

# Dig into Reading

1<sup>st</sup> March 2017

DATE



# Dig into Reading

10 ways to become a better reader...

1. Read
2. READ
3. Read
4. read
5. READ
6. Read
7. Read
8. read
9. Read 
10. READ 



Today we are going to focus on-

- Reading at school
- Reading at home

# Dig into Reading

Children will become avid, life-long and independent readers when they-

- Have time to read to themselves, read to others and listen to reading every day.
- Learn and practice reading strategies by reading **independent** level books at home and **instructional** level books at school.



# Reading Levels

## Independent level

A child can read these books easily with very few words too difficult to read. They can read these books on their own.



## Instructional level

A child can read most of the words, but will be challenged by some words on each page. They should read these books while a more able reader is there to help them.



## Frustration level

A child has to stop often and try to decode words. If they try to read a book at this level, they will become frustrated.

A child can read all the words and read the book, but has no understanding / comprehension of the text.

# Reading at BSB

- Reading aloud – range of fiction, non-fiction, rhyme/poetry (helps children tune in to book language).
- Shared reading – model fluent reading, opportunity to teach concepts about print, reinforce .
- Guided reading (book bands – books chosen 90% able to be decoded/read using existing knowledge and 10% challenge.
- Speaking and Listening (Talk for Writing – children being able to retell stories from memory) .
- Learning Environment – providing a print rich environment .

**Today, we will focus specifically on guided reading.**



# Guided Reading

## What is Guided Reading?

**Guided Reading is a teaching technique teachers use to support children with reading.**

- It involves an adult working with a small group of students who demonstrate similar reading behaviours and can all read similar levels of texts.
- It is a strategy that supports students to discover the meaning of a text for themselves.
- Encourages use of problem-solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print.



# Guided Reading

## What is Guided Reading?

**Guided Reading is a teaching technique teachers use to support children with reading.**

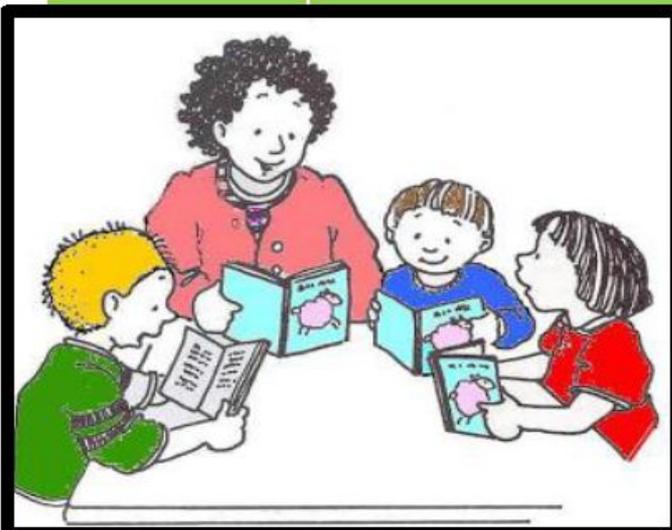
Guided reading (in small groups)

is carefully selected by the teacher to meet specific learning needs of students at a specific level. It will have a number of text challenges as well as supports.

groups students according to need and/or interests based on assessment data and knowledge of the student and of the literacy learning progressions;

deliberately scaffolds students to read the text for themselves;  
helps students' to develop a range of strategies to use when they read a guided text and apply these when they read independently.

draws on their background and literacy world knowledge, as well as an increasing range of strategies, to read the text for themselves;  
engages in a conversation that enables them to think deeply about what they have read.



# Guided Reading

## What does a Guided Reading session look like?

- **Guided reading sessions happen in class 4-5 times a week .**
- The session lasts for around 20 minutes
- Guided Reading sessions are led by the class teacher.
- There can be up to 6 children in a Guided Reading group and they are all reading the same book (range of text types – fiction, non-fiction, playscripts, newspaper etc.)

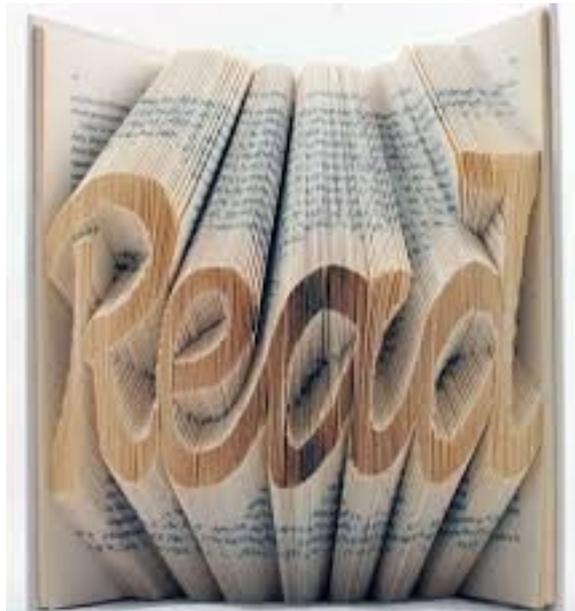


- While a teacher is running a Guided Reading session, the rest of the class are working independently, or with the teaching assistant, completing a range of activities.

