

Reading Workshop

04.11.13

Outcome:-

By the end of this session, you will:-

- have an overview of how Meadow Lane and College House work together to support your child(ren)'s reading
- have an increased understanding of how we can all work together to support your child(ren).

Let's return to the reasons why we read:

→ Words are our everyday tools. We use words in everything.

→ Reading feeds out imagination and creativity. It inspires and enriches our lives.

→ It develops language and vocabulary. It's important that we can express ourselves eloquently

→ Links to writing. Good readers are *usually* good writers.

Who is the best reader you know?

What qualities do they demonstrate?



A good reader gains insight into the human condition. They vicariously experience life: past, present and future; locally and globally.

They have the ability to use their reading skills to look beyond the text to the implicit information that enables them to function and succeed independently.

These are our aims for all the children regarding their reading development.

It's easy to get 'bogged down' by the mechanics of reading strategies, objectives and targets (that we're going to consider). It's important that we don't lose sight of long term educational goals when we are educating young children.

In short, it does no good to teach Johnny how to read if Johnny does not – at the same time – develop a love of reading.

This is what we want for our children. Maintaining the interest level whilst continuing to develop reading skills is crucial. We don't want the children to stop at decoding. We want them to become lifelong readers.

So teaching a child to read and enjoy reading is the single most important educational gift we can give them.

Reading with your child is *never* wasted time.

For these reasons, we:

- celebrate reading
- read across the curriculum
- use challenging, engaging and informative texts
- are a book rich environment

(Mrs Barker manages our school
library

and is going to introduce you to our
library service

Good readers retrieve information, infer information, extend their vocabulary, become aware of the structure and features of different genres, notice an author's style and develop their cultural and inter-textual awareness.

This is the hierarchy of skills we're trying to develop. They're our AFs.
AF stands for Assessment Focus.

So how do we teach the Reading AFs at College House?

We use situations you've already heard about:

- Shared reading
- Guided Reading
- Group Reading
- Individual Reading
- 'Buddy' or Paired Reading
- Story time
- Read at home/Take Home books

Independent Reading

This is an example of Some Independent Reading in Year 3/4. The children have read a text together and are now asking each other questions about it.

AF2 - Video Year 3/4 - Independent Reading

Guided Reading

- reading in small, planned groups, whilst the teacher draws out teaching points, focussing on particular aspects of reading.

AF2 - Video Year3/4

Here the children are discussing with the teacher the independent reading they did the day before and extending their understanding of the text..

AF2 - Video Year 6

In this video the children have just read the short text below and are developing their ability to use quotations from the text as evidence to support their explanations.

He hated that cat: he watched it sit.

A buzzing machine of soft black
stuff.

He sat and watched and he hated it.

Snug in its fur, hot blood in a muff.

As the children get older and their comprehension skills develop, we focus increasingly on higher order reading skills.

