

Every Child a Reader

DATE: 13th January 2016



Aims

By the end of today's presentation you will know more about...

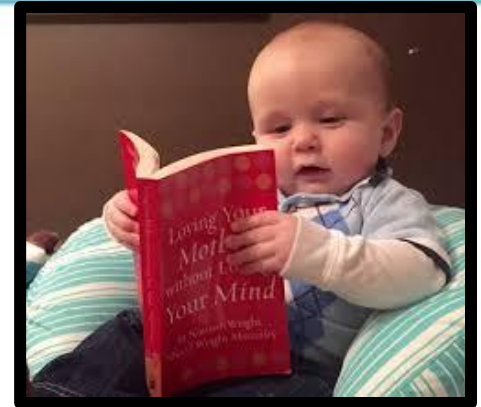


- Progression in Reading
- Know elements of learning to read and how we teach reading at school
- Know how parents can support reading at home
- Provide reassurance for concerns when progress is delayed
- Have an opportunity to ask questions

Expectations for Children in Teddies and Nursery

16 – 26 Months

- Interested in books and rhymes and may have favourites



22 – 36 Months

- Has some favourite stories, rhymes, songs, poems or jingles
- Repeats words or phrases from familiar stories
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.



Expectations for Children in Nursery and Reception

30 – 50 Months

- Enjoys rhyming and rhythmic activities
- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words
- Listens to and joins in with stories and poems, one-to-one and also in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Beginning to be aware of the way stories are structured
- Suggests how the story might end
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.



Expectations for Children in Nursery and Reception cont.

30-50 Months

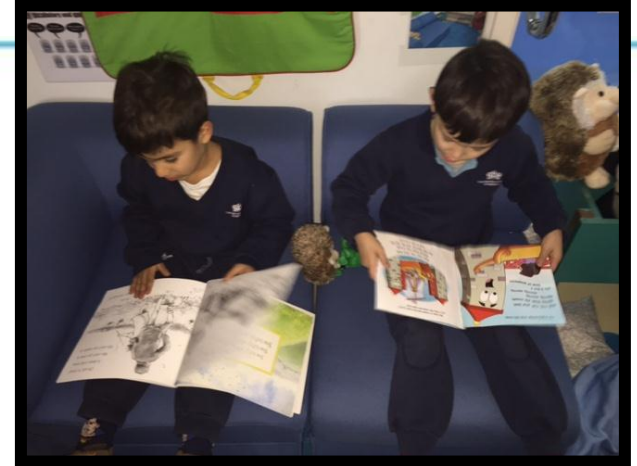
- Handles books carefully
- Knows information can be relayed in the form of print
- Holds books the correct way up and turns pages
- Knows that print carries meaning and, in English, is read from left to right and top to bottom



Expectations for Children in Reception

40 – 60 Months

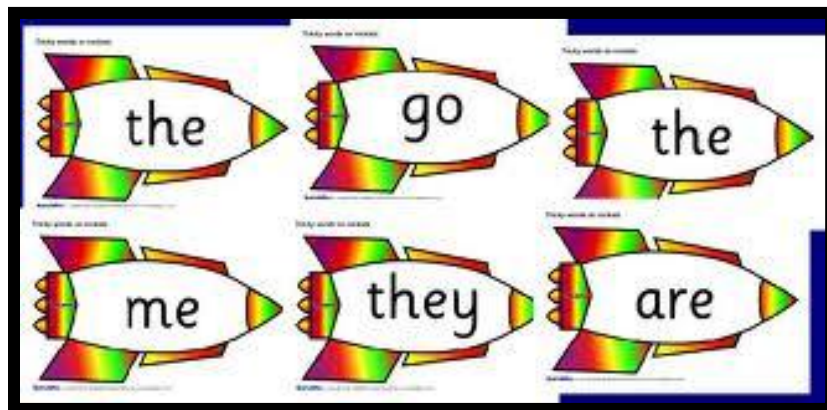
-
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.



Aims

End of reception 'Early Learning Goal'

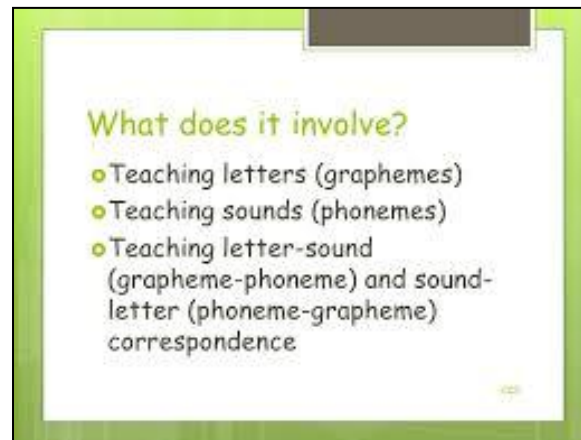
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.



