

# READING WORKSHOP



**HOW CAN WE HELP CHILDREN  
BECOME CONFIDENT READERS?**

# **THE ABILITY TO READ IS**

**VITAL**

**It paves the way for success in school and later life.**

**Research shows that it's the single most important thing you can do to help your child's education.**

**There are many reasons why we read and therefore why children will read:**

- for pleasure and interest**
- for work**
- to learn about the world e.g. in papers**
- to obtain information e.g. recipes and signs**

# STAGES OF READING - 1

## **Pre-readers:**

- **Look at books and like to be read to**
- **Like to behave like a reader**
- **Learn about words from songs and rhymes**
- **Learn how the text works**
- **Use pictures and memory to tell a story**

# STAGES OF READING - 2

## **Emerging readers:**

- **Ready to receive instructions about reading**
- **Know the text can be a story or information**
- **Begin to match written words to spoken words and letters to sounds**
- **Begin to say words in simple texts**
- **Use the picture to understand the text**

# STAGES OF READING - 3

## **Early readers:**

- **Develop more confidence**
- **Use mainly phonic strategies to identify words**
- **Recognise many words and are willing to try new texts**
- **Begin to talk about the meaning of stories and texts**

# STAGES OF READING - 4

## **Fluent Readers:**

- **Read for pleasure and interest with understanding**
- **Use a variety of methods to identify words and meaning (phonic, graphic, contextual)**
- **Read a good range of texts, making predictions and commenting on information**
- **Relate the meaning to their own experiences and knowledge**

# TEACHING READING IN SCHOOL

## Phonic groups:

- **In Foundation Stage, Year One and Year Two, children are in phonic groups matched to their ability.**
- **These sessions teach them the sounds and letter patterns which are the building blocks to reading and spelling.**
- **It happens on a daily basis for 15 – 20mins.**
- **It's a very successful way to learn to read as it allows children to decode new words successfully.**
- **It should be used as part of a language rich environment.**



# TEACHING READING IN SCHOOL



## **Guided reading sessions:**

- **A quality learning time for a small group who are at the same reading level.**
- **The teacher identifies the next step for those children and they focus on that key skill for one or more sessions.**
- **Between one and three times a week depending on the needs of the group.**



# TEACHING READING IN SCHOOL

## **Intervention sessions:**

- **Children whose progress is below age expectations are given daily inputs to increase their sight vocabulary.**
- **They usually work individually with a teaching assistant on key word targets.**
- **10 – 15 minutes per day until they are back within age expected levels.**



# TEACHING READING IN SCHOOL



**Children also have time to practise their reading skills.**

- **Follow up to guided sessions.**
- **Paired reading – within the class or across classes.**
- **Story time – children practise a text and read to the class.**
- **Individual reading time for pleasure.**

# HOW WE ASSESS CHILDREN'S READING?

## **Colour banding:**

**Children are placed on a colour band for their independent reading from Lilac for emerging readers through to Lime, Ruby and Sapphire for Fluent free readers.**

**In their guided reading sessions they will usually be reading the colour band above as they work on their next step targets.**

# YEAR 1 MILESTONES

## COMPREHENSION

- **The child appropriately selects texts for specific purposes.**
- **The child infers based on what is said or done.**
- **The child is developing an understanding of conventions of text layout, writer's voice and the effect it has on the reader.**
- **The child predicts what might happen next.**
- **The child self-corrects while reading, to aid understanding.**
- **The child understands and retells simple and familiar stories accurately.**

# YEAR 1 MILESTONES

## WORD RECOGNITION

**The child understands that the apostrophe represents the omitted letter when reading contractions**

**The child uses year group phonic expectations to read words with increasing accuracy**

# PHONICS TEST

- **When – June 2017**
- **Where - in school**
- **Who - Year 1, Year 2 (who didn't pass)**
- **Why – national requirement**
- **How – 1:1, read a word by segmenting then blending**

# DEVELOPING COMPREHENSION

**There are 3 levels of comprehension that usually develop progressively:**

- **On the lines (the actual words – literal)**
- **Between the lines (deduction and inference)**
- **Beyond the lines (making comparisons and empathising)**

# TOP TIPS

- **Read more difficult books aloud to children of all ages - it helps to keep them interested and develop their story language.**
- **Talk about the text as much as possible - on, between and beyond the lines.**
- **Read together – paired reading if children are less confident or read the same book as your child if they're an independent reader so you can discuss the text.**



# TOP TIPS



- **Make it fun – repetitive stories are great, read a wide variety of texts; stories, poems, information books, magazines, comics.**
- **Visit the library regularly to extend their reading range.**
- **Read every day – books, signs, newspapers, leaflets whatever you can get your hands on!**

# WHAT TO DO IF YOU'RE WORRIED

- **Talk to your child's teacher about your concerns.**
- **They'll discuss their strengths and weaknesses and how you can support your child.**