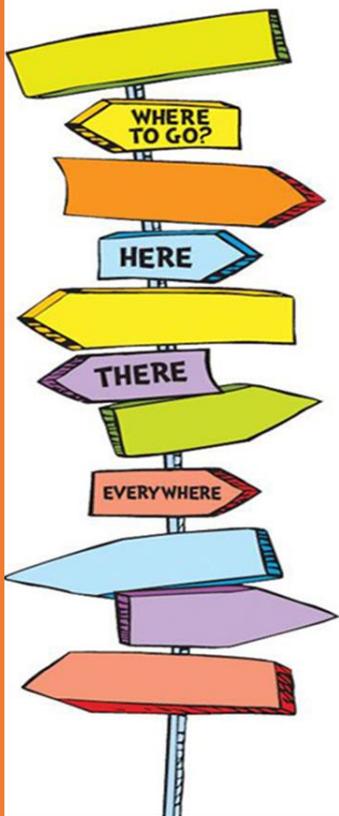




ST. TERESA'S

Reading Workshops



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

Dr. Seuss

Thank you to those that attended the two workshops.

This booklet is just a brief summary of the sessions.

Do speak to class teachers if you want any further help on how you can support your child with their reading.

Mrs Jane Draper

Reading in school

- Phonics and spelling sessions
- 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



What do you do if your child is stuck when they are decoding words?

- 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?

Reading requires two different skills

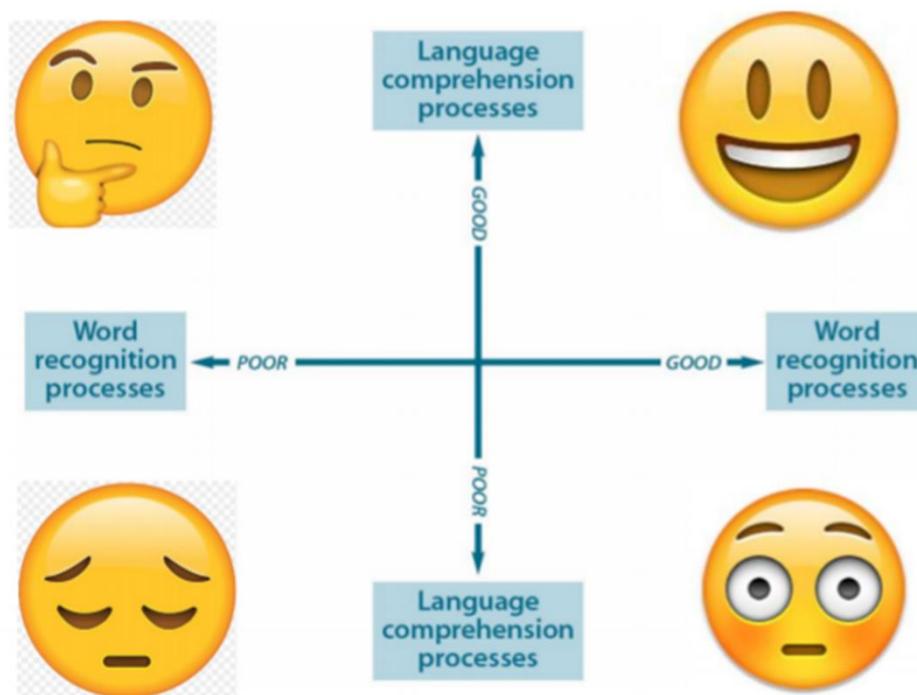
De-coding words through phonics and word recognition