Expectations for the end of Year One

Phonics

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme Phoneme Correspondences) that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word



Year One cont.

- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading.

How do we teach reading in school?



Print rich environment

Teaching of Phonics

Daily teaching of phonics

- <http://www.nordangliaeducation.com/our-schools/beijing/shunyi/article/2015/11/19/thank-you-for-attending-workshop--fantastic-phonics>

Please click on the above link to find out more about the teaching of phonics in our school.



Elements of Learning to Read

- 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

Reading to ...

Reading to
(often
whole
class)

is drawn from a wide range of texts too difficult for students to read by themselves.

promotes and fosters a love of literature;
models that knowing how to read gives access to new ideas, information and stories;
supports students to develop vocabulary and knowledge of book language and text forms;
engages students in conversations about texts.

actively listens to create meaning by making connections between what they know already and what they hear.



Shared Reading

Shared reading (may be whole class or a group setting)

is initially too difficult for students to read by themselves; is carefully selected by the teacher to capture interest and meet specific learning needs of students.

models how an expert reader negotiates and makes sense of the text; creates opportunities to draw students into prediction and participation, and pauses from time to time to involve students in conversations about the text, encouraging thoughtful responses; deliberately focuses on addressing specific learning needs of students; rereads in successive sessions the text with the whole class or groups of students for different purposes.

actively listens and reads along once they are familiar with the text; engages in conversation about the text; reads the small book independently after repeated readings of the text; behaves like a reader.



Guided 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.



Book Bands

Reading books are graded by difficulty by reading levels known as Book Bands. Each Book Band has its own colour. The list below gives an indication of the range of Book Band levels at which most children will be reading as they progress through EYFS and Key Stage One

▪ Book Band Pink	}	age 4-5
▪ Book Band Red		
▪ Book Band Yellow		
▪ Book Band Blue	}	age 5-6
▪ Book Band Green		
▪ Book Band Orange		
▪ Book Band Turquoise	}	age 6-7
▪ Book Band Purple		
▪ Book Band Gold		
▪ Book Band White	}	age 7-8
▪ Book Band Lime		

Supporting your child at home

‘Parents and carers...involvement in developing reading through providing a wide range of experiences and a language-rich environment is vital’ [National Literacy Association 2010](#)



So when should I start reading with my child?

Start young and stay with it!

- Your class teacher will be sending home reading books based on your child's level
- They will also be bringing home letter sounds and tricky words

How to help your child read at home

Do ...

- Continue to read stories to your child that are above the level they can read
- Before reading the 'home reader' take a 'walk' through the book
 - Talk about the front cover and the title
 - Use the language in the book – verb tense, vocabulary
 - Talk about the pictures
 - Praise your child for having a go

Don't ...

- Cover up the pictures
- Show frustration
- Expect your child to remember a word they read on a previous page
- Make reading 'work'

Prompting

- Give praise after the reading. Praise the reading not the reader.
- Reinforce and support good reading habits by responding with:

I liked the way you read ahead

I like the way you worked out that word by using the clues in the sentence

I liked how you self corrected when you read the word incorrectly

I liked how you did not stop and get worried about that word. You kept on reading to gather more clues.

Concerns about your child's progress

Because reading is key to learning in all areas it can be worrying if your child doesn't seem to pick it up.

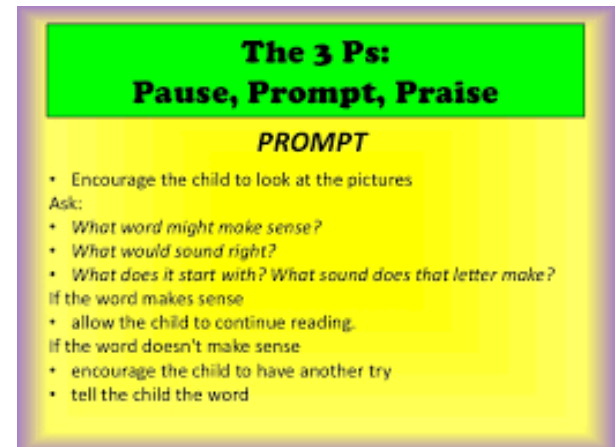
It is very important at this stage to not let your child feel they are failing. Some children are just not ready.

They don't see a purpose in reading.

EAL children can take longer to pick up reading in any language.

Do have your child's eyes tested at opticians.

Please talk to your child's teacher



**The 3 Ps:
Pause, Prompt, Praise**

PROMPT

- Encourage the child to look at the pictures

Ask:

- *What word might make sense?*
- *What would sound right?*
- *What does it start with? What sound does that letter make?*

If the word makes sense

- allow the child to continue reading.

If the word doesn't make sense

- encourage the child to have another try
- tell the child the word



www.britishschool.org.cn/shunyi

Thank you.