



# Reading Workshop for Reception Parents

Helping your child become a confident reader.

# Reading should have a purpose!



Children will often read but they will become successful and confident readers if they have a reason to read!

Reading should be a purposeful activity that has an outcome. For example:

- To find out what happens at the end of the story
- To make informed decisions and opinions
- To read instructions about how to play a game
- To find some out some facts

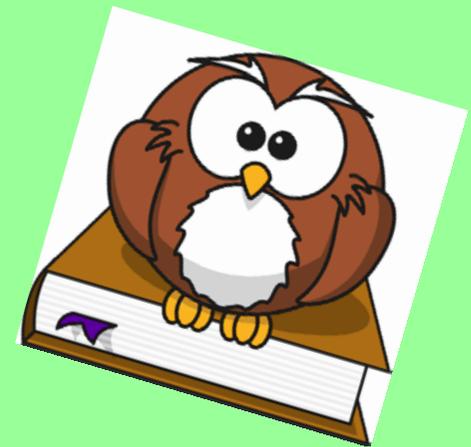
# What makes a good reader?

## **A good reader:**

- Has good phonic knowledge
- Can recognise high frequency and tricky words
- Is able to make sense of what they read
- Understands how text works
- Is exposed to a rich variety of texts e.g fiction and non fiction

## **Reading comprehension starts at birth through:**

- Speaking and listening
- Acquiring language
- Understanding how language works





# Reading at School

- **Letters and Sounds:** children learn to match letters to sounds (segmenting and blending), recognise common words and read with expression. Groups are matched to their current phonic knowledge and understanding.
- **Individual reading:** children choose books to explore without an adult or teacher in our reading area
- **Shared reading:** whole class –teacher reads a text showing the children what good readers do
- **Guided reading:** small groups of similar ability

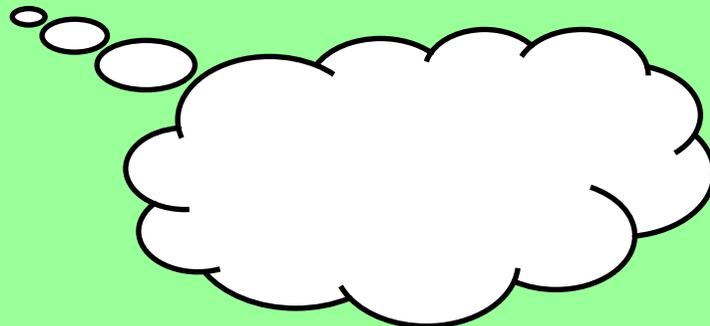
# Guided Reading

- 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



# Understanding how text works...

- Print carries meaning
- Orientation of the book
- Title provides information about content
- Direction that English language is written and read in
- Seeing punctuation marks on page
- Illustrations as another source of information
- Different layouts – speech bubbles, writing on two pages



# Reading Comprehension

In order to become fluent readers children should understand what they read. This is not an automatic process. They need to be taught a range of reading comprehension strategies.

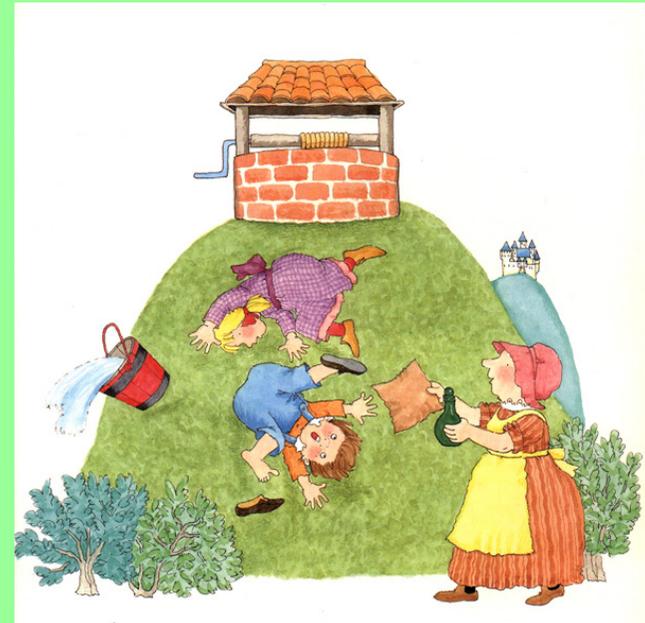


**There are 3 types of comprehension:**

1. Reading the lines (using phonics to read words)
2. Reading between the lines (understanding the author's intentions and meanings)
3. Reading beyond the lines (reacting to the text, appreciating and valuing the author's meanings , understanding and evaluating the author's work)

Even the simplest texts can be read at a level that allows children to read between the lines and beyond the lines.

