

**Ten Ways To Help To
Support and Improve
Your Child's Reading At
Home**

*Parent Workshop – Monday
7th October 2019*

Mrs Orton

- Skills used across all subjects
- Lure of the screen
- 'I think it's the books that you read while you're young that live with you forever.' *J K Rowling*
- Development of empathy
- Developing transferable skills of predicting, questioning, clarifying and summarising
- Reading for Pleasure can be tough if you find some of the key components of reading tricky
- 'Children are made readers on the laps of their parents.' *Emilie Buchwald*

Why is this so important?

- Baseline reading assessment
- Individual reading – teacher/TA/volunteers
- Phonics intervention
- Inference training
- Reciprocal reading
- Whole class reading
- Guided reading groups
- Reading working walls where Reading for Pleasure is promoted
- Written comprehension activities
- Use of library to choose own reading books
- Progression of reading skills taught year on year, as outlined by the National Curriculum
- Teachers share favourite books in assembly
- Strong links with Galleywood Library

What do we do in school?

- How fluently can your child read aloud?
- Silent reading is best for developing comprehension whereas oral reading is best for developing fluency.
- Focus on **prosody** – the acoustic changes in speech that readers bring into their oral reading
- Includes: rise and fall in pitch; patterns of pausing; the emphasis placed on particular words or syllables
- When texts become more complex and difficult – children place more emphasis on this as it helps to preserve information in the working memory.
- Needs to be modelled by you!

Focus 1: Fluency

- **Day One: Read Aloud**

Read a passage/page/chapter of a book to your child while they follow their own copy. Discuss to ensure they've understood the text.

- **Day Two: Echo reading**

Read the same part of the book again pausing after each sentence for your child to repeat it back to you. They then read it to someone else at home (could be a teddy!)

- **Day Three: Choral Reading**

You and your child read the same text together simultaneously

- **Day Four: Paired Reading**

Your child reads half of the selected text to someone else and then they read the other half.

Day Five: Reading aloud independently

- Your child should be confident enough to read the selected text to you independently.

Models for improving fluency

Accuracy	Speed or rate	Expression
100% of all words correct	How fast do I need to read?	How do I sound when I'm reading?
<ol style="list-style-type: none"> 1. Slow down. 2. Look carefully at each word. 3. Think about the word or part of the word. 4. Sound it out. 5. Listen to the word – does it make sense? 6. Reread. 7. Ask someone for help. 	<ol style="list-style-type: none"> 1. Go slow when you are reading something new or hard. 2. Go faster when you are reading something easy. 	<ol style="list-style-type: none"> 1. Read three words before stopping. 2. Take a breath and read to the punctuation mark. 3. Read so that you sound like someone talking. 4. No robots!

Ideas for improving fluency

- Create a script for a particular piece of text.
- Consider:
 - ❑ Pace
 - ❑ Pitch
 - ❑ Pause
 - ❑ Volume
 - ❑ Emphasis
 - ❑ One voice or many
 - ❑ Repeating words or phrases
 - ❑ Voice percussion
 - ❑ Facial expression
 - ❑ Gestures



Fluency – Readers' Theatre

- Over 30 types of inference!
- Reading between the lines.
- Barriers can be background knowledge and life experiences.
- Lots of discussion.
- We can deduce some facts from reading but we also need to make elaborative inferences – the more a text is elaborated upon, the more detailed the child's mental picture of it.

Focus 2: Inference

The Boy and his Dog

Again, the dog carried back the useless, deflated ball and dropped it at the boy's feet. This time, in exasperation, the boy sent it spinning into the tennis courts. He started to walk home. It was nearly dinner time. The boy pulled his jacket around him tightly. It was getting cold. He was fed up having to walk the dog but his parents had bought it for him. It was his. The dog trotted alongside him.

- *What type of ball was it?*
- *What type of jacket was the boy wearing?*
- *How do we know that the boy had brought the ball back to the boy before?*
- *Why do you think the boy is exasperated?*
- *Where does the story take place?*
- *Why did the boy throw the ball into the tennis courts?*
- *How did the people playing tennis feel about the boy throwing the ball onto the courts?*

Focus 2: Inference

- **Literal** – ‘looking’ questions
(often 5 Ws)
- **Inference/deduction** –
‘clue’ questions
- **Evaluative/wider context**
– ‘thinking’ questions

Types of questioning



Literal Questions:

What is the man doing?

