

DATE

Dig into Reading and Phonics

Years 3-6

20th September 2017



Dig into Reading and Phonics

Today we are going to focus on-

- Basic phonics in Years 3-6
- Reading at school in Years 3-6
- Reading at home in Years 3-6

Dig into Phonics

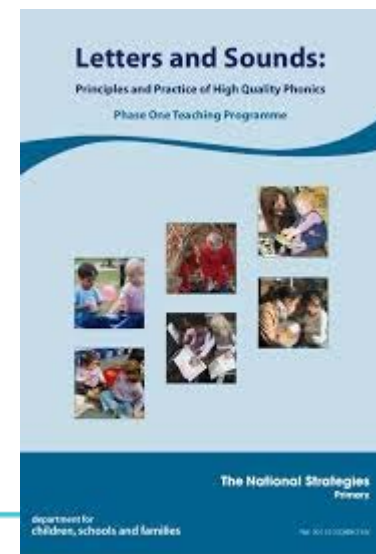
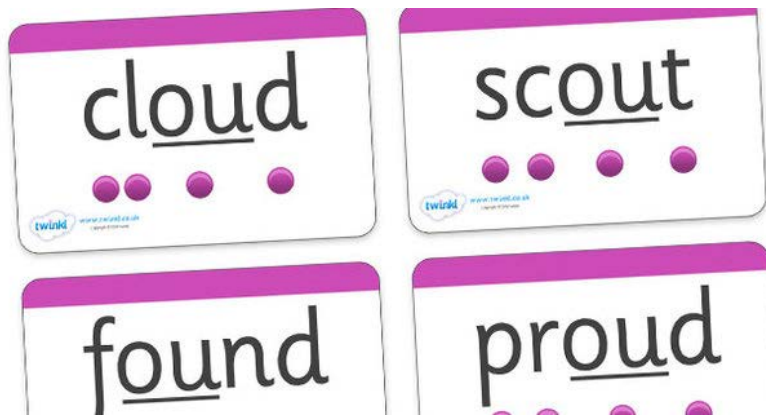
What is Systemic Phonics



- This teaches children the correspondence between *graphemes* in written language and *phonemes* in spoken language, and how to use these correspondences to read and spell.
- At BSB we use the Letters and Sounds program to teach phonics in Year 3. In years 4-6 teachers will also delve into this to assist their new language learners.

Letters and Sounds Phase 2-6 in Year 3

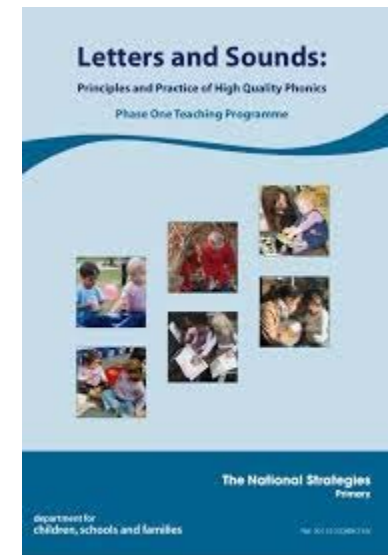
- Initial assessment at the beginning of the year.
- Students are placed in groups according to their specific needs.
- Students work in these differentiated groups for 3 sessions a week. This teacher will also provide their spelling homework, based on the sounds they are learning in class.
- Children will complete activities and play games to assist them in their learning.



