

A FAMILY COMMITTED TO MAKING A DIFFERENCE



Reading Workshop

For
Parents and Carers

Friday 9th November 2018

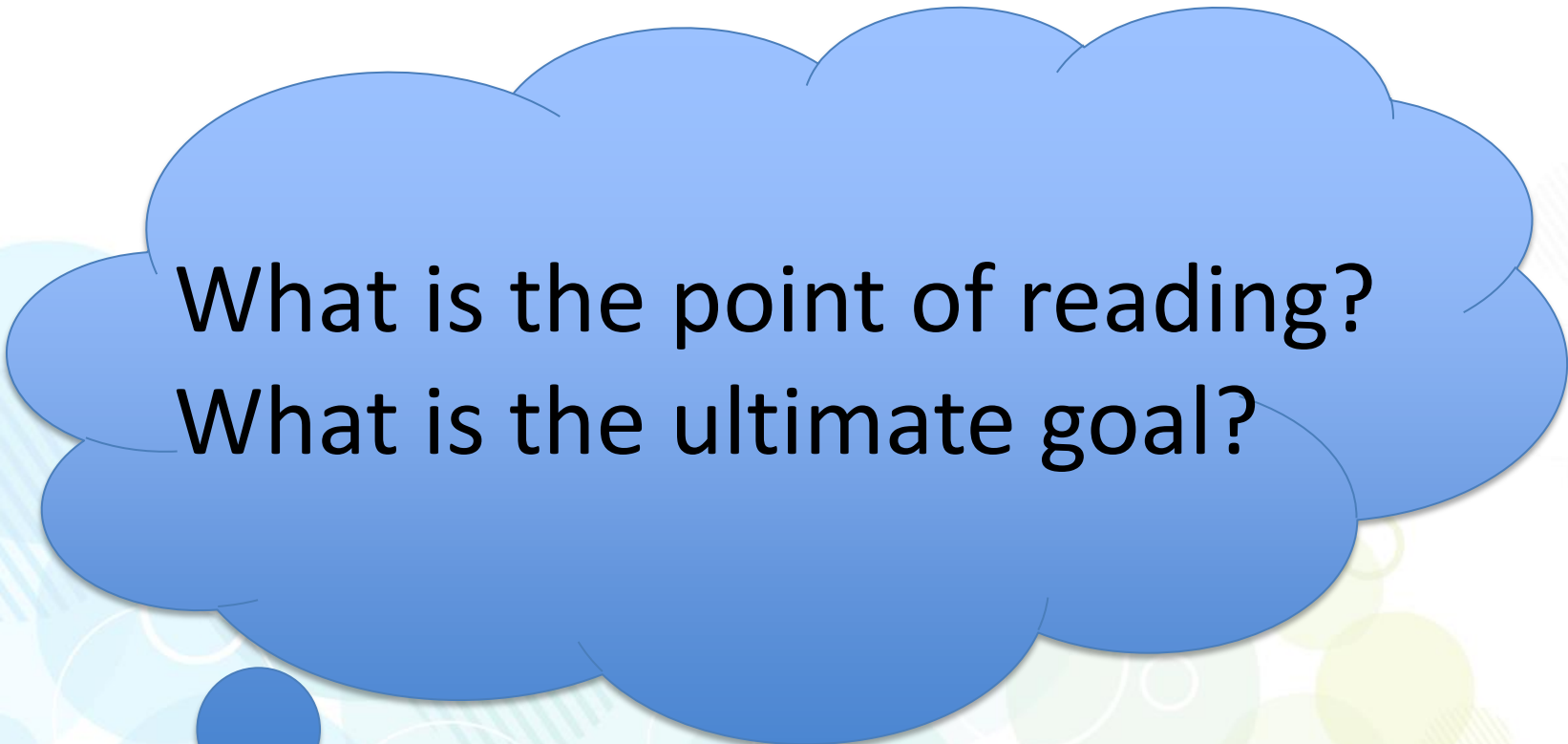


Reading is an action sport!



Reading is an action sport. The action takes place in our minds. When we read it's not enough to read the words correctly (decode). As we read the words, the meaning *does not automatically jump into our heads!* We have to read the words and build meaning, a bit like constructing a model.