What weather is he in?

Is he alone or with someone?

What safety equipment does he have on?

Inference Questions:

What did he jump off?

Could he get wet?

What would happen if a hole was made in the parachute?

What safety precautions would he need before jumping?

Types of questioning

- Can aid inference by modelling how a proficient reader approaches a text
- Shows off the processes a reader goes through as they read
- Prepares children to use reading comprehension strategies independently
- The adult 'thinks aloud' – speaks freely, not well-structured or sequenced, reflects their thoughts and partial thoughts.

Focus 3: Think Aloud

- Makes use of:
 1. *Prior knowledge*
 2. *Visualising – images the text conjures up*
 3. *Analogies – linked to own experience/other stories etc*
 4. *Expression of confusion*
 5. *Backtracking*
 6. *Rereading*
 7. *Reading ahead*
 8. *Using context to work out word meaning*
 9. *Identifying important or unimportant information*
 10. *Summarising*
 11. *Asking questions*

'Think Aloud'



- Read a selected piece of text ahead of your child.
- Identify any comprehension points or stumbling blocks. Write these on post-its.
- Review your thoughts and be selective.
- Use 'I' as you read and think aloud – *'Oh, I'm not sure that I understand the meaning of the word in that context – I'm going to see if I can work it out as I read on.'*

'Think Aloud'