Letters and Sounds Phase 2-6 in Year 4-6

- This program is more individualised for the smaller number of students who require assistance with small group intervention.
- Teachers will also incorporate this into spelling homework for the new language learners.

went	gulp	best	husk	bank
just	lamp	tilt	cost	bunk
tent	wind	lift	pond	fond
belt	land	tuft	soft	gust
hump	nest	lost	limp	hand
band	sink	damp	tusk	next
dent	link	bust	kept	milk
felt	hunt	camp	gift	golf



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 



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

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 and Phonics Resources

Now it's your chance to see what we do in Guided Reading . Let's have a look at some activities



Home reading- Independent level

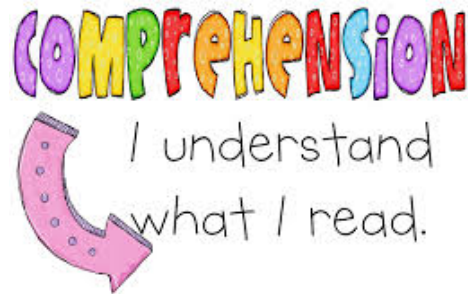


Independent Level-

- 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

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.
-

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

Top tip: 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

Top tip : School Reading Book

If your child gets stuck during reading aloud-

Pause- to give them time to think

Prompt- read on and see if that helps, try re-reading the sentence

Praise- Good try, but take another look at the end of the word.



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

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?



Prompts to encourage good reading

Comprehension

Retrieval/Literal (find it and prove it)

- Where did go?
- *Where did Peter Rabbit go?*
- Which paragraph tells you?
- *Which paragraph tells you that bats are nocturnal?*
- What did the do?
- *What did the Goldilocks do after she'd eaten the porridge?*



Prompts to encourage good reading

Inferential

Inferring is figuring out what the author wants you to think. For example, in Snow White, the author plants clues to infer that the witch is a bad character. There's plenty of evidence to support this inference; she tries to feed Snow White a poisoned apple; she speaks harshly to mirrors; she is horrified when she isn't considered '*fairest in the land*'; she is so evil she plans to kill off Snow White.

There is no need for the author to explicitly state that 'the witch is an evil character'. It is all done through inference.



Model your own behind-the-scenes thinking: this technique is called a 'think-aloud'. For example, "How do you know the princess is sad?" When your child replies, ask "What clues helped you figure that out? Show me the words."

If you have a child who struggles with reading.....

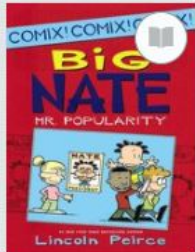
At a glance

- Kids who struggle to read often develop unhelpful strategies, which only worsen the problems.
- If your child is struggling with reading, it's important to act on it immediately.
- It can take up to 12 months of consistent support for kids to start reading fluently, and the involvement of a parent or close adult is crucial.
- It's vital that kids have access to books or online reading material that they love.
- If reading together is traumatic in your house, do it in a café, or under a tree.

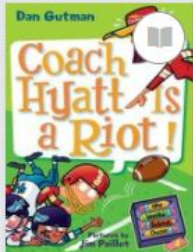


OverDrive 24/7 access to a wide range of reading materials- fiction, non-fiction, audiobooks.

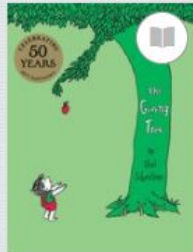
OverDrive- online library



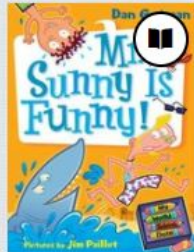
Big Nate
Lincoln Peirce



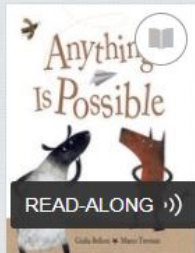
Coach Hyatt Is a Riot!
Dan Gutman



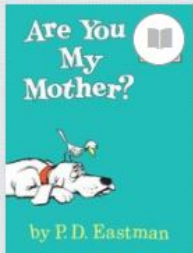
The Giving Tree
Shel Silverstein



Mr. Sunny Is Funny!
Dan Gutman



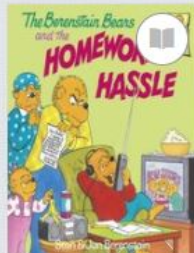
Anything Is Possible
Giulia Belloni



Are You My Mother?
P.D. Eastman



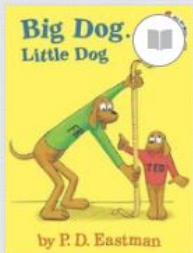
Bear and Bird
James Skofield



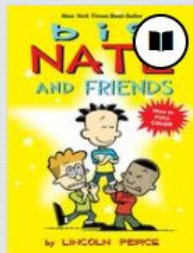
The Berenstain Bears and the Homework Hassle
Stan Berenstain



