



Uffington
Church of England
Primary School

Reading Workshop

Tuesday 16th November 2021

Our aims

- We aim to foster a life-long love of reading and to enable all children to become confident and fluent readers. We hope that our pupils will take pleasure in reading and have a positive attitude towards it.
- We know that the best way for us to achieve this is for us all to work together.

The benefits of reading

- Improved literary skills: Reading aloud to a child from a young age helps with language acquisition and stimulates the part of the brain that processes language.
- More extensive vocabulary: A child who has a book read to them everyday will be exposed to over 290,000 more words compared with a child who does not, by the time they start school.
- Greater concentration: Over time, children will be able to sit and focus on tasks for longer, improving their resilience.
- Higher levels of: creativity and imagination, academic achievement, social skills and empathy.

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

The importance of picture books for EVERYONE!

- Picture books are brilliant for all ages in primary schools.

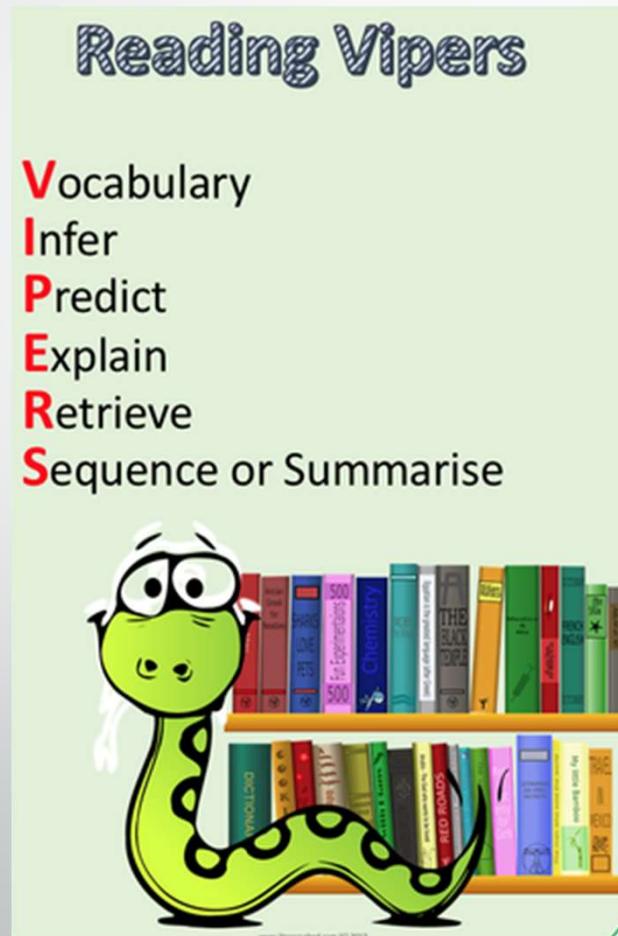
Top 25 Picture Books on the World Book Day website:

- <https://www.worldbookday.com/ideas/100-stories-to-share/picture-books/>

Variety of reading books

- Encourage your child to:
 - a) Read poetry, non-fiction and fiction texts.
 - b) Read books by new authors, rather than choosing another book by the same author again.
 - c) Explore picture books (with and without words) as well as those which are matched to their word reading ability level.
 - d) Follow their interests.

Aspects of reading comprehension



1. Vocabulary - find and explain the meaning of words in context

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

2. Infer - make and justify inferences using evidence from the text

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

3. Predict – consider what might happen from the details given and implied

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

4. Explain - meaning/ language/ themes/ information

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

5. Retrieve - retrieve and record information and identify key details from fiction and non-fiction.

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

6. Sequence or summarise - summarise the main ideas from more than one paragraph

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Ways to support your child if they are struggling with reading

Phonological and Phonemic Awareness

Phonological awareness is a broad skill that includes identifying and manipulating larger units of oral language—parts such as words, syllables, onsets and rimes, and individual sounds (phonemes).

Phonemic awareness refers to the ability to focus on and manipulate individual sounds (phonemes) in spoken words. Acquiring phonemic awareness is important because it is the foundation for spelling and word recognition skills. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of instruction.

What this feels like to me

- “I don’t know any words that rhyme with *cat*.”
- “What do you mean when you say what sounds are in the word *brush*?”
- “I’m not sure how many syllables are in my name.”

What I can do to help myself

- Be willing to play word and sounds games with parents or teachers.
- Be patient with learning new information related to words and sounds. Giving the ears a workout is difficult!
- Practice hearing the individual sounds in words. It may help to use plastic chips to represent each sound you hear in a word.

What I see at home

- She has difficulty thinking of rhyming words for a simple word like *cat* (such as *rat* or *bat*).
- He doesn't show interest in language play, word games, or rhyming.

What I can do to help

- Do sound-related activities, such as helping your child think of a number of words that start with the /m/ or /ch/ sound, or other beginning sounds.
- Make up silly sentences with words that begin with the same sound, such as “Nobody was nice to Nancy’s neighbor.”
- Use computer games designed to build your child’s phonemic skills.
- Read books with rhymes. Teach your child rhymes, short poems, and songs.

