

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, creating a modern, layered effect. The central area is a plain white space where the text is placed.

Parent Reading Workshop

Thursday 1st February

Early Reading strategies

- ▶ Knowing how to hold a book and turn the pages
- ▶ Where to start reading or looking and how to follow words or pictures from left to right
- ▶ Reading to children and sharing books is crucial

Prompting for the development of Early Reading Strategies

Strategy	Prompt
Use 1 to 1 finger pointing	Have you got enough words? Point under each word to help you.
Use initial letters	Say 'bear', would 'bear' start like that? What is the first letter? Read it again and get your mouth ready to say the sound
Look carefully at print	Does 'went' look right? Have you got the right letters?
Learn to blend letters	Listen as I say the sounds (phonemes). Can you hear the word? Point to each sound as I say it.
Checking	Does it make sense? Read it again so that it makes sense.
Reading fluently	Read it smoothly (not like a robot). Model how it should sound.
Understanding	Tell me why Nick was cross? What would you do if that happened to you?

Praise, praise, praise

- ▶ Try to be specific
 - ▶ “I liked the way you read smoothly.”
 - ▶ “You read just like good readers do.”
 - ▶ “Well done for checking that word.”
 - ▶ “You used the first letter to help you, well done.”
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- ▶ But DO NOT praise after every page!

Lets feel like a new reader

- ▶ Book Introduction
- ▶ In pairs, have a go at the book on your desk
- ▶ What strategies did you use?
- ▶ What helped?
- ▶ Did you need thinking time?

Developing Independence

- ▶ Always let your child hold the book.
- ▶ **Do not** point or turn pages for your child.
- ▶ If a mistake is made, wait until the end of the sentence before saying anything. This allows your child to correct himself/herself.
- ▶ Be specific with praise and praise effort.
- ▶ Do not ask questions you know your child cannot answer! E.g. if your child does not yet know the letter 'j', don't ask them what 'jump' begins with.
- ▶ Do not encourage sounding out of 'exception' words.
- ▶ If your child struggles with an exception word, tell them it.
- ▶ Model blending

Developing Comprehension

- ▶ Ask questions either at the end of the book or page (careful not to over-do it!)
- ▶ Simple retrieval questions ('Here' questions, answers can be found in the text) e.g. "What was Jack's dog's name?" (What, where, when questions)
- ▶ 'Hidden' questions that need 'reading between the lines' and evidence from the text, e.g. "Why was Jack Cross?" Encourage children to answer by finding the part in the book and either pointing to it or saying what it says.
- ▶ 'Head' question that need thinking and wider knowledge: eg. "How do you know Jack was cross?" Children need to find evidence from the text and use it, together with their wider knowledge to explain why Jack is cross.

1 HERE

The answer is **HERE** in **one** sentence in the text.

We say it is **ON THE LINES**.

The wording may be a little different but it is **RIGHT THERE** or the **AUTHOR SAID IT**.

2 HIDDEN

The answer is **HIDDEN**. We say it is **BETWEEN THE LINES**. You need to **THINK AND SEARCH**. You can find the answer by **joining together** information from 2 or more places **in** the text.

3 HEAD

The answer is in **YOUR HEAD**. We say it is **BEYOND THE LINES**. The answer comes from **your own background knowledge** but the **AUTHOR WOULD PROBABLY AGREE** with you.

P
Point

**Sum up the
main idea in
your
paragraph.**

- *In my opinion...*
- *Arguably...*
- *The writer uses...*
- *Similarly*
- *Firstly...*
- *Secondly...*
- *Both...*
- *In contrast...*
- *One of the language features used is...*

E
Evidence

**Provide Evidence for
the point you are
making.**

- *For example...*
- *An example of this is...*
- *This is shown...*
- *This can be seen...*
- *This is demonstrated when...*
- *We know this because...*
- *The evidence for this is...*

E
Explanation

**Why is the quotation
significant?
What effect does the
quotation have on the
reader?
Why has the writer used
this technique?**

- *This shows*
- *This suggests...*
- *This implies...*
- *This is effective because...*
- *The writer has chosen this technique because...*
- *This would make the reader feel...*
- *This has been used because...*

Crib Sheet for Parent Readers (KS1)

- ▶ We think a 4 part approach works best: See Handout

- 1. 2/3 minute phonic activity: Sound Sort (Check with teacher which phase)
- 2. 2/3 minutes on common exception words from book (1 or 2 only)
- 3. 5 minutes listening to reading
- 4. A question or 2 about the story (try to think of, “here’ ‘hidden’ ‘head’ questions

Session Plan for Parent Readers (KS1)

A 4-part Approach

1. Phonic Activity- Sound Sort 2. Tricky Words (HFW) + Book Introduction 3. Listening to reading 4. Questions about book	<u>Resources</u> Blank Cards Pen Phase 2/3/4/or 5 boxes + initial letters Envelopes
1. Phonic Activity- Sound Sort <ul style="list-style-type: none">• The class teacher will give you the appropriate phonics phase box for the child you are hearing read and some initial letters.• Spread the letters from the phonics phase box on the desk and add about 4 initial letters. Ask the child to find a sound that you've chosen eg. the 'oo' sound and if correct make as many different 'words', using the initial letters eg. boo, too, foo (they can be nonsense words) then sound them out.• Don't forget: 'Pause, Prompt, Praise' 2. Tricky Words (HFW) + Book Introduction <ul style="list-style-type: none">• While the reader is making sound words, look through the book and pick out 1 or 2 tricky words ('teddy', 'rocket' words or common exception words). Write the word on a card. When the reader is ready, tell him/her what the word says eg. 'they' and ask him/her to trace the word with a finger and say the word aloud. Find the word in the book and say it again. Add the word to the child's envelope, when there are a few, you can layout the words and ask the reader to pick out 'they' from the others.• Look at the front cover: Ask what the book might be about or tell the child if after a pause they have few ideas. Quickly 'walk through the book' with the child, talking about what might be happening. Give the reader the book. 3. Listening to reading <ul style="list-style-type: none">• Check the reader is holding the book: Your role should be as passive as possible.• Don't forget: Pause, prompt (then tell), praise. 4. Questions about the book <ul style="list-style-type: none">• While the child is reading think of 1 or 2 questions about the book.• Try to include a more challenging question that children need to 'read between the lines' or think about.	