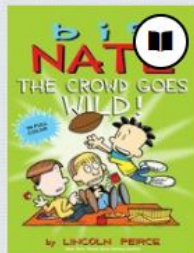
The Big Bad Blackout
Megan McDonald



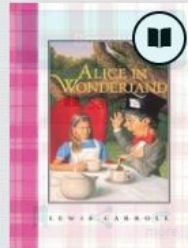
Big Dog... Little Dog
P.D. Eastman



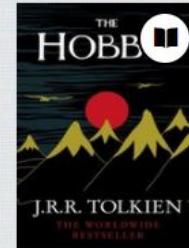
Big Nate and Friends
Lincoln Peirce



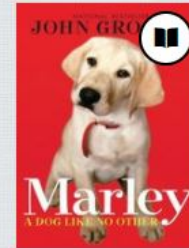
Big Nate: The Crowd Goes Wild!
Lincoln Peirce



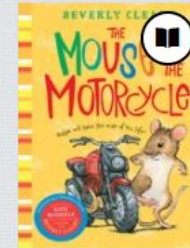
Alice in Wonderland
Lewis Carroll



The Hobbit
J. R. R. Tolkien



Marley
John Grogan



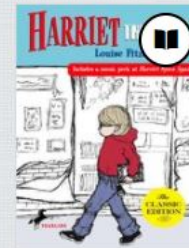
The Mouse and the Motorcycle
Beverly Cleary



The Quest Begins
Erin Hunter



The Dragon's Eye
Dugald A. Steer



Harriet the Spy
Louise Fitzhugh



The Judy Moody St. Star-Studded Collection
Megan McDonald



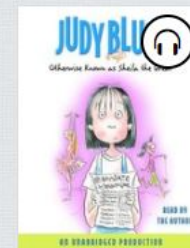
Max Goes to Mars
Jeffrey Bennett



Mummies in the Magic Tree House
Mary Pope Osborne



One Thousand Paper Cranes
Takayuki Ishii



Otherwise Known as Stella
Judy Blume

If you have a child who struggles with reading.....

- **Ways to encourage effective reading in older children**
- Ask your child what subjects they would like to read about.
- When reading with your child, limit reading time to 10 minutes of quality time – and make it fun.
- If reading together is traumatic in your house, do it in a café, or under a tree.
- Before reading aloud, orient your child to the text by talking about it beforehand. Look at unfamiliar words, for example.
- Encourage your child to predict what a word could be based on the meaning.
- Try 'echo reading'. Depending on the text, read a sentence, paragraph or page aloud first, and then get your child to read it.
- Try 'shared reading'. Take turns reading sentences or paragraphs. You read the first sentence and your child the next.
- Read aloud and encourage your child to mimic you by following along behind you. Trace your finger under the words in a fluent way to show where you are reading. Avoid reading word by word.
- Praise the reading, not the reader – say things such as, "I liked how you read on to find more information."
- Give older children opportunities to order from menus, read recipe books or select from the TV guide.
- Make the most of emails and the internet, which also require reading and writing.
- Take time to play word games such as *Scrabble* or *Pictionary*.
- Irrespective of a child's age, read to them regularly.
- Celebrate their successes.



Thank you



We hope you

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

You can access this presentation via the school website.

You might also like to access the following websites-

OverDrive- <https://britishsbscn.libraryreserve.com>

Education City- <https://www.educationcity.com/>

Storyline Online- <http://www.storylineonline.net/>