**Jack and Jill  
Went up the hill  
To fetch a pail of water  
Jack fell down  
And broke his crown  
And Jill came tumbling after.**



At a literal level we can read it as a brief narrative about climbing up and falling down a hill.

But as you read it, you might begin to think of some questions e.g What do Jack and Jill look like?

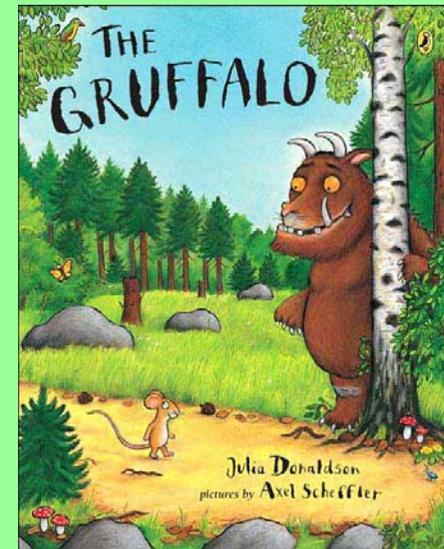
All readers are likely to have a different interpretation of what happened. Young children read in this way too. They might wonder why Jack and Jill had to go and get the water, ask what happened next or comment on words such as pail or tumbling.

By doing this they are going beyond the literal and trying to read between the lines and beyond the lines.



# Developing reading comprehension

- Read a text more than once!
- Predict what is going to happen next and give a reason why
- Move from recognising words or working them out using their phonic knowledge, to making meaning from them
- Building up to using a “storyteller’s voice” or reading with expression
- Enjoyment of reading
- Parents modelling good reading



# Questions to develop comprehension

It is important to ask your child questions either throughout the story or at the end.

## Literal/closed questions

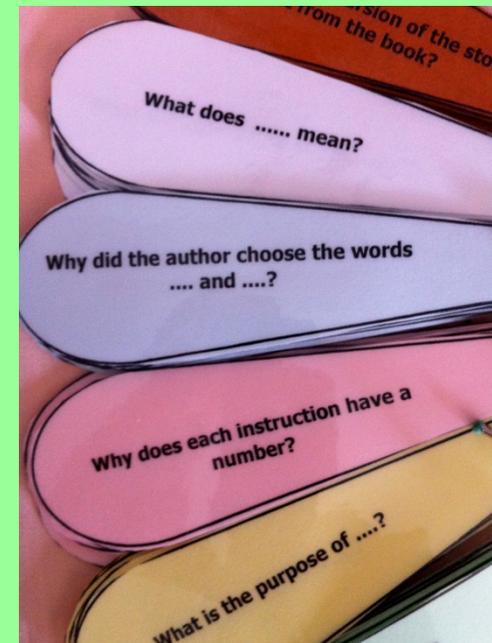
- What is the name of the dog/cat etc?

## Open ended questions

- What is your favourite part?

## Deductive or inferential questions

- What kind of character was the wolf?
- Why do you think the giant was angry?



# What can I do at home to help?

- Read, read, read!
- Read to your child as often as you can
- Read in a comfortable and quiet place
- Have a bedtime routine that involves a story
- Model the habits of a good reader
- Before reading, talk about what the book is about
- Talk about reading and why you like reading
- Share a book together –take turns reading a section or finding words
- Hear them read as often as you can
- Read and recognise tricky words within the story



# What can I do at home to help?

- Give them time to decode the word
- Ensure children have access to a range of reading materials: books, poems, magazines and leaflets
- Take up everyday opportunities when you are out and about
- Visit the library and give books as presents
- Capture their interests – if they want to read a comic, let them!





# Pause, Prompt and Praise



- **Pause** to help them work out the new words
- **Prompt** by using some of the techniques mentioned
- **Praise** them for trying whether they are right or wrong

It is important to use as many clues as possible to help your child when they encounter difficulty.

# My child is a great reader! Can I still help them?

**Yes!** Although children will often want to read in their heads when they become fluent readers and you should not insist on too much reading aloud, there are still many things that you can do.

Use the questioning to develop their comprehension to challenge them further!



# No matter what I do, my child doesn't want to read!

- Read to your child as much as possible
- Don't make an issue out of it
- Make it fun!



Organise a treasure hunt around the house on a rainy day. Give your child a list of things that they can find in the house and see how quickly they can collect all the items.

