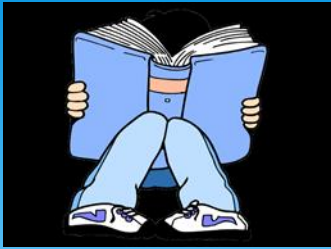


Reading in KS1

Parent Workshop

Spring 2017





Aims

- * To help you understand how children learn to read and the skills they need.
- * To give you strategies when helping your child at home.
- * To raise your child's self esteem and promote reading in a positive light, thereby raising attainment.



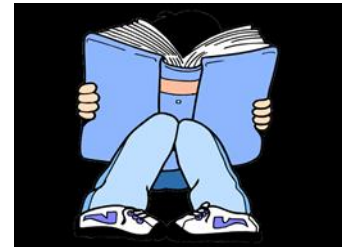
By reading with your child you are:

- * Stimulating their imagination
- * Helping develop their language skills
- * Helping develop their comprehension skills
- * Demonstrating that reading is important



Why is reading important?

- * It helps children learn about the world in which they live
- * Good writing starts with good reading
- * It is a key skill needed to progress in all other curriculum subjects
- * Children explore and learn how language works
- * Children develop a love of reading



What makes a good reader?

The main purpose of reading is to build a visual image of the text.

- * **Decode**
- * **Understand**
- * **Respond**



Scaffolding Reading

Shared Reading

Teacher reads and makes overt what good readers do through modelling. **80 – 89% accuracy (hard)**

Guided Reading

Group reading. **90 - 94% accuracy (instructional)**

Independent Reading

Children practice without the teacher's help **95 – 100% accuracy (easy)**



60% accuracy

I libbled spig in the croopit on a Morflip hicklepulg. It was filp after we yambled into Huphlup Greep. The webble was yisking. Blord had ippen we'd be yambling just in shrud for the exime. Troosey ugo was there. Just me. The greks were inside the voldta with Yabba Hoost, mirriming about the diggle.



90% accuracy

I **libbled** him in the garage on a Sunday **holfding**. It was the day after we moved into Falconer **Greep**. The winter was ending. Mum had said we'd be moving just in **shrud** for the spring. **Troosey** else was there. Just me. The others were inside the house with **Yabba** Death, worrying about the baby.



95% accuracy

I **libbled** him in the garage on a Sunday morning. It was the day after we moved into Falconer **Greep**. The winter was ending. Mum had said we'd be moving just in time for the spring. **Troosey** else was there. Just me. The others were inside the house with Doctor Death, worrying about the baby.



KS1 Comprehension

Give children '**Find It**' questions and '**Prove It**' questions.

-'**Find It**' questions are literal questions – What colour was the ball?

-'**Prove It**' involves inference and deduction – Why was the boy sad?

Develop understanding of 'causal inference'

-***The girl standing beside the lady was wearing a red dress.***

Q: What colour dress was the girl wearing?

- ***Katie took a drink out of her bag. The apple juice was cool and refreshing.***

Q: What was Katie's drink?

Teach idioms (*i.e. You need to pull your socks up!*)

Always ask children to refer back to the text





Floating towards them were lots of big, bright-blue balloons but these balloons had teeth. Blue, twitching tentacles trailed below them.

“They look like giant, flying jellyfish,” said Ant.

Tiger swallowed hard. “And jellyfish can sting!”



Book Introduction

(or recap, if a chapter book)

Prepare the children, providing support through reading the title, talking about the type of book and looking at the pictures. Aim to give them confidence without reading the book to them. If necessary, locate difficult new words and unfamiliar concepts or names.



Reading with your child

(Some questions to ask your child whilst reading together)

- * Look at the front cover. What could the book be about?
- * Who is the author?
- * Who is the illustrator?
- * What does an illustrator do?
- * What does that word mean? Read the words around it to help you figure it out. (context)
- * How can you read an unfamiliar word? Can you blend to work it out?



Reading with your child

(Some questions to ask your child whilst reading together)

- * Who are the main characters?
- * What do you think will happen next?
- * How do you think that character feels? Why? How would you feel in that situation?
- * Can you predict how the book will end?
- * Who is your favourite character and why?
- * Is there a hidden message in the story? What is it?
- * Can you retell the story in your own words?
- * Do you like how the story ended? Can you think of another way the book could have ended?



Strategy Check

Use Visual Clues from the Words

- * Look at the first letter(s) of the word. Say the first sound(s).
- * Do you see a part of the word (word chunk) that you already know?
- * Let's cover up a part of the word and read the part we see. (For example, if the word is *jumping*, cover up the -ing)
- * Sound it out.
- * Do you see a prefix in the word that you know? (longer words)
- * Do you see a suffix in the word that you know? (longer words)
- * Can you break the word into syllables?



Strategy Check

Go through what to do if they come to a word they don't know.

Meaning

- * What would make sense in the sentence?
- * You read _____. Does that make sense?
- * Look at the picture to help you read the word.
- * Think about what is happening in the story right now.
- * Go back to the beginning of that sentence and start it again.
- * Skip over the word and continue reading until the end of the sentence. Now, go back to the beginning of the sentence and start again.