# Guided Reading

The text is introduced. Students may predict what the text will be about, read the blurb, identify the type of text, look at the cover and title page.

Children are given a number of pages to read independently while the adult circulates listening to individuals.

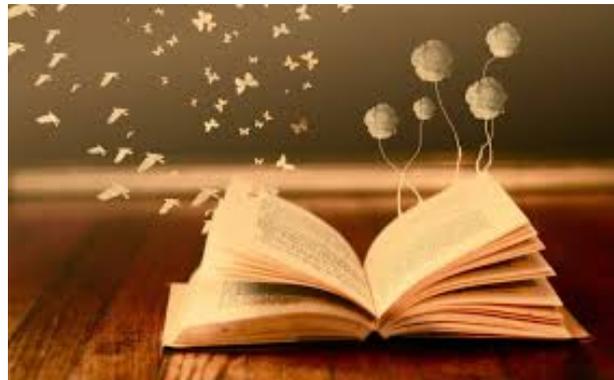


# Guided Reading

## Return and Respond to text

The adult brings the group together and returns to the session focus. Through targeted questioning, a discussion around the pages that have just been read takes place. Questions can relate to comprehension, vocabulary, visual information etc. More capable readers can learn to ask the questions themselves.

At the end of this discussion session, the adult returns to the focus and the children recap what they've learnt.



# Guided Reading Questions

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We use these to develop children's understanding and promote thinking at three levels:

**Literal questions** – recalling information that is directly stated in the text

**Deductive and Inferential Questions** – asking children to work out answers by reading between the lines, combining information from different parts of the text and by going beyond the information given

**Evaluative and response questions** – thinking about whether a text achieves its purpose, or making connections with other texts

# Guided Reading

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Now it's your chance to experience some Guided Reading activities!



# Home reading- Independent level

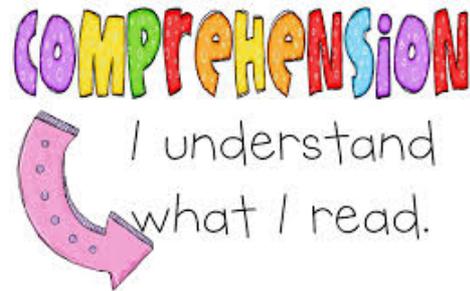


## Independent Level-

- Children can read *confidently* and are actually excited about their ability to read.
- “At their reading level” means students should be able to read their selections with **95%-100% accuracy ( approximately 9/10 words)**
- In order to experience improvement in **fluency, comprehension and vocabulary**, reading needs to be truly independent.
- Children are only able to develop and practice their reading **comprehension skills** (using background knowledge, making connections, drawing inferences, synthesizing information) when reading independent level books.
- This level of books are sent home for reading.

# Comprehension

*Understanding what has been read.*



**Comprehension is the reason for reading!**

If readers can read the words, but do not understand what they are reading, they are not really reading.

# Comprehension

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The text below is easy to read – does anyone understand what it means?

**An extract taken from a computer manual**

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.

- Being able to read does not mean you understand what you read.
  - A 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.
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# Reading at home

## Top tips to support reading at home

### Top tip 1: *Routine for reading-*

- **Set up a regular reading time at least 10 min daily.**
- Find a cosy place
- **No interruptions-turn off television or music**
- Know when to stop- depending on ability/age.



# Reading at home

## Top tips to support reading at home

### Top Tip 2: School reading book

#### ***Book Introduction-***

A good book introduction takes the 'bugs' out of a text

The aim is to give children:

- confidence to read independently;
- motivation to read;
- curiosity to find out more.



## Top tips to support reading at home

Look at the picture on the front cover

Read the title

Look at the pictures in the book

Discuss text features

**Top tip 2: School Reading Book Introduction**

Engage in conversation about the story

Read the blurb or contents

Predict

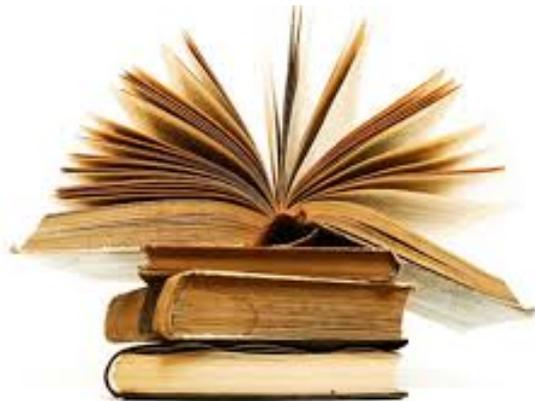
# Reading at home

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## Top tip 3: School Reading Book

### *Strategy check-*

- Before your child starts reading ask them what they will do if they get stuck.
- At the early stages you may need to tell them what to do and you will need to model what you mean.



