

A Reading Workshop for Parents...



The Joy of Reading... The Power of Words and Pictures!

The aims of the evening...

- To know how reading is developed.
- To gain a greater understanding of how we teach the skills of reading.
- To know about the range of experience children have at school
- To know how you can help your child become a confident reader.



Key aspects in developing as a reader

- **Concepts about print** - Open front cover - Turn pages appropriately - Understand that left page comes before right - Understand that we read print from left to right - Match spoken word to printed word (one-to-one correspondence)
- **Decoding and blending & knowledge of the alphabetic code** - Sound talk words - Identify known phonemes and graphemes - Break words into chunks
- **Self-monitoring and self-correction** - Stop if it doesn't make sense / sound right / look right - The adult should not intervene too quickly when an error is made, but allow time for the child to self monitor.
- **Rereading** - Reread a phrase or sentence to check, confirm, problem solve or self correct. - Have a 'run up' to a tricky word, get ready and think about what would make sense.

- **Phrasing and fluency** When children are first learning to read, they need to have control over one to one matching and pointing to the words is useful. However, this can slow reading down and children begin to think that 'reading' means 'word reading'. As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should work to increase fluency promoted by silent reading first instead of staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading 'sound good' is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.
- **Retrieval** Locating information in text to answer a question.
- **Inference and deduction** Children should be encouraged to ask their own questions about their reading. Taught using inference training texts and activities.
- **Understand Authorial awareness** (point of view, linguistic choices, structural choices, context of text)

What our children are expected to be able to do...

- Give / explain the meaning of words in context
- Identify / explain how information / narrative content is related and contributes to meaning as a whole
- Identify / explain how meaning is enhanced through choice of words and phrases
- Make inferences from the text / explain and justify inferences with evidence from text
- Predict what might happen from details stated and implied
- Retrieve and record information / identify key details from fiction and non-fiction
- Summarise main ideas from more than one paragraph

Children develop reading skills through

- Individual reading / spelling activities /phonics and whole word strategy teaching
- Singing nursery rhymes
- Guided reading
- Listening to stories and reading along.
- Reading a text rich environment, access to a wide range of genres
- Reading silently for enjoyment
- Reading with a partner
- Role play activities



Some interesting thoughts

- **Reading Mileage**

According to Arlington et al 2008, 'Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers'. Although no age specifics given it would indicate a high level of access to words.

- According to Ofsted 2004, 'Texts pupils read should match children's proficiency so they are reading at 90% accuracy.'
- **Accuracy rate 95-100%.** The reader is reading a text which is EASY. A high level of success will be experienced. Texts that children read independently of adult support should be of this level.
- **Accuracy rate 90-94%.** The reader is reading a text which is INSTRUCTIONAL. At this level, children will require adult support in order to decode at a rate which does not impede comprehension. This level of text could be (is) appropriate for guided reading or reading with an adult.
- **Accuracy rate 50-89%.** The reader is reading a text which is HARD. The rate of reading will be too slow for the children to comprehend what they have read. A child found to be reading a text of this level should be encouraged to change their book.
- **The simple five finger test...**On a page of text more than five mistakes the book is too hard.

Definition of terms

- What is deduction?
- What is inference?

Inference: is an interpretation that goes beyond the literal information given.

Deduction: is an understanding based on the evidence given in the text.

e.g. **The police find a body with a knife sticking out of it.**

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

We can deduce that the person has probably been murdered because it has a knife sticking out of it.

- In Kensuke's Kingdom, when water and food are left beside Michael

The deduction is...

that someone else lives on the island.

The inference is...

that they care for Michael, but don't want him to know anything about them.

How can parents help?

Firstly remember that fluency is the most important skill to enable understanding to develop. So give time to reading silently before reading aloud.

Promote reading by being a role model reader.

Look for opportunities for children to read in every day life : Signs, satnav, television notices, shop information, catalogues etc.

Ask questions that...

- Develop literal understanding : What happened type questions...What did the character do, say, like etc.
- Require children to look for evidence in the text : How do you know...?
- Get children to use their own life experience to explain their understanding...How might that character feel?
- Develop context skills...What do you think this word might mean?
- Make children think about the words authors use (authorial intent)...Why did the author choose that word? What effect does it have?
- Encourage children to think about prediction...What do you think will happen next? Why?

Many parents commented on what they took from our workshop.?

I'm inspired to
read myself..

I need to give time
for my child to think
about the text...not
just read!

Let children read by
themselves before
reading to you.

Such sessions should
be compulsory for all
parents!

Pause to ask
questions during the
book...

Discovering the
difference between
deduction and
inference