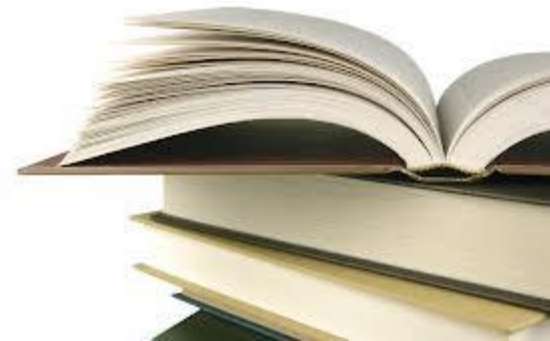


READING FOR PLEASURE AND PROGRESS AT GORDON PRIMARY SCHOOL



A Guide for Parents and Carers



The Aim of Today's Workshop

- To develop an understanding of Reading
- Look at factors which help children to read successfully
- To explain how the children learn to read in school
- To give you ideas about how you can help your child at home

**IF
YOU
CAN READ
THIS EASILY
YOU ARE BETTER
OFF THAN 40% OF THE
UK'S POOREST CHILDREN, WHO LEAVE
PRIMARY SCHOOL UNABLE TO READ WELL**



Save the Children

The Simple View of Reading

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

Reading and the brain: how clever are we?

I cnduo't bvleiee taht I culod aulaclyt uesdtannrd waht I was rdnaieg. Unisg the icndeblire pweor of the hmuan mnid, aocdcnig to rseecrah at Cmabrigde Uinervtisy, it dseno't mttar in waht oderr the lterets in a wrod are, the olny irpoamtnt tihng is taht the frsit and lsat ltteer be in the rhgit pclae. The rset can be a taotl mses and you can sitll raed it whoutit a pboerlm. Tihs is bucseae the huamn mnid deos not raed ervey ltteer by istlef, but the wrod as a wlohe. Aaznmig, huh? Yaeh and I awlyas tghhuot slelinpg was ipmorantt!

The importance of reading carefully

Thirty years ago, a plane was flying at 20,000 feet over Germany. If you will recall, Germany at the time was politically divided into West Germany and East Germany. Anyway, during the flight, TWO of the engines fail. The pilot, realising that the last remaining engine is also failing, decides on a crash landing procedure.

Unfortunately the engine fails before he has time and the plane crashes smack in the middle of "no man's land" between East Germany and West Germany. Where would you bury the survivors - East Germany or West Germany or in "no man's land"?

Understanding (Comprehension)

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

Reading in School

Phonics – Letters create sounds that make up words and meaning. Phonics is taught explicitly to children who need support in developing the skills to enable them to decode.

Shared reading – in lessons (not just English lessons!) teachers read to and with children and explore meanings through inference, deduction, the structure of the text and use of language

Guided Reading – each child takes part in reading as part of a small group and exploring a text through discussion with their teacher. This enables every child to be heard to read each week

Individual reading – this is mostly for those children who haven't accomplished reading fluently yet and they will be heard to read on a more regular basis, by their teacher or another adult

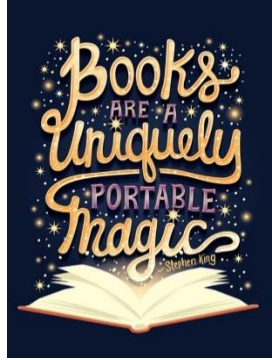
Reading for enjoyment

Creating learning journeys around great books!

Enjoying reading!



True or False statements



Reading is more important in school than at home

Reading for pleasure improves your Maths

Phonics is the only way to learn to read

You don't need to sound words out as you get older

Reading is important whatever your age

Reading improves your vocabulary

To become a better reader, read

Being a good reader leads to success in all school subjects and life

Comics, texting, TV, video games, etc, won't improve your reading

You shouldn't read books with your child that are too difficult for them

You no longer need to read with your child when they can read

The Importance of being a good reader

Children who read for pleasure are likely to do better in **Maths** and **English** than those who rarely read in their free time, research suggests.

Reading for pleasure is more important to a child's development than how educated their parents are

Children who have been **read to daily** arrive in school with a wealth of language and a developed imagination. A wide vocabulary helps children absorb information across the curriculum.