# Reading at home

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## **Top tip 4: School Reading Book**

***If your child gets stuck during reading-***

Pause

Prompt

Praise

We will find out some more about this in  
few slides.

# Reading at home

## Top tip 5: School Reading Book:

### *After reading-*

- Talk about the story
- Check comprehension
- Discuss reading strategies used



# Prompts to encourage good reading

## Use the pictures for clues

Look at the picture/illustration.



The frog is on the leaf.

# Prompts to encourage good reading

## Visualisation

Visualisation is a reading comprehension skill where children create mental pictures or images based on the words that have been read or heard.

Visualisation allows the reader to become more engaged in their reading where they:

- draw conclusions,
- create interpretations,
- recall facts and details.



# Prompts to encourage good reading

## Prompts you can use

- I liked the way you were using your eyes.
- Does it look right?
- Use your eyes and think about the word.
- Does this help? (point to the cue)



# Prompts to encourage good reading

## Get you mouth ready

Get you mouth ready to say the first sound of the word.



# Prompts to encourage good reading

## Prompts you can use

- What is the first letter?
- You said... Was that right?
- What sound does it make?
- What is its name?
- What sound can you hear in that word?

# Prompts to encourage good reading

## Sound out words

Sound out individual sounds.

Start to blend some sounds together.

Look for chunks you know.



ing sh ch th wh

# Prompts to encourage good reading

## Prompts you can use

- Look carefully and think about what you already know.
- Do you know a word that starts with those letters ?
- What does the word start with?
- Can you say more than that?
- Think about what might help you?
- How did you know it said....?
- It could be.... but look at .....

# Prompts to encourage good reading

Put the sounds back together

Stretch out the word.

Blend the sounds back.

Put the phonemes back together

fr o g



frog



# Prompts to encourage good reading

## Prompts you can use

- Lets put this together.
- Are you listening to yourself?
- Can you read this quickly?
- Put these sounds together so it sounds like a word?
- Slide your finger across the word and do a slow check.

## Prompts to encourage good reading

# Find smaller words

Look at the word can you find smaller words within that word you know.

something

running

start

yesterday



# Prompts to encourage good reading

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## Prompts you can use

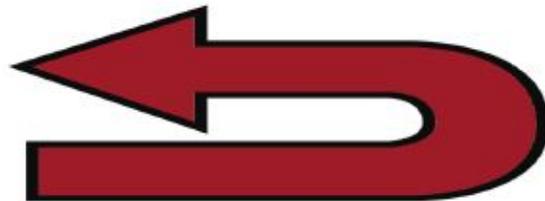
- Can you see any words that you know?
- Look for smaller words.

# Prompts to encourage good reading

## Re-Read

Go back and re-read the word,  
sentence or the phrase.

This will help to understand what  
you have read.



# Prompts to encourage good reading

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## Prompts you can use

- That was a really good try but read it again and look a little more closely.
- Try that again and think what would look right as well as making sense.

# Prompts to encourage good reading

Does it make sense?

Does it look right?

Does what you are reading look right?

Does it sound right? 

Does what you are reading sound right?



# Prompts to encourage good reading

## Prompts you can use

- What would make sense, sound right and look right?
- You made a mistake on that page. Can you find it?
- Can you read that again correctly?
- Can you read it like this ?  
Listen to me.

# Prompts to encourage good reading

## Questioning



Readers need to ask themselves questions while they are reading .

They also should be encouraged to ask questions about words, concepts or topics they did not understand.

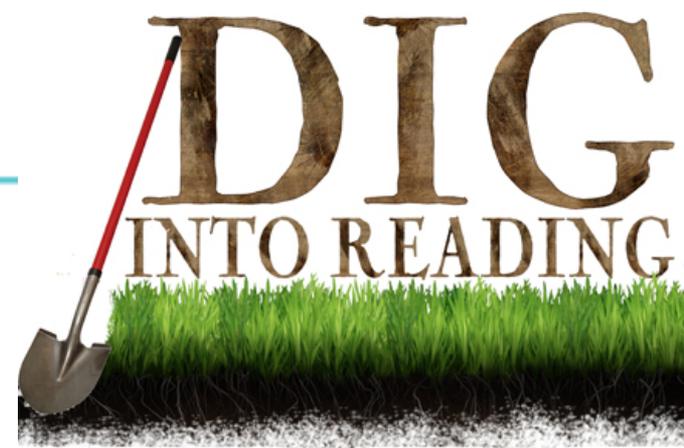
# Prompts to encourage good reading

## Comprehension

- Readers need to be able to retell what they have read.
- Retell the main events.
- Retell and sequence what happened at the beginning, middle and end of the story.
- Answer questions about the characters and events.
- Recall facts or details.
- Think about what could happen next?

# Thank you

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**We hope you .....**

- Have learned something new
- Feel more confident supporting your child at home
- Understand what we do in school more clearly
- Have had fun!

You can access this presentation via the school website.