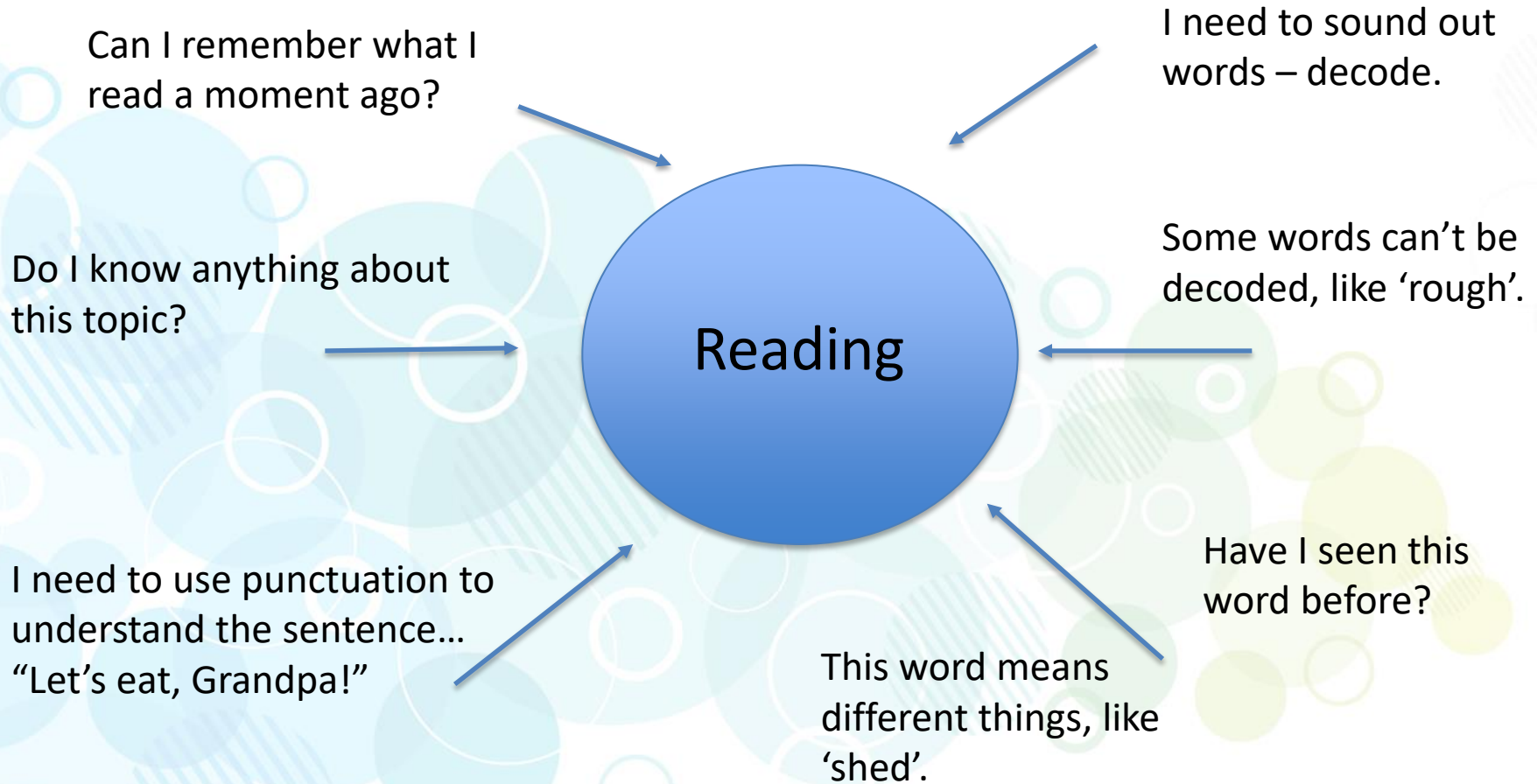
During this workshop, I hope to explain the key aspects of reading, how we teach reading at Friezland and how you can help your child at home.



What is the point of reading?
What is the ultimate goal?



Reading is a complex skill, it involves lots of elements which build towards understanding... and enjoyment.



4 key aspects of reading:

- 1) Recognising Words: Phonics, decoding, sound out, look and say
- 2) Reading Fluently: Reading in phrases, using punctuation, appropriate pace
- 3) Using Strategies to help me read: self-correct, re-read, read ahead
- 4) Understanding and Enjoyment: The goal of reading!



How do we teach reading at Friezland?

- 1) Recognising Words: Phonics, daily and systematically.
- 2) Reading Fluently: One to one, group, whole class, independent, to different audiences.
- 3) Using Strategies : Teach the strategies by demonstrating and practising.
- 4) Understanding and Enjoyment: Reading across the curriculum... but also listen to adults... for pleasure!



How can I help at home with decoding and fluency?

- Children need TIME to sound out and ‘blend’.
- Children need to RE-READ books to build confidence, sight-recognition and pace.
- Children need to RE-READ books they love, rhymes, pictures, fun!
- WHEN is a good time to do this ‘challenging, complex activity’????



How can I help at home with strategies?

- Children need PRAISE when they spot their own mistakes.
- Children need a reminder of what to try: re-read the word? Sound out? Re-read phrase? Re-read whole sentence? Ask adult to read it so they can listen? Can I understand the paragraph without that one word?