Youngsters who are read to by their parents and those who are given the chance to read their own book during class time are more likely to be frequent readers

There is a direct link between the daily bedtime story from birth to 11 years and success in education.

The message is: once your child can read, do not stop sharing great books with them!



Kids and Family reading report (Scholastic)

More than half of children aged 0–5 (54%) are read aloud to at home 5–7 days a week. This declines to only one in three kids aged 6–8 (34%) and to one in six kids aged 9–11 (17%).

Nearly one in four parents of children aged 6–17 (23%) stopped reading aloud to their children before age 9, most often citing reasons related to their child reading independently. Yet many children aged 6–11 (40%) did not want their parents to stop reading aloud to them.

The top reason children say they enjoy being read aloud to is that it's a special time with their parents.

How often do you read with your child?

Loving Books

Would you recommend this book to a friend and why?

No, it is my favourite and I don't
want anyone else to have it.

Enjoying reading

- Children learn to enjoy reading through becoming good readers and read more because they are good readers
- Children (and adults) enjoy being read to
- We need to show children that reading isn't just about 'posh' books
- Reading everyday is important, whatever your age
- Research shows children really enjoy reading, especially when they read with their parents and carers
- Parents need to share books that are beyond children's reading level
- Children love when you recommend books to them...and will recommend some to you too!

Reading at home

Listen to your child read - for **10 minutes** daily **in a comfy place**. If they don't want to read take it in turns, or read to them

Enjoy it and talk about what you both understand about the book

Encourage children to look at the pictures or the whole sentence to figure out unknown words

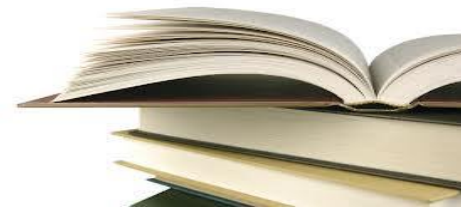
Give plenty of encouragement to attempt unfamiliar words and always give lots of praise

Don't let them struggle on a word for too long

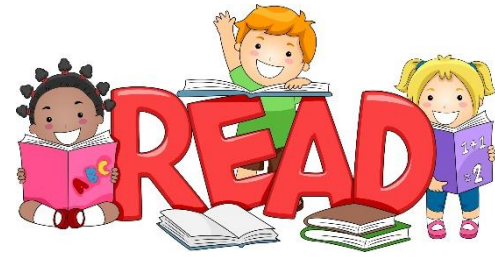
Let them **read the same book over and over again**

Comment on what they enjoyed in their Reading Record –

'We loved this book, the main character is so funny!'



Before You Read the Book



- If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
- Make links to other books read with similar themes, the same characters or similar authors and illustrators.
- Give them time to flick through the book and read the blurb.
- *What type of book is it?*
- *What might happen in the story?*
- *Be excited about reading it! Anticipation!*

What do you do if they get stuck over a word or make a mistake?

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them. *'This is what you said Can you spot anything wrong with that? Does that make sense?'*
- Try to encourage enjoyment and fluency without concentrating too much on errors.
- Try not to get annoyed or exasperated if they don't remember a word today that they knew yesterday!
- If your child sticks on a word, sound it out and if there is no success say it yourself in order to keep the flow going.

Independent Strategies

by Jill Marie Warner

When I get stuck on a word in a book,
There are lots of things I can do.
I can do them all, please, by myself;
I don't need help from you.
I can look at the picture to get a hint.
Or think what the story's about.
I can "get my mouth ready" to say
the first letter.
A kind of "sounding out".
I can chop up the words into smaller
parts,
Like on or ing or ly,
Or find smaller words in compound
words
Like **rain**coat and **bumble**bee.

I can think of a word that makes
sense in that place,
Guess or say "blank" and read on
Until the sentence has reached its
end,
Then go back and try these on:
"Does it make sense?"
"Can we say it that way?"
"Does it look right to me?"
Chances are the right word will pop
out like the sun
In my own mind, can't you see?
If I've thought of and tried out most of
these things
And I still do not know what to do,
Then I may turn around and ask
For some help to get me through.

After Reading

If you could travel
back in time, what
time would you visit?
Why?