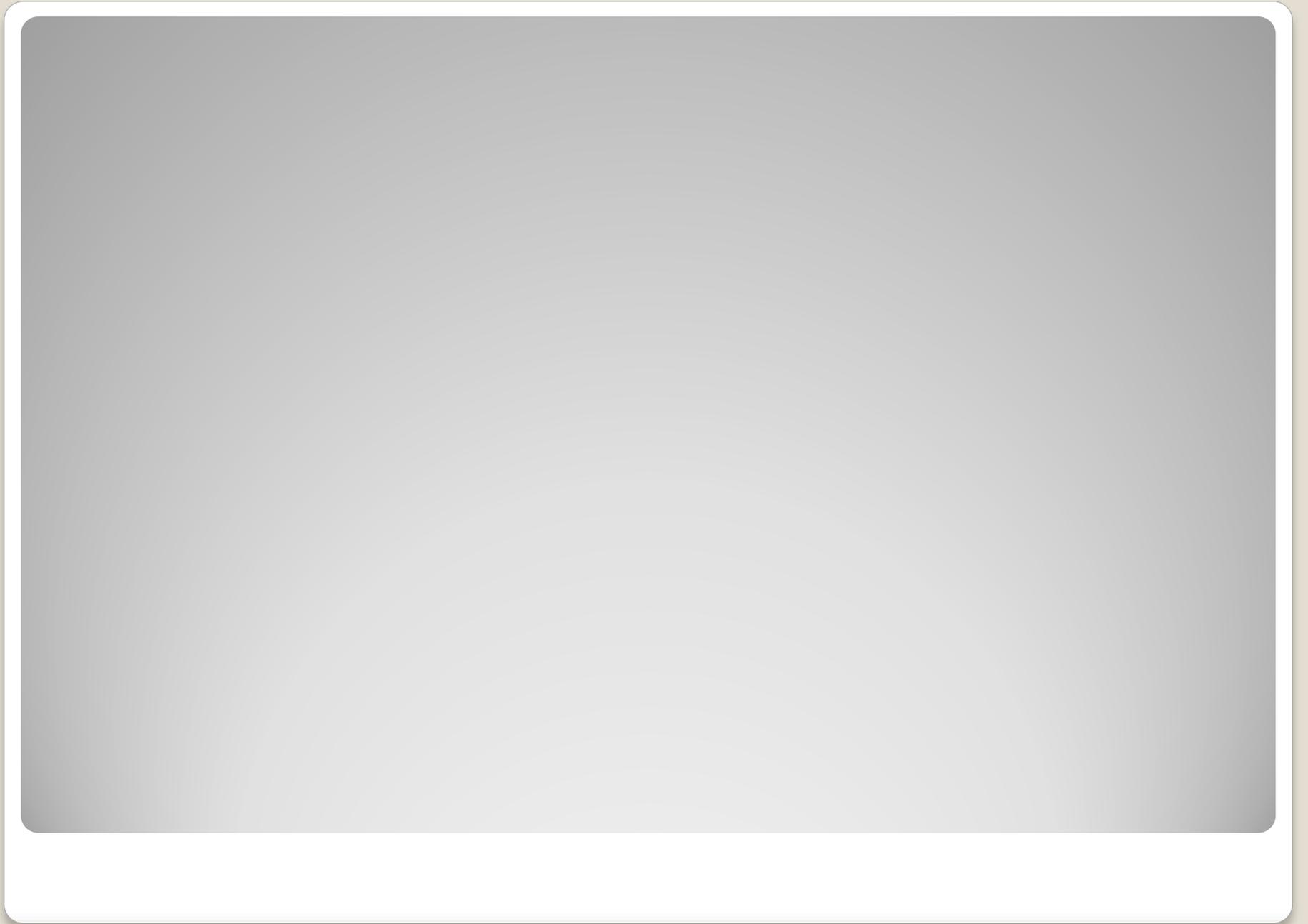


In the still woods, the only movements were bars of sunlight glinting like green glass through the leafy canopy. He stretched higher. There was no sign of his boy. A prickle of worry shivered up the fox's spine. He dropped the toy and barked. There was no response. He barked again, and again was answered by only silence. If this was a new game, he did not like it.

He picked up the toy soldier and began to retrace his trail. As he loped out of the woods, a jay streaked in above him, shrieking. The fox froze, torn.

- Draw pictures – and compare!
- Try doing this with one person reading aloud and the other drawing.
- Always refer back to the text afterwards – where are the gaps to fill in with your own knowledge and experience?
- Make it into a game – score points for every key detail that is included in the drawing.

