

The background features a light purple-to-blue gradient. Scattered across the surface are numerous realistic water droplets of various sizes, some with highlights and shadows. A large, faint, light-colored circular graphic is centered in the upper half of the image.

# PARENT READING WORKSHOP

ST PETER'S PRIMARY SCHOOL

# READING IN SCHOOL

- PHONICS
- SHARED READING
- GUIDED READING
- INDEPENDENT READING
- FOCUSED READING ACTIVITIES
- READING ACROSS THE CURRICULUM
- CLASS READERS – LISTENING TO STORIES BEING READ BY AN ADULT

# READING AT HOME

- Make reading visible; have a variety of genres available in your home
- Share books everyday
- Develop a love for reading by allowing children to see parents/adults reading for pleasure
- Discuss books, links to other stories/poetry and even your own experiences

# PHONICS



- Phonics is the teaching of phonemes and graphemes and how we use them to read and write.

We use a scheme called Read Write Inc -

- A rapid **learn to read** programme so children **read to learn** for the rest of their lives.
- Well structured
- Gives great results
- Early success in reading
- The children start in Reception usually after the October half term and continue through the scheme until they are competent and fluent readers

# PHONICS



Children learn a simple code first.

Phonics lessons happen every day in EYFS and KS1 from 9.05 - 9.40.

In these sessions children practise the sounds and read a book together in a group specific to their ability.

Children talk a lot about what they have read to show they understand and listen to and discuss other ideas to deepen their understanding.

Simple Speed Sounds chart												
<i>Consonants: stretchy</i>												
f	l	m	n	r	s	v	z	sh	th	ng	nk	
<i>Consonants: bouncy</i>												
b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												
<i>Vowels: bouncy</i>						<i>Vowels: stretchy</i>						
a	e	i	o	u	ay	ee	igh	ow				
<i>Vowels: stretchy</i>												
oo	oo	ar	or	air	ir	ou	oy					



# READING IN KS1

- Children read 1:1 with an adult on a weekly basis. We ask that they bring in their book bags every day so that they can read with an adult when it is their turn. It is helpful to have parent comments in their daily reading record as these let us know when they need to change their book and give feedback about how they are doing at home.
- Guided reading – group reading with a teacher, focusing on different areas of reading and teaching children to use these skills effectively.
- Daily story time- Children are read to by an adult, giving them an opportunity to hear expressive, fluent reading, ‘book talk’ and to develop a love of books.

# READING IN KS2

- We encourage the children to have their books with them everyday so they can read at different points in the day
- Guided reading – teacher who will read and ask focused questions to a group. (Styles of questions in the handout ‘Questions Stems’).
- Each session is carefully planned for using strategies to read independently as well as developing comprehension skills
- Weekly comprehension lesson (whole class). Session is carefully planned to develop and teach comprehension skills which allows children to practise answering a range of different question types.
- Teachers will also teach the skill of how to best answer the question

# TALKING ABOUT BOOKS

- Remind children that it is not a test. Ask questions like
- Did you like this book, why?
- Who was your favourite character?
- Tell me about the character(s) in the story. Which one can you relate to the most? Why?
- Which words/phrases tell you what the character is like? Find them in them.
- How would you feel in the same situation as the character? Would you behave in a different way? How?

## Listening to your child read

- Choose a quiet time and give your child your full attention;
- Give support if required using the strategies explained earlier;
- Explain the meaning of new words;
- Talk about the text using open questions.

## Reading to your child

- Introduce your children to 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.
- 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!

# WHAT MAKES SUCCESSFUL READERS?

- Large vocabulary - children with largest vocabularies are most successful with comprehension.
- Being able to identify new vocabulary.
- Being able to make predictions. (What clues in the text lead you to think that?)
- Self monitoring – to seek clarification. (I'm puzzled by... can anyone explain why?)
- Readers need to ask questions – during and after reading (Good readers internalise questions – adult support can draw these out and develop)
- Asking/answering different types of questions (literal/inference/deduction/opinion)
- Summarising – a good indication someone has understood what they have read. (plot/theme/character)

# ANY QUESTIONS?

A few from our survey...

- *Is it necessary for a child to engage in all types of fiction, or could they just be expressing a preference?*

Are they stuck on one particular genre to the exclusion of all others, or have they tried a range and prefer one or two?

[www.whonextguide.com](http://www.whonextguide.com) - search by genre, author style, theme.

- *More advanced reader, often finds texts emotionally unsuitable.*

[www.lovereadings4kids.co.uk/](http://www.lovereadings4kids.co.uk/) - Search by age suitability, read extracts.

<https://www.booktrust.org.uk/> - Bookfinder, search by age range.

Also offers tips and advice on reading routines etc.

# ANY QUESTIONS?

- *How to develop concentration/motivate child to read.*

Depends on the child, but it can help to step back and consider less fiction (parents could read this to them to ensure a range of genre) and encourage to read more non-fiction/faction.

Survivors by David Long -brilliant for engaging older/hard to reach boys!!

- *Are children responsible for changing their own books?*

Depends on the year group but children should be encouraged to take responsibility for themselves as readers and select their own books (from an appropriate selection).

# ANY QUESTIONS?

- *Are there any online reading programmes (comparable to mathematics)?*

We are looking into something similar (these are usually school subscriptions).

There are various apps (particularly for younger children e.g Reading Eggs, Teach Your Monster to Read)

[www.lovereadings4kids.co.uk/kids-zone/](http://www.lovereadings4kids.co.uk/kids-zone/) - Kids Zone (activities and competitions)

- <http://www.wordsforlife.org.uk/> - 'Fun stuff' - activities and competitions for a range of ages, as well as lots of family reading advice.