Who was your
favourite character in
the story? Why?

Can you remember
what happened in the
story?

What do you think
happened after the
end of the story? If
you wrote the sequel,
what would happen
next?

Would you recommend
this book to anyone?
Who? Why?

Is this story like any
others that you have
read?

*Avoid closed
questions – this
isn't a test. It is
reading for
pleasure!!!*

Did you like the
ending? Would you
have chosen a
different ending?

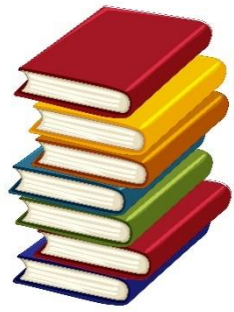
Can you retell the
story in 30 words or
less?

Closed Questions

Change these questions so that the answers
cannot be *yes* or *no*.

- Do you like this book?
- Do you like this character?
- It's a good story, isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?
- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

Top Tips when reading with your child



1. Find a comfy place to read
2. Give your child your full attention!
3. If the book is new to your child, ask them to look at the cover and predict what they think it might be about and why they think that
4. Support them to sound out new words. Say the word if it takes them too long and get them to repeat it. Can they work out what the word might mean?
5. Take it in turns to read
6. Talk about the pictures
7. Ask them what they think of the main characters and why. If they can find a part of the book to support their ideas, that's even better

The most important thing is to enjoy it. This means your child will read more!

Other things you can do



Read yourself – set a good example by being seen to enjoy reading and sharing your reading

Keep books safe – Model how to take care of books and keep them in a special place

Visit the library – it's free to join, they have comfortable spaces for children to read and run free events around reading

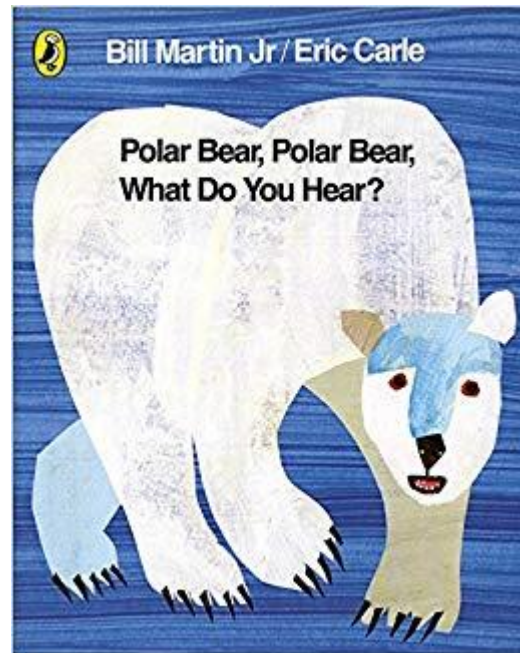
Point out words all around you – on signs, in shops, on buses, tickets, adverts...

Let them re-read their favourites – it's good practice to read the same books and it's important that children enjoy what they read

Don't censor children's reading. Let them read comics, magazines, newspapers. Reading anything is good for you and them! Most importantly you must continue to read stories, rhymes, poems and factual books with your child. All reading experiences are valuable - from reading the cereal packet over breakfast to the bedtime story at night

You are never too young...

<http://www.youtube.com/watch?v=qU97IXT8MIs>



Reading Record

Your *Reading Together* record is a very important tool that helps you communicate with the class teacher about how you are getting on with reading at home. Please fill it in every time you hear your child read (aim for 5 times per week).



- ❖ *We loved the bit when Floppy fell in the pond. It was very funny!*
- ❖ *He enjoyed this book so much that we went to the library and found more books by Piers Torday.*
- ❖ *Sara read this story 3 times last night and enjoyed it every time.*
- ❖ *He was so interested in dinosaurs that we went to the Natural History Museum on Saturday to find out more about them!*
- ❖ *We practised different voices for the characters in the book.*
- ❖ *This book got us talking about refugees. We felt so sad for the boy in the story.*

And Finally...

What are you going to do
as a result of this
workshop?

Share this with someone
sitting next to you.

The sooner you start, the
more chance you have of
creating a new routine that
you stick to!