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

Understanding

- 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

Simple view of reading



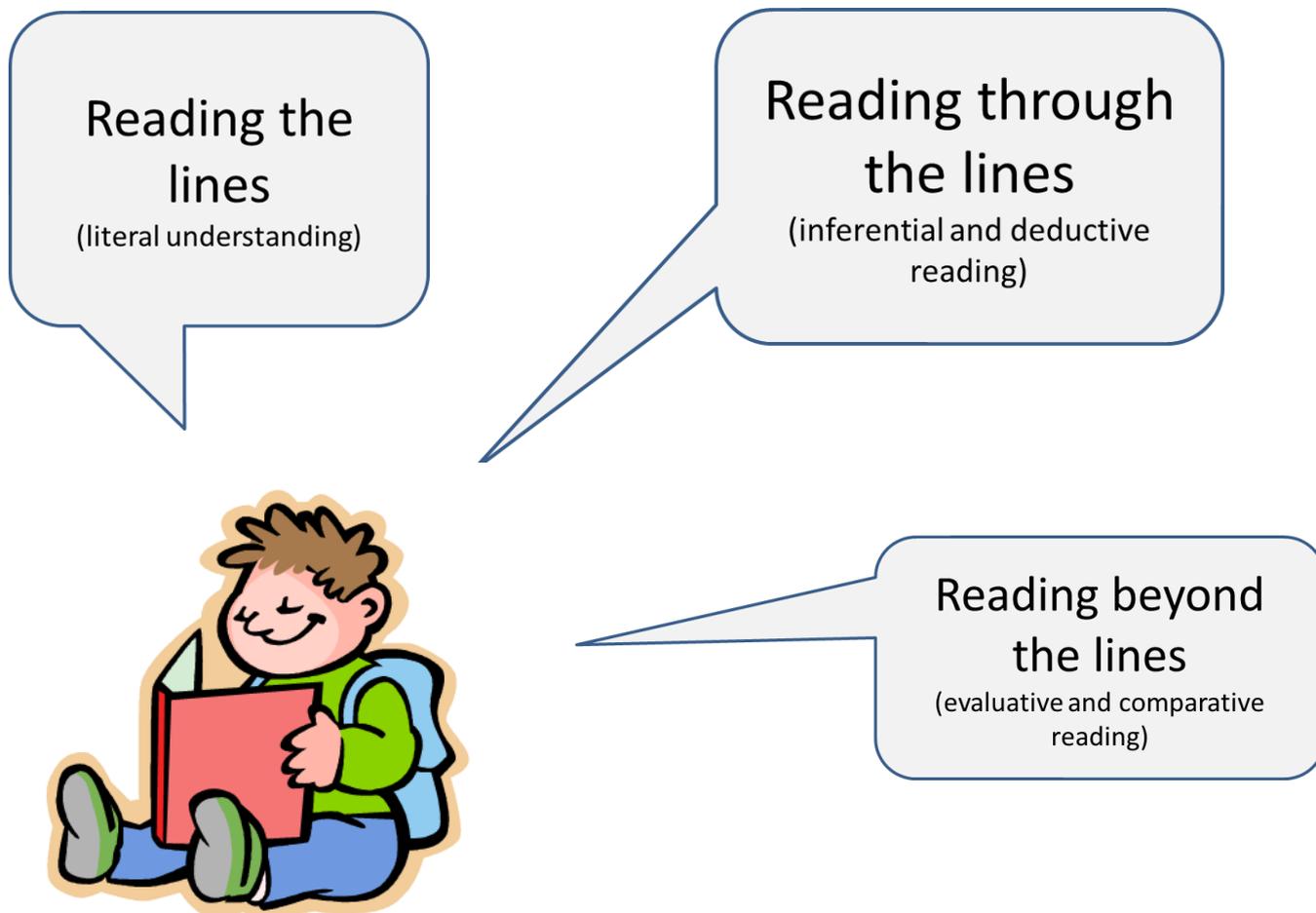
Comprehension

- 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

Comprehension involves literal, deductive, inferential and evaluative skills.



Inference – a subjective process, where the reader determines what the author is suggesting, using background knowledge and prior experience.

To use inference, we must read like a detective. We find the clues, across the text and use them to add layers of understanding, building a rich picture in our head.

Reading through
the lines
(inferential and deductive
reading)



Evaluative and comparative – to make connections, integrate meaning and summarise.

In order to be able to compare and contrast across texts, you need to have a wide range of text experience. You need skills to be able to know something that is the same or different. You need to know what you like and why and to have an opinion.

Reading beyond
the lines
(evaluative and comparative
reading)



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?

Can your child find evidence directly from the story to answer your questions?

The answer is right there in the text.

- What did..... do?
- Who did..... do it to
- How many..... were/are there?
- Who are.....?
- Can you tell me what this word/bit means?
- What kind of is that?

Can your child think and search for the answer?

The answers are found in different parts of the story and they might have to apply prior knowledge or personal experience to an answer.

- How do you make/do.....?
- What happened when..... did.....?
- What happened to.....?
- What do you think might happen next OR what happened before?
- How many times...
- What examples can you find?
- Where did this happen?
- Where was..... when this was happening?

Can your child answer questions without referring to the story?

The answer is not in the story, it is your child's opinion and thoughts.

- Have you ever...
- If you could...
- If you were going to...
- In your opinion...
- Do you agree with.....? Why?
- Do you know anyone who.....?
- How do you feel about.....?

*Questions to ask your child
when reading - Key Stage 2*

Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
-

*Questions to ask your child
when reading - Key Stage 2*

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?



***“Study after study has shown that performance on tests of reading comprehension is heavily influenced by the amount of self-selected, free, voluntary reading that children do”
Michael Rosen***



Encouraging your child to read

- Encourage your children to read different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read them the book that was your favourite when you were a child.
- By reading to children we give them access to higher level texts, than they can read themselves which helps extend vocabulary.
- Model reading – and not just texts and emails!
- Let them choose – visit the library, charity shops and book shops
- Reading to younger siblings gives them an opportunity to enjoy reading easy texts
- Read the same books they do, so you can discuss them and compare opinions – particularly important as they get older
- Go out and about with your child, inference depends on a child bringing their knowledge and experience of the world to help interpret the text...
- and read...
- and read...
- and read some more!



Resources

www.oxfordowl.co.uk/advice-for-parents

www.literacytrust.org.uk

www.schoolreadinglist.co.uk

www.booktrust.org.uk

www.explorelearning.co.uk/blog/recommended-reading-lists

www.ruthmiskin.com/en/find-out-more/parents

www.topmarks.co.uk

www.ness.com/uk

Our school website has further information on how to support your child in English, alongside lots of other helpful links.



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