

Reading



How to help your child
become a reader

*Parents' workshop
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What words could be missing...?

Reading feeds

and opens up

for young
minds.

Aims and Principles of the National Curriculum

Reading feeds **pupils'**
imagination and opens up
a **treasure-house** of
wonder and joy for **curious**
young minds.





Becoming Readers: the strands

- **Book worms** who read widely for pleasure and information.
- **Language lovers** who notice how writers use language for effect and build their vocabulary.
- **Problem-solving readers** who read accurately.
- **Reading detectives** who understand what they read.
- **Book reviewers** who respond articulately to a range of texts.



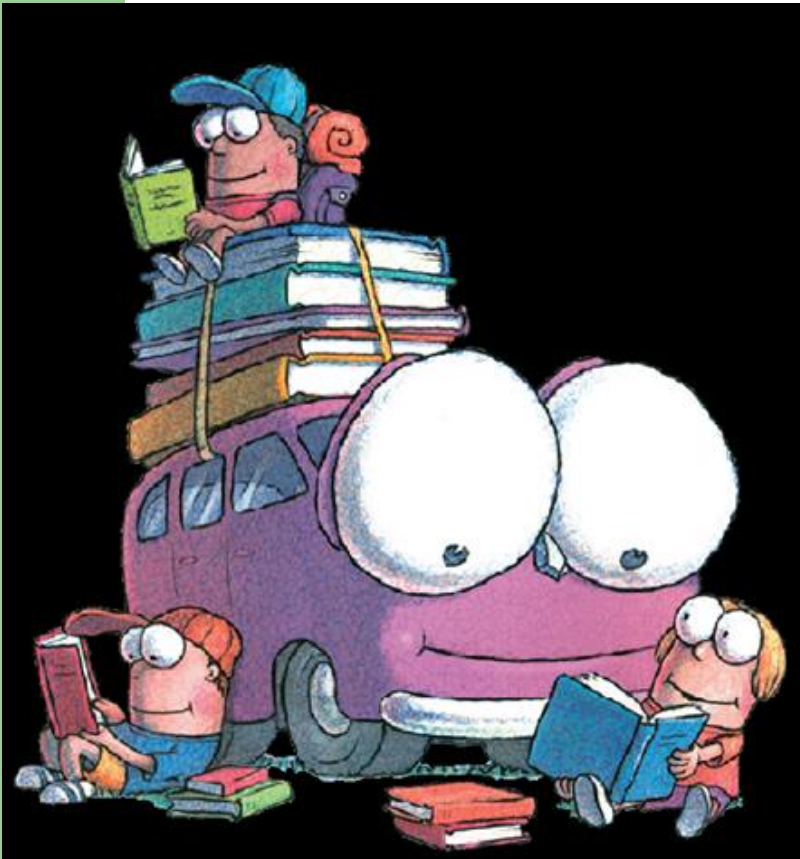
The big picture of reading

Green:
School-based
opportunities

Blue:
Home-based
opportunities



Reading mileage



'Beginning readers need to read 600-1000 words a week to become competent readers.'
(Arlington et al, 2008)

If you read 400 a week at home, we will read 600 at school!

Please sit with your child at least three times a week. Record in the reading log.

'Celebrating the joy of reading is crucial if we want to see all children reading well by the age of 11. Regularly reading for pleasure between the ages of 10 and 16 has a positive effect on children's vocabulary, spelling and maths skills.'
(The power of reading , 2015)

Reading with your child



- Find a comfortable place
- Set a regular time – 10 minutes will be enough!

At least three times a week please! Daily best

- Introduce the book/review the book
- Listen
- Talk
- **Record in log**

For independent, older readers, they may read happily alone...but it makes a real difference if you discuss the book with them, again three times a week please.

The first read



- The first read is often the 'problem solving read'
- **Leave time** for problem solving to take place...don't jump in too quick
- *Did that sound right?*
- *Does that look right?*
- *Did that make sense?*
- Join in to model good reading
- Supply a hard word quickly!
- The sliding finger (not pointing)....encourages phrasing

Returning to the same book

Reading the same book 3-5 times improves a reader's *speed*, *confidence* and *fluency*. It helps them to understand the book, and to read in phrases without using a finger!

- The problem solving has been done!
- Reread with a 'storytelling' voice.
- Make the reading sound like talking – fluency
- Talk more!





Making Connections



Text to Self
This reminds me of a time...



Text to Text
This reminds me of another book...



Text to World
This reminds me of something I heard about...



What questions should I ask?

- Wonder:**
 - Why do you think the woman said that?
 - Can you explain how ...
 - Are you asking any questions in your head?
 - What are you wondering?
- Detective:**
 - Show me the word/clues in the text that tell you how ...is feeling?
 - How do you know...show me in the text?
- Summarise:**
 - Give me a summary of the last paragraph.
 - What did you find out about...?
- Review:**
 - What did you think of it?
 - Would you read more books by this author?
 - Would you recommend it? Who to? Why? Why not?

Accuracy and understanding

Billy was howling because he whole day had been spoilt. All his work had been broken by the wave. His mum came over to help but she accidentally stepped on the one tower left. "Never mind," she said, "let's go back for tea. You can build another one tomorrow." Billy was not impressed, "don't want tomorrow....want now."

- What had Billy made his tower from?
- Where were Billy and his mum?
- What was Billy doing in the first sentence?

Lego

At home

Barking

Thinking aloud together to show understanding

Jane was invited to Billy's party. *It was his birthday you see.* She wondered whether he would like a kite. *For his birthday present. She needs to take one if she's going.* She shook her piggy bank. *She wanted to check how much money she had.* It made no sound. *Oh dear that means she hasn't any money!* Jane was sad. *She is sad because she does not have the money that she needs to buy a present.*

When children
become 'free'
choice readers...
getting the
challenge right.

Five Finger Test



- 1 open your book to a page in the middle that is all text without any pictures.
- 2 Hold up 5 fingers on one hand.
- 3 Begin reading at the top of the page.
- 4 Put down a finger each time you stumble over a word or come to a word you do not know.
- 5 If you can get to the bottom of the page and still have at least one finger up, this book has passed the five finger test!

Now you have a
"Just Right"
Book at your own
reading level.



Reluctant to read?

'Boys in school might not think reading is 'cool' because it is a solitary activity.'
Find ways to share reading



- Highly illustrated books
- Comic books
- Joke books
- Non-fiction
- 'How to..' books – activity books, how to make...
- Books on topics that 'gross you out'
- Magazines
- Audio books and E-books
- Barrington Stoke – high interest, low reading age.

It's FREE to join the library!

- ❖ Build in a **sense of achievement**
we found out that.../We've got to chapter.../look, we're already on page..../We've read that whole section...
- ❖ Find a bond with an **author or series of books.**
- ❖ **Share the reading** – children don't have to do it all!

Join in events...

- Book breakfasts
- Visiting characters
- Dressing up days
- Make an artefact from a book
- Sleepover in the library
- Madhatter's tea party
- Arabian story telling
- Narnia in the woods
- Extreme reading- get caught reading
- The great reading journey
- What if ...books were gifts?
- Book sales
- Publish OWN Books and share the reading of them with others
- Theatre groups, authors and poets



Any questions...?



Useful websites

www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/how-to-read-with-your-child/

www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/Examples-of-how-to-read-with-your-child/

www.lovereadings4kids.co.uk

<http://www.wordsforlife.org.uk/>