

# Phase 3 Reading at Home Workshop

**READING**

*is to the*

**MIND**

what

exercise

*is to the* **BODY.**

Sir Richard Steele



The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
Learn,  
the MORE places you'll go.



# Parents...Your Role Continues to be Very Important!

There is a misconception that as children move up through school they need their Parents less for Reading. However they are equally as important but their role changes.

Parents can have a strong positive influence on their child's reading in the following ways:

- Motivating
- Demonstrating
- Building
- Teaching
- Encouraging
- Enjoying
- Nurturing




# Recommended Reading times

Year Group	Recommended Time
Year 4	20mins
Year 5	30mins
Year 6	30mins



## Why Your Child Can't Skip Their 20 Minutes of Reading Tonight



**James** reads 20 minutes per night, 5 times per week.

**Travis** reads only 4 minutes per night ...or not at all.

**In one week:**

100 minutes of reading (5 green circles) vs 20 minutes of reading (1 orange circle)

**In one month:**

400 minutes of reading (20 green circles) vs 80 minutes of reading (4 orange circles)


**In one school year (9 months):**

3600 minutes of reading (72 green circles) vs 720 minutes of reading (18 orange circles)

**By the end of sixth grade:**

21,600 minutes of reading (432 green circles) vs 4320 minutes of reading (108 orange circles)

Which student would you expect to read better?  
 Which student would you expect to know more?  
 Which student would you expect to write better?  
 Which student would you expect to have a better vocabulary?  
 Which student would you expect to be more successful in school and life?  
 How do you think each student will feel about himself as a learner?



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# Reading in Phase 3 - Year 4, 5 and 6

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In Phase 3 we move from learning to read, to reading to create meaning. Reading at home should involve reading **TO**, reading **WITH** and reading **BY**.

Reading **TO** your child:

- Helps them develop their knowledge of language and story structure.
- It gives them a greater range of ideas which they can use in their own writing.
- It gives children access to text and vocabulary that may be too complex for them to read alone.
- It improves listening comprehension and listening skills.
- It stimulates the imagination.



# Reading in Phase 3 - Year 4, 5 and 6

## Reading **WITH** your child

- Reading with your child becomes increasingly important due to the complexity of texts.
- Your role as a parent changes from helping your child learn to read, to help them make deep meaning from a text and encourage them to become critical readers.
- It shows that you value reading as an important life long skills and habit.



## Reading **BY** the child

- **Reading silently** improves childrens' understanding because it helps them concentrate on what they are **reading**, rather than the pronunciation of individual words.
- When we read **silently**, we can form mental pictures of the topic being read and discussed.



# The Reading Journal

Discussed the ending of the story and how it can be different.

Wise

Read the "Pebbles" poem and discovered rhyming words used such as "sand, hand, old, told, lands, bands, whale gales, tales and beach, teach

Made some guesses about what the tales may be about from reading the blurb.

Wise



# Reading Skills in Phase 3 Year 4, 5 and 6

Children should be working towards;

- reading independently, fluently and enthusiastically **high interest and age-appropriate** books.
- Reading text accurately and at a speed that allows them to focus on **understanding** what they have read, rather than on decoding individual words.
- decoding most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation. As their decoding skills become secure, efforts should be made to introduce children to **new words which will increase their vocabulary**.
- Read a **wide range of texts**, including stories, poems, plays and non-fiction pieces on a wide range of subjects.
- secure the skill of **reading silently** to themselves.
- Comment on **authorial skills** such as sentence length and speculate why the author may have written the text in a certain way
- **Infer** answers from the text, e.g. character's **thoughts and feelings**, and **justify** their ideas.

# How can Parents support with Reading?

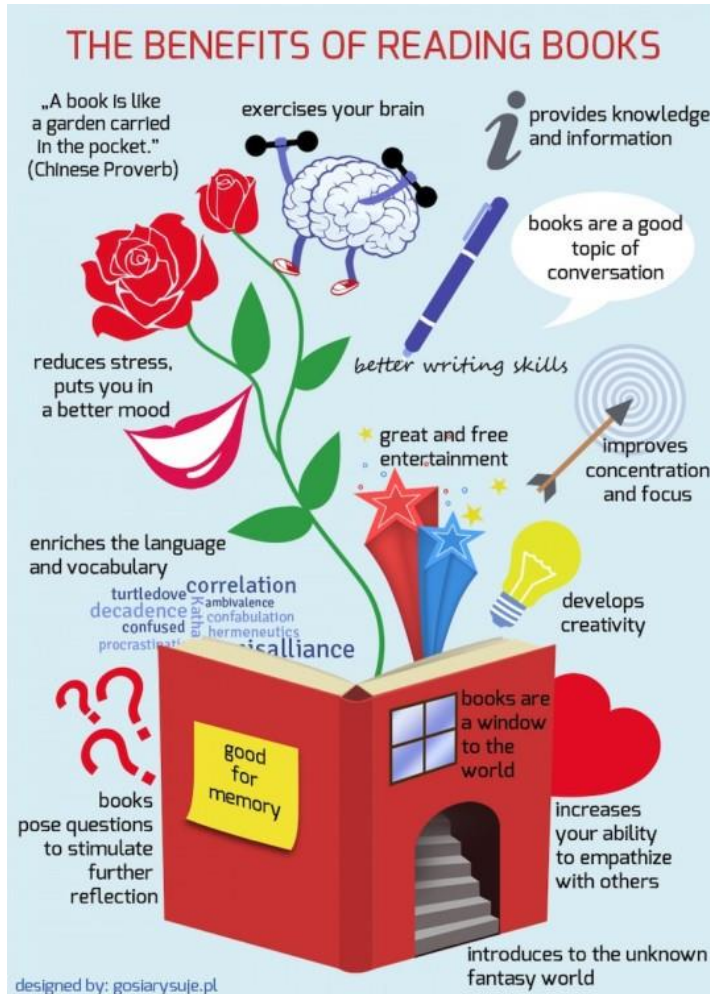
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What This Means for Parents:

- Give your child **access** to lots of books on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson.
  - **Encourage** your child to attempt to pronounce new words they see in the environment around them. **Discuss** tricky parts and model the correct way.
  - **Broaden the vocabulary** you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.
  - When reading with your child spend time to **discuss** themes, characters and check their **comprehension** by finding evidence in the book.
  - **Encourage your child to read silently** to themselves but check their understanding of what they have read after doing so.
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# Thank you for your support



"The single most important condition for literacy learning is the presence of mentors who are joyfully literate people." - Shirley Brice Heath, sociolinguist