Ways to support your child if they are struggling with reading

Word Decoding and Phonics

Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before.

Phonics is one approach to reading instruction that teaches students the principles of letter-sound relationships, how to sound out words, and exceptions to the rules.

What this feels like to me

- "I just seem to get stuck when I try to read a lot of the words in this chapter."
- "Figuring out the words takes so much of my energy, I can't even think about what it means."
- "I don't know how to sound out these words."

What I can do to help myself

- Play with magnetic letters. See how quickly you can put them in order while singing the alphabet song.
- Look at written materials around your house and at road signs to see if you can spot familiar words and letter patterns.
- Write notes, e-mails, and letters to your friends and family. Represent each sound you hear as you write.

What I see at home

- She often gets stuck on words when reading. I end up telling her many of the words.
- His reading is very slow because he spends so much time figuring out words.
- She's not able to understand much about what she's read because she is so busy trying to sound out the words.

What I can do to help

- For a younger reader, help your child learn the letters and sounds of the alphabet. Occasionally point to letters and ask your child to name them.
- Encourage your child to write and spell notes, e-mails and letters using what he knows about sounds and letters.
- Talk with your child about the "irregular" words such as *said*, *are*, and *was* that he needs to recognize "at sight."

Ways to support your child if they are struggling with reading

Vocabulary

Vocabulary refers to the words we must understand to communicate effectively. Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meaning of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction that teaches important words.

What this feels like to me

- "I heard my friend tell what happened in the movie but I didn't really understand it."
- "I feel like I just use the same words over and over again in my writing."
- "I don't like to read on my own because I don't understand lots of the words in the book."

What I can do to help myself

- Find books to read on your own. The more you read, the more new words you'll see, and the more you'll learn about the words.
- Look ahead in textbooks to learn new vocabulary and concepts before your teacher goes over the the section in class.
- Keep a list of key vocabulary and transition words such as *first*, *then*, and *finally* for reference.

What I see at home

- She's unable to tell about her day in a way that makes sense.
- He doesn't link words from a book to similar words from another book or real life.
- She misuses common words.

What I can do to help

- Engage your child in conversations every day. If possible, include new and interesting words in your conversation.
- Read to your child each day. When the book contains a new or interesting word, pause and define the word for your child.
- Help build word knowledge by classifying and grouping objects or pictures while naming them.
- Play verbal games and tell jokes and stories.

Ways to support your child if they are struggling with reading

Fluency

Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

Children who do not read with fluency sound choppy and awkward. Those students may have difficulty with decoding skills or they may just need more practice with speed and smoothness in reading.

What this feels like to me

- "I just seem to get stuck when I try to read a lot of the words in this chapter."
- "It takes me so long to read something."
- "Reading through this book takes so much of my energy, I can't even think about what it means."

What I can do to help myself

- Track the words with your finger as a parent or teacher reads a passage aloud. Then you read it.
- Have a parent or teacher read aloud to you. Then, match your voice to theirs.
- Read your favorite books and poems over and over again. Practice getting smoother and reading with expression.

What I see at home

- He knows how to read words but seems to take a long time to read a short book or passage silently.
- She reads a book with no expression; every word and sentence sounds the same.
- He stumbles a lot and loses his place when reading something aloud.
- She moves her mouth when reading silently (subvocalizing).

What I can do to help

- Support and encourage your child. Realize that he or she is likely frustrated by reading.
- Check with your child's teachers to find out their assessment of your child's decoding skills.
- Read aloud to your child to provide an example of how fluent reading sounds.

Ways to support your child if they are struggling with reading

Comprehension

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to 1) decode what they read; 2) make connections between what they read and what they already know; and 3) think deeply about what they have read. One big part of comprehension is having a sufficient vocabulary, or knowing enough word meanings.

Readers who have strong comprehension are able to make decisions about what they read—what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.

What this feels like to me

- “It takes me so long to read something. It’s hard to follow along with everything going on.”
- “I didn’t really get what that book was about.”
- “Why did that character do that? I just don’t get it!”
- “I’m not sure what the most important parts of the book were.”

What I can do to help myself

- Use outlines, maps, and notes when you read.
- Read things in short sections and make sure you know what happened before you continue reading.
- Ask yourself, “Does this make sense?” If it doesn’t, reread the part that didn’t make sense.
- As you read, try to form mental pictures or images that match the story.

What I see at home

- She’s not able to summarize a passage or a book.
- He might be able to tell you what happened in a story, but can’t explain why events went the way they did.
- She can’t explain what a character’s thoughts or feelings might have been.

What I can do to help

- Hold a conversation and discuss what your child has read. Ask your child probing questions about the book and connect the events to his or her own life.
- Help your child go back to the text to support his or her answers.
- Discuss the meanings of unknown words, both those he reads and those he hears.

Useful websites

Books for Topics – Recommended books for each year group:

<https://www.booksfortopics.com/yeargroups>

National Literacy Trust – Recommended books for children aged 5 to 13+

<https://literacytrust.org.uk/resources/recommended-books-children-aged-five-13/>

Book Trust – Recommendations

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/>



Any questions?