Focus 4: Visualisation

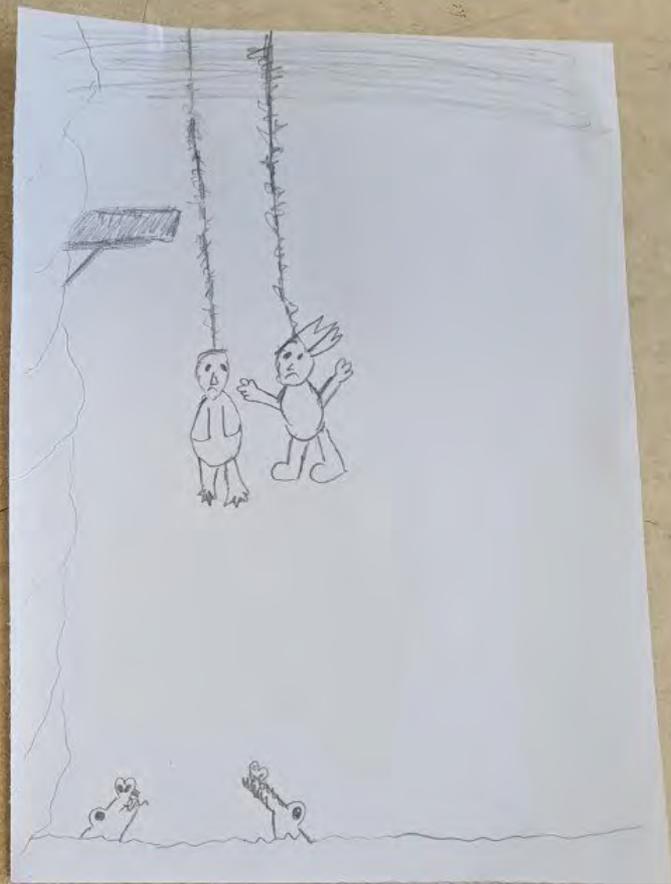


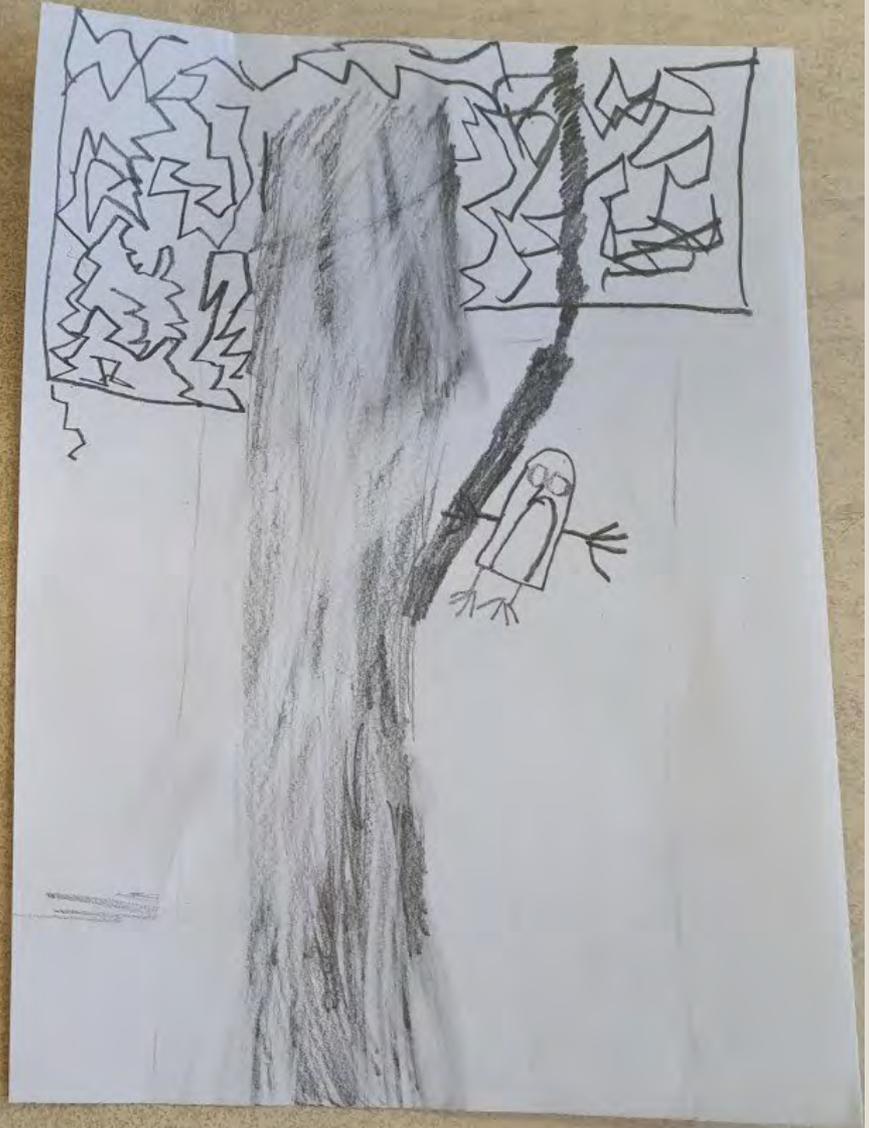
Colin shrugged as best he could within the rope, then glanced in the direction of his feet with some alarm. Mr Penguin followed his gaze and gulped nervously.

They were hanging from the edge of a stone platform in the middle of the waterfall, and the ropes they were dangling from were extremely frayed. Every second another stringy fibre pinged undone. Soon, it would snap and Mr Penguin and Colin would hurtle down into the water and become the alligators' afternoon treat.

Mr Penguin groaned. This absolutely wasn't how his first adventure was meant to go. What on earth happened? he wondered. He closed his eyes and desperately tried to remember...

Visualisation





- Have a dictionary to hand!
- Underline or jot down unfamiliar words as you read together. Can you work out unfamiliar vocab using the context of the sentence/paragraph?
- Use of a vocab journal...

