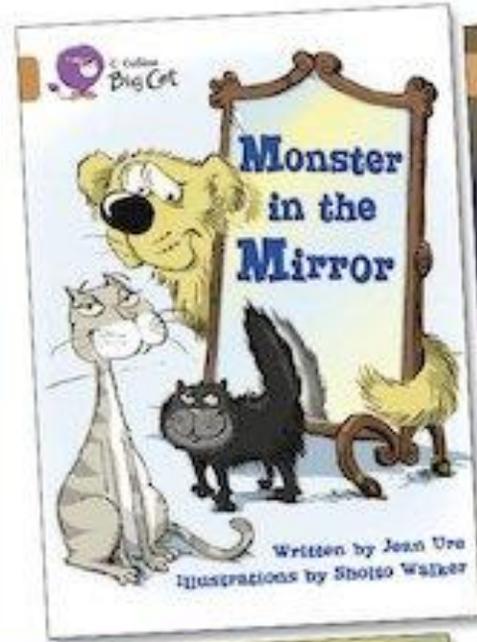


- **Literal** – What is Snow White doing?
- **Authorial** – How has the illustrator shown that the dwarves are very different?
- **Deductive** – How do you know the dwarves are scared?
- **Inferential** – Why do you think Snow White is in bed?



- **Literal** – What building is **not** on fire?
- **Authorial** – How has the illustrator shown how terrifying the Great Fire of London was?
- **Deductive** – Why are the crowds down by the River Thames?
- **Inferential** – What do you think the people are thinking?

Have a go!



Remember -

- **Literal**
- **Authorial**
- **Deductive**
- **Inferential**



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## How do we encourage our children to read for pleasure?

- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read them your favourite book when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliff hanger!
- By reading to children we give them access to higher level texts than they can read themselves, which helps extend vocabulary.



Thank you!  
Any questions?  
Next session?