Corandic is an emurient grof with many fribs; it granks from corite, an olg which cargs like lange. Corite grinkles several other tarances, which garkers excarp by glarcking the corite and starping it in tranker-clarped storbs. The tarances starp a chark which is exparged with worters, branking a slorp. This slorp is graped through several other corusces, finally frasting a pragety, blickant crankle: coranda. Coranda is a cargurt, grinkling corandic and borigen. The corandic is nacerated from the borigen by means of loracity. Thus, grakers finally thrap a glick, bracht, glupous grapant, corandic, which granks in many starps.



**A sentence, not too
difficult to decode...**

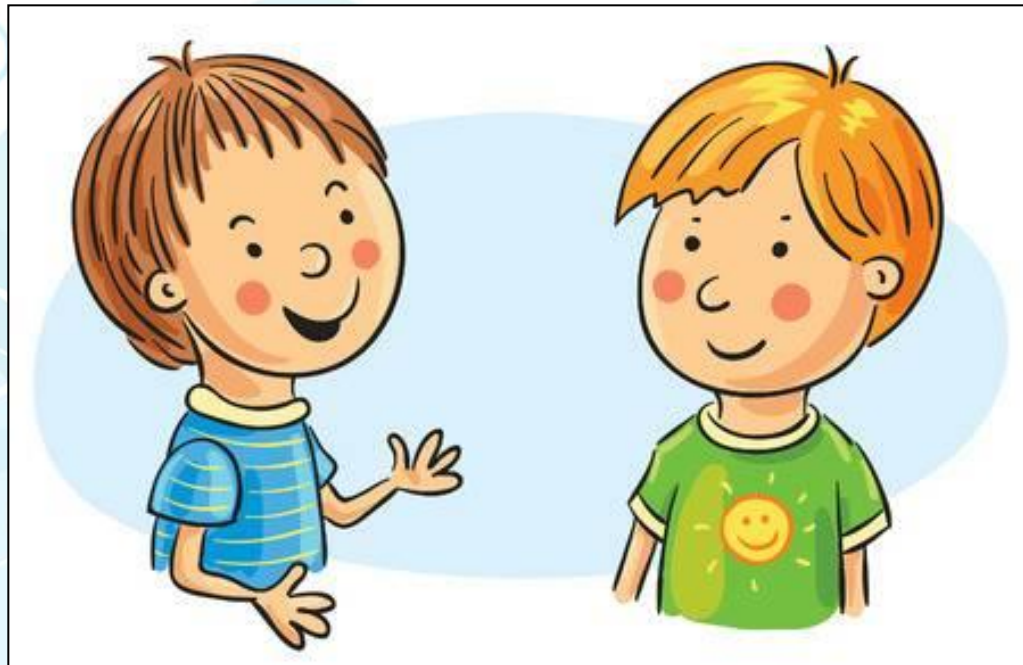
**When the mood took
him, Jimmy Hendrix
played the guitar
upside down.**

**What might a child
understand by this?**

**What are the issues? What does the
child need to know to understand this
sentence?**



They understand spoken language... why do they find it so hard to understand written language?



Understanding.....

‘Passive readers’ blast through books... and expect the meaning to magically appear!



I need to use my Working Memory

To understand a sentence, a passage, a story, I need to remember what I have read!



I need to draw
pictures in my mind

Can I describe it to
you? I might like to
draw it, paint it or
make it!



And most importantly, I need to
TALK about what I'm reading to
help me understand it...



Billy was howling because his 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 that was left. “Never mind”, she said, “let’s go back for tea. You can build some more towers tomorrow”.

Billy threw his bucket and spade down and sulked.

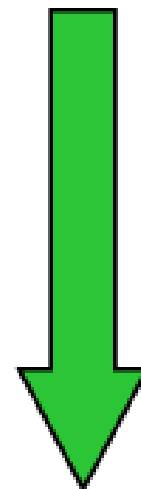


1. Is this text about a person, place or thing?

2. Which person, place or thing?



**Let's get the
GIST!**



3. What is being said about this person, place or thing?

4. What's the GIST—sum it up in a sentence!



Final things to think about...

“Reading Miles”

Motivation

Life Experiences



How can I help at home understanding and enjoyment?

- Working memory games:

Matching games, What's missing?, I went to market/ I packed my suitcase...



- Do you get the gist? If not... we need to unpick!
- Talk about the pictures in your head... make pictures!

- Life experiences
- Reading miles
- Consider your routine... When is the best time for **your child** to read?
- Enjoy books together and make it fun – use the library, try audio books in the car.
- Reading includes magazines, poems, recipes, instructions...
- Lots of authors have great websites with interactive activities. Write to the author, email or tweet them!



- Motivation:

“ I what to read what I CAN read, what I KNOW, what I LIKE ... and I want to hear stories too!

www.booktrust.org.uk/books-and-reading

www.lovereadings4kids.co.uk

www.goodreads.com/list/tag/childrens





Feedback please!