Focus 5: Vocabulary

New word	Sentence in the story	Definition
coarser	By the vibrations, he learned also that the road had grown coarser.	rougher in texture

Vocabulary

Find a definition for the word 'mirror'

1. Polished or smooth surface (e.g. of polished metal or silvered glass) that forms images by reflection.
2. Something that gives a true representation

Vocabulary

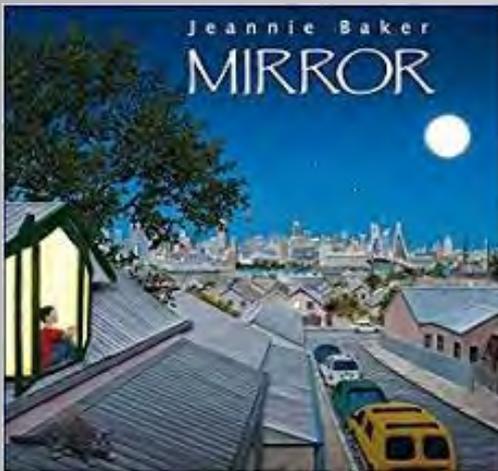
Mirror contextual:



Vocabulary

Mirror – literary meanings

What does the mirror mean in each of these stories?



Vocabulary

- Look at front cover first – what is the book about it? Does it remind me of anything? Compare predictions to blurb.
- Use of post-its.
- Thought bubbles
- Speech bubbles
- Plot graph – can you predict the highs and lows of the story?
- Reading detective – using clues they've collected along the way to make informed guesses about what might happen next.
- Act out the next part of the story.
- Explaining the reasoning behind their prediction/s.

Focus 6: Prediction



- Cutting out the waffle!
- Use of bullet points
- Use of headline - ***Orphan boy finds magical carrot – a sign!***
- Getting to the nitty-gritty of what has actually happened in that part of the text.
- Give word restriction – tell me what has happened in ten words only.
- Banned words
- 5 finger summary for whole stories – (Setting/Characters/Problem/Events/Solution)
- SUM: Shorter than text/Use your own words/Main ideas only.

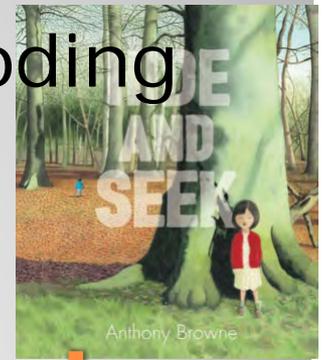
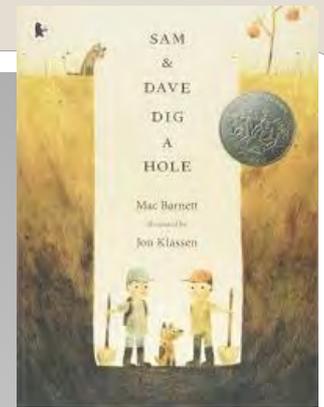


Focus 7: Summarising

- Read a book together!
- Read a page each aloud and then stop and discuss.
- Read the same page/chapter separately and then discuss together.
- Listen to a section on the way to or from school in the car and discuss.
- Have a 'Book Group' session with tea and biscuits!
- 'Stop Everything and Read' time at home.

Focus 8: Sharing a text

- Anthony Browne – great for junior children too!
- Philosophy 4 Kids link
- Provokes discussion – prediction and clarifying skills really come to life here.
- Books without any words at all – great for comparing interpretations of what is seen. Chance for adults to explain their ideas.
- Removes the burden of lots of decoding



Focus 9: Use of picture books

- This is the trickiest one – try to set aside a time in your day where you read for pleasure and your child witnesses this!
- Make your everyday reading explicit to your child – instructions/recipes/manuals/leaflets/newspapers
- Share with your children what floats your literary boat – what do you like and why do you like it?

Focus 10: Your own reading for pleasure!

- Audiobooks and Audible
- Dyslexia Friendly texts
- Use our local library
- Keep a bookshelf reading record on the fridge – to include comics/instruction reading etc
- Consider magazine subscriptions as gifts
- Write to favourite authors
- Write reviews/recommendations, Give them a real purpose – the library will display them or submit them to Amazon
- Offer a range of reading material and environments
- 'Get Caught Reading!' photographs
- Unpick the writer's craft with your child – what is it that we love about how he/she writes? Could we magpie any parts of that?

Before we finish...