



14<sup>th</sup> December 2016

## Nord Anglia International School Shanghai, Pudong

### Early Years and Year 1 Reading Workshop



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### The role of a parent

- To support, guide and reinforce what has been taught in school
- To listen and guide your child in **their** reading
- To demonstrate to your child the value of reading by being attentive and responsive to them
- To show children the purpose behind reading in theirs and your everyday life
- To ask questions and encourage children to develop their own thinking
- To share and spend quality time with your child



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Always remember...

*It is not what you do for your children, but what you have taught them to do for themselves, that will make them successful human beings.*  
~ Ann Landers



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### Book band levels

- Some schools use colours, others use numbers
- Some schemes follow Letters and Sounds, others are older and do not
- Certain schemes of books are harder than others
- Easier books in the same band might be used to 'bridge' a child's learning
- Beware- children can become very fixated on these levels

Book band	Age	School year England / Scotland	ORT level
Pink	4 – 5	Reception / Primary 1	1 / 1+
Red	4 – 5	Reception / Primary 1	2
Yellow	5 – 6	Year 1 / Primary 2	3
Blue	5 – 6	Year 1 / Primary 2	4
Green	5 – 6	Year 1 / Primary 2	5
Orange	6 – 7	Year 2 / Primary 3	6
Turquoise	6 – 7	Year 2 / Primary 3	7
Purple	6 – 7	Year 2 / Primary 3	8
Gold	6 – 7	Year 2 / Primary 3	9
White	6 – 7	Year 2 / Primary 3	10
Lime	6 – 7	Year 2 / Primary 3	11

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# Demonstration

## Stages of reading a new book

1. Warming up the book- title, common exception words, blurb, contents
2. First read- purpose is decoding, phonetics
3. Second read- comprehension, addressing phonic mistakes
4. Third read- fluency, comprehension, inference



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### The First Read

#### Focus on:

- Decoding
  - Phonics
  - Common exception words
- 
- Read the title, talk about the front cover
  - Turn over the book, look at the blurb, what clues can this tell us?
  - Look through the whole book but do not read it yet
  - Practice tricky words from the book as identified by the teacher

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### The Second Read

#### Focus on:

- Increased pace and fluency
- Begin with a discussion about what they have already read
- Still phonetic but now there is a better chance to address mistakes while still allowing your child to remain independent

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### The Third Read

Focus on:

- Open comprehension questions
- Specific retelling of a story, use of language from the text in order to retell the story

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### Comprehension questions

Questions about what is being read can be asked at any time!

Recalling (what, when, who)



Prediction



Specific questions (fact retrieval)



Opinion



Inference (why, how)

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### Rainbow Words (High Frequency Word & Common Exception Words)

- Another crucial aspect of letters and sounds is to learn the common exception words.
- Rainbow words are words that are the most commonly used words in the English language.
- Because many are phonetically irregular, children must memorise them to read quickly and fluently.
- In order to progress to the next stage of Rainbow Words, your child needs to remember each word by sight.

Set	Rainbow Words – Set1 – L&S						I know these words!
1	a	an	as	at	the		
2	if	in	is	it	to		
3	of	off	on	can	I		
4	dad	had	back	and	no		
5	get	big	him	his	not	go	
6	got	up	mum	but	put	into	

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“But he’s always tired after school!”

- Reading should never be a chore for your child (or for you!)
- We want children to love reading!
- Try something different:
  - [Go on a phonics website](#)
  - [Read a book online](#)
  - Visit the library
  - Read a book to your child or take turns to read; in English and your home language
  - Read magazines and comic books
  - Play a phonics game in the house (i.e. collect all the things that start with ‘s’)
  - Play ‘[Teach Your Monster to Read](#)’



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### Any questions?

Please don't forget to take an handout!

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