



Supporting your child's reading



Year 1 parent workshop



Aims for the session



- Opportunity to find out more about how your child learns to read at school
- Opportunity to find out more about how you can support your child's reading at home and to ask questions
- Chance to work with your child's class teacher



Introduction



- Read, read, read, read, read and read some more with your child!
- Everyday if possible
- Make it fun
- Make it interactive
- Make it varied
- Make it relevant
- Important to share books as well as just listening to your child read



What do you currently do?



How do you read with your child at home?

What works well? What doesn't work so well?

Do you have any good strategies you would like to share with the others on your table?



Reading strategies - decoding

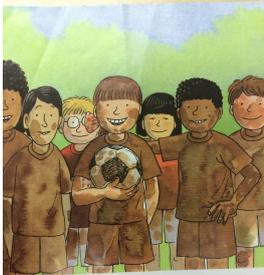


- Picture cues
- Phonic cues – sounding out the words
- Context cues – predicting words through context
- Graphic cues - “cutting up” the word into smaller already known recognisable words



Picture cues

- Hugely important in enabling a child to predict text
- Sometimes knowledge of the initial sound and the use of the picture can help children to make a good guess



We are all muddy.

Phonics



- 44 phonemes in the English language
- Phonemes put together construct some simple words – BUT NOT ALL!
- 65% of all words are phonetically irregular

Can you sound out these letters?
e.g. c-a-t cat

Blend through the word

What sound do these letters make?
e.g. sh, ch, igh

Use phonic cues alongside context or grammatical cues

Does it sound right? Does it match the letter sounds in the word?

Are there any parts/chunks of the word you can read?
e.g. fan-tas-tic

Key terminology

- A **phoneme** is the smallest unit of sound in a word
- A **grapheme** is the letter, or letters, representing a phoneme
- grapheme-phoneme correspondences
- A **digraph** is two letters, making one sound
- A **split digraph** is a digraph in which the two letters making the sound are not adjacent.
- A **trigraph** is three letters making one sound

Phonics

- There are 6 Phases of Phonics
- We are currently working on Phase 4 and will soon move on to Phase 5
- Children will all be at different stages in their knowledge of phonemes and graphemes
- By the end of Year 1 all children will have learnt up to the end of Phase 5, but some may need a little more help still
- Phonics mats are on every table – feel free to look at the many different phonemes/graphemes.

Phonic Activity

ay

ai

Do you notice any patterns in these words?

Context and meaning cues

- Meaning is paramount
- Enables children to predict text through their own experiences and knowledge
- Understanding the text enables children to make an informed guess about an unknown word
- Having prior knowledge about the story or subject promotes engagement and enables children to decode and understand new vocabulary

Prompts

Talk about the text before you start reading

Discuss any subject specific vocabulary

Does that sound right?

Read on...think... re-read

Does that make sense?

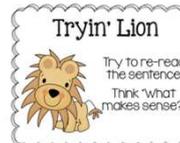
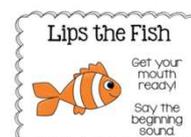
Ask questions to check that your child understands what they are reading

Look for key words

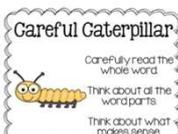
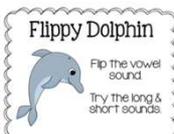
Reading strategies

- Reading strategies mat for you to take home this morning – reminders of the different strategies to encourage your child to use.
- Please use alongside your child's reading diary.

Strategy Mat



Strategy Mat



Introducing the text

- Discuss the title
- Discuss the pictures throughout the whole book
- Ask children to point out anything interesting in the pictures and talk about what might be happening at that point in the story
- What do you think is going to happen in the story?
- Has this ever happened to you?
- What do you already know about....?
- Introduce new or difficult vocabulary before you start reading

Comprehension of the text is just as important as decoding the text

Questioning the reader:

- There are a range of different questions you can ask your children during reading.
- Question prompts for you to take home – do not need to use these at all/all the time, but are useful if you are struggling to think about how you could discuss a text.

Reading in school

- Regular reading on an individual basis, with the class teacher or TA – continuation from Reception but moving towards ...
- Group reading may take place at some point
- Comprehension tasks linked to the books that are being read.

These specific reading activities are in addition to:

- Class phonics sessions, focused on learning new sounds and applying to reading and writing
- Shared reading as part of daily English lessons
- Shared reading across the curriculum
- Text-rich classroom environment
- Reading at home and regular communication through the reading diary

Reading diary

- Home-school communication link about reading
- Parents use the diary in lots of different, successful ways
- Tips for parents in the diary



Assessment in reading

Any assessments are low key with lots of our assessments taking place alongside everyday teaching and learning.

- Ongoing assessment in Year 1
- Group reading and comprehension
- Individual reading
- Phonics check at the end of Year 1



Commonly asked questions

- What can my child read other than their school reading book?
 - Books – fiction and non fiction
 - Books sent home from school
 - Books from the library
 - Books from the book shop
 - Magazines/Comics
 - Newspapers
 - Websites
 - Emails
 - Poetry
 - Jokes
 - Environmental print....

Commonly asked questions

- If my child speaks another language, should they be reading and listening to stories in two languages?
- My child doesn't seem to be enjoying reading, what can I do to help?



More ways to promote reading

- **Reading to your child** has many benefits. It allows your child to access books which are above their own reading level. It also encourages enjoyment of reading and careful listening skills.
- **Sharing a book** – reading a page each etc.
- **Environmental print** – the reading of signs etc.
- **Modelling reading** – Children seeing their parents/carers reading may be more likely to emulate this behaviour
- **Selection of books** at an appropriate level displayed or laid out somewhere so it entices your child to independently pick up a book to look at or read

Your questions?



Have a go!



- Choose a partner
- Choose a book from the selection
- Have a go at using some of the ideas and strategies to introduce the book to your partner
- What have you learned today that you may be keen to try? Try it now!