

DATE

Dig into Reading

20th January 2016



Dig into Reading



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.



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 requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

Comprehension

Being able to read does not mean you understand what you read.

Your 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.

This will ensure they are reading at their correct level.



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 strategies.
- 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 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 and is differentiated to cater for the needs of individual students.
- 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. For e.g- literacy board games, education city website, comprehension, spelling, literature response etc



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 teacher circulates listening to individuals.



Guided Reading

Return and Respond to text

The teacher brings the group together and returns to the session focus. Through targeted questioning, a discussion around the pages that have just be read takes place.

Questions can relate to comprehension, vocabulary, visual information etc. More capable readers can learn to ask the questions themselves.



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

Now it's your chance to experience a Guided Reading session!



Thank you

Thank you to the teachers from
the English Curriculum group for
supporting this workshop.



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**
- 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....) when reading independent level books.
- Independent level books are sent home for reading.

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.

See the next
slide for more
information



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
Book Introduction**

Engage in
conversation
about the
story

Read the
blurb or
contents

Predict

Reading at home

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

Top tip 4: School Reading Book

If your child gets stuck during reading-

- **Pause to give your child sufficient time to try to read the word by himself/herself.**
- **Prompt if your child is unable to read the word.** Use the picture or sound out the word to give hints. Connect it to something your child already knows.
- **Praise your child for his/her efforts, regardless of whether he/she 'gets' the word or not.**

Reading at home

Top tip 5: School Reading Book:

After reading-

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



What to do if your child is stuck

Use phonics first. What sound does the word begin with?
Can you say the sounds in the word? Blend them together.

Read to the end of the sentence. What would make sense?

What is the text about – what might fit here?

Does it sound right?

Look at the picture. Does it help?



How to use these strategies at home

John let his pet frog go.

It *****across the grass.

What is the first sound?

It **h******* across the grass.

What would make sense?

It **hopping** across the grass.

Does that sound right?

It **hopped** across the grass.



Talking about books

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about in your book?

What can you tell me about...?



Understanding- Comprehension

Retell main events.

Sequence the story.

Finding information on the page.

Being able to find information that is *not* on the page.

Looking for clues.

Thinking about situations and predicting what might happen.

Putting yourself in a character's shoes and understanding what is going on from their viewpoint.



Reading to your children

Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.

Read them the book that was your favourite when you were a child.

Read slowly, with expression. Try to use different and funny voices for characters.

Follow the words and read the story using the pictures.

Talk about what is happening and what might happen next.

Leave the story on a cliffhanger!



Create a Print-Rich Environment

- Keep a **wide selection of reading materials**—books, magazines and newspapers
- Set up **low shelves/decorated boxes** that **your** child can reach easily, close to somewhere comfortable to sit
- Point out **letter-sound relationships to children** on labels, boxes and signs.
- Know **your child's reading interests** - find books that will be engaging with captivating pictures.

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
- Have had fun!



You can access this presentation via the school website.