

Year 1 Reading workshop



Supporting your child to read at home

Aims

The purpose of the workshop

- To explain the 3 levels of reading
- To understand what reading activities take place in school.
- To support you to support your child with their reading at home
- To demonstrate that children learn to read through using a range of strategies

3 levels of reading

Easy

home reading books

Instructional

guided reading books

Challenging

books read to children

Children are exposed to all 3 types of reading

Volume easy reading is really important and helps children

- to develop confidence and enjoyment
 - to develop vocabulary
 - to develop oral comprehension
- to become familiar with different language structures with their writing

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.

Good language
comprehension,
poor word
recognition

Good word
recognition,
good language
comprehension

Poor word
recognition,
poor language
comprehension

Good word
recognition,
poor language
comprehension

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 in School

The *Teaching* of Reading

- Phonics
- Shared reading
- Guided reading
- Independent reading
- Personal reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories

Guided Reading

- More personalised approach to teaching of reading
- Small ability based groups
- Focus on particular needs of that group so all children are challenged and extended
- Books can be chosen to suit interests and ability of that group
- Children can learn from each other
- Opportunities to discuss and analyse texts
- Experience different types of texts



Phonics consists of:

- Identifying sounds in spoken words
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.

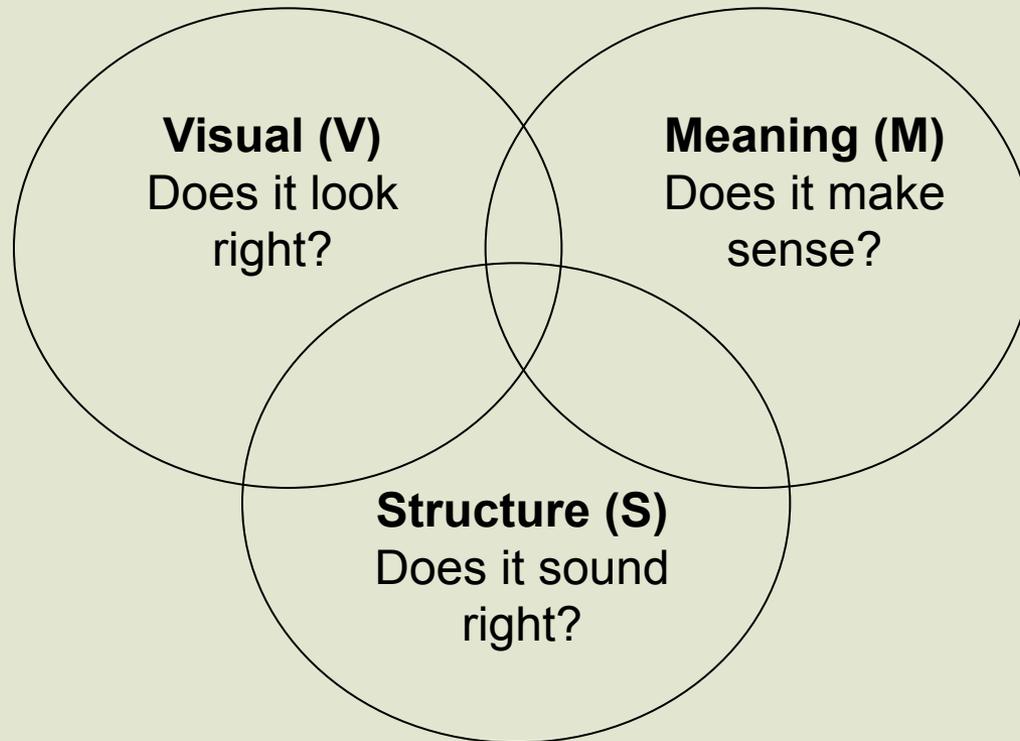
Phonics for reading

To help children read unknown words, we encourage them to 'sound them out'.

This means we are asking children to say each individual sound in order as they see it.

When they have said all the sounds they can blend them altogether to make the word.

Integrating sources of information



How to help your child read a word

- Which letter phonemes do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmmm', finish the sentence. Then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes.
- Use the first 1 or 2 sounds with another strategy Always go back and read the sentence again!



Always use your own parental judgement. If your child is tired or feeling unconfident, shift the balance of reading more towards you...

Comprehension hand



Reading at home

We ask parents and carers to commit to reading with their children for up to 20 minutes a day, every day
(Beaver Road Homework Policy)

What does it look like?

- **Before reading**

- Find a quiet place where your child can enjoy the book
 - Walk through the book to help with meaning

- **Reading together**

- Sometimes your child will read all the book to you
 - Sometimes you might read tricky parts to your child
 - You will be helping your child to use their strategies

- **After reading**

- Talk about the book and the bits you enjoyed best
 - Ask a question

Why do we walk through the book?

- to tell the story
- to develop language skills
 - to establish meaning

Walking through the book

- Your child will turn the pages
- Talk about the picture using the question hand
- Use language from the book
- Encourage your child to make a window with 2 fingers and trap words
- Encourage your child to talk about the book as much as possible

Talking about a story using the pictures provides a platform for learning to read and write

Reading together

- Talk to your child about the strategies they could use looking at the poster
- Encourage your child to point to the words on the early books (pink and red)
- During the reading ask your child to use a good story voice
- Support your child by saying
 - You've seen that word before
 - Can you use your strategies?
- Only encourage the strategy 'sounding out' if the word can be sounded out

eg c-a-t

my - can not be sounded out

If your child does not know a harder to read and spell word tell them the word

- Encourage your child to use picture clues but only if they help

After reading

- Look back at the reading strategies poster your child may tick which strategies they used well with a whiteboard pen
- Use the question hand to ask your child questions about their reading

What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about - what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

How to use these strategies at home

Ben let his pet frog go.

It ********* across the grass.

What is the first sound?

It **h******* across the grass.

What would make sense?

It **hopping** across the grass.

Does that sound right?

It **hopped** across the grass.

How can you encourage your child to read?

- By reading with them and to them
- Making time to read together
- Pointing out words, labels, signs as you are driving along or out shopping
- Reading books they choose not just books from school
- Ensure children have access to a range of reading materials: books, poems, magazines and leaflets- capture their interests. If children want to read a comic let them!
- Visit the library and give books as presents.
- Read and recognise tricky words within the story.

How can you encourage your child to read continued...

- Making bingo, matching games
- Cutting out words from magazines and newspapers.
- Play 'I spy' - can children say I spy a word with the 'oa' sound
- Continue to play with magnetic letters, using some two-grapheme (letter) combinations, eg: r-ai-n = *rain* blending for reading
rain = r-ai-n segmenting for spelling
- Praise your child for trying out words and give them time to decode a word.
- Create phonic games with a timer
- Play pairs