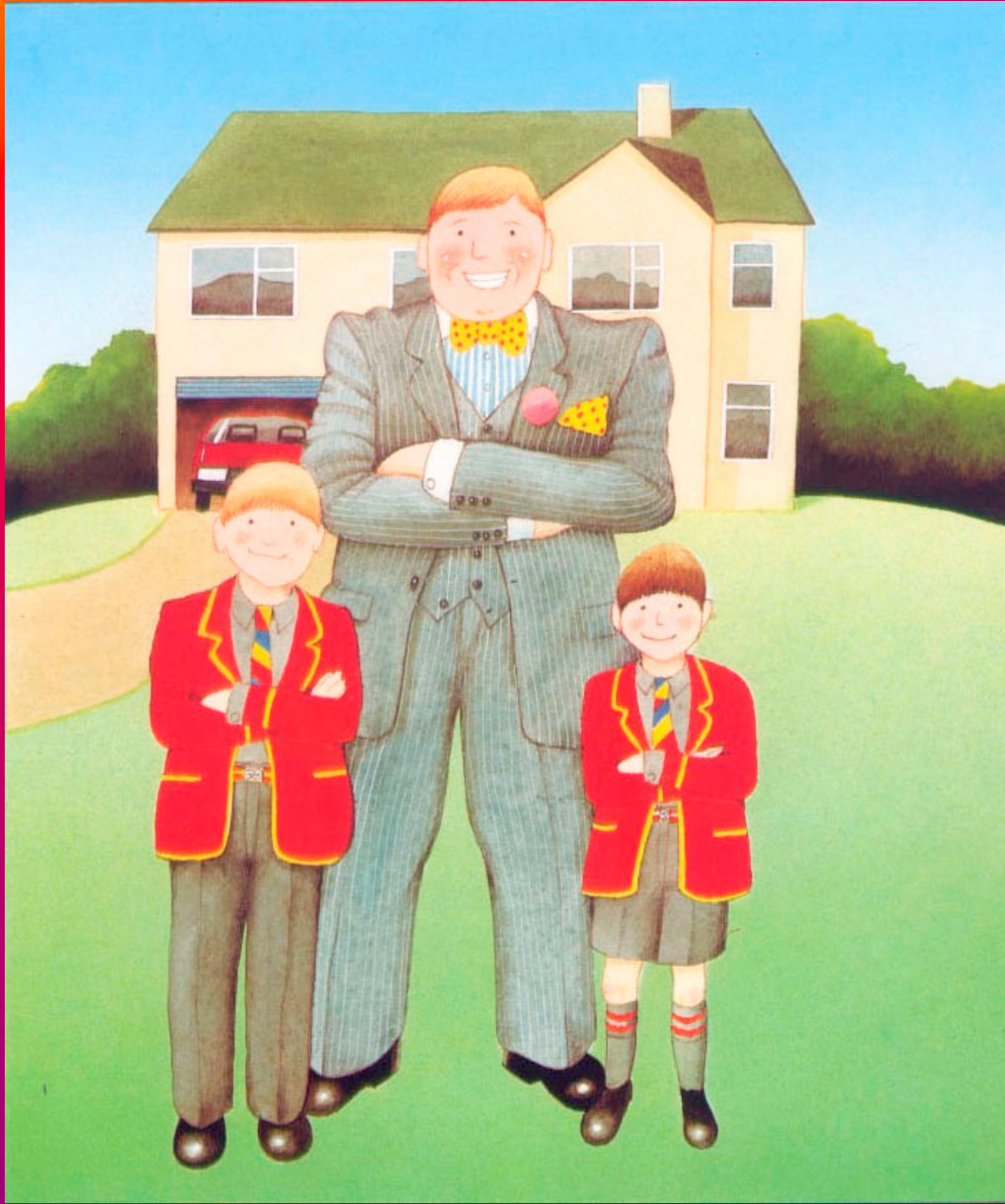
As you can see from the APP grid these skills can be challenging.

One of these key skills is:

Inference



How do
we teach
Inference?



Mr Piggott lived with his two sons, Simon and Patrick, in a nice house with a nice garden, and a nice car in the nice garage. Inside the house was his wife.

AF 3: – deduce, infer or interpret information, events or ideas from texts		
Level 5	<ul style="list-style-type: none"> • comments develop explanation of inferred meanings drawing on evidence across the text, <i>e.g. 'you know her dad was lying because earlier she saw him take the letter'</i> 	<ul style="list-style-type: none"> • comments make inferences and deductions based on textual evidence, <i>e.g. in drawing conclusions about a character's feelings on the basis of their speech and actions</i>
Level 4	<ul style="list-style-type: none"> • comments make inferences based on evidence from different points in the text, <i>e.g. interpreting a character's motive from their actions at different points</i> 	<ul style="list-style-type: none"> • inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content

Pamela waltzed through the final of the dance contest and the audience's cheers brought her to the stage for an encore.

“Every step she takes is so perfect and graceful,” Alesha said grudgingly as she watched Pamela dance.

Inference is a difficult skill for children to develop textually so we devote a lot of time to it during reading sessions.

Obviously a child who can not decode 'grudgingly' or who does not know its meaning, has considerable difficulty inferring from the text.

For this reason we have support systems in place for those children who are still having difficulty decoding words.

What if my child is just not interested in books?

video

- Look at reading materials that *do* interest them:- Picture books/ multi modal books?
- Allow children to read and reread the same book more than once.
- Make sure they see you reading and enjoying books.
- Non Fiction: magazines, comics. Football mags.

“It’s such a battle getting them to read.”

“What if my child refuses to read?”

- Start off by reading to them.
- Encourage children to ‘read’ the pictures.
- Encourage children to start joining in with words.
- Read a sentence each.
- Encourage your child to do more of the reading. If they are stuck on a word then just carry on reading. (*Come back to the stuck word at the end.*)
- Teach your child the tricky words on the page before beginning to read.

What if my child is an able reader? i.e.
happily reads to him/herself every night.

- Introduce them to new vocabulary
- Read one page from their book.
- Book talk/ question your child
- Higher order questioning. regarding what has just happened., what might happen next.
 - *Retrieving information from text*
 - *Inferring (reading between the lines)*
 - If your child doesn't like reading to you, read the same book and then have book talk:- what did you think about chapter 3?
 - Discuss the author's style, e.g. Why do you like that writer's style. How do they use words that appeals to you? Are there synonyms/metaphors? Are they good at writing tension? How do they achieve it?

Higher Order Questioning

The APP grid will help to identify areas for questioning.

On the reverse, I've added some questions devoted to each AF that may help.

Here's an example

Part of the reason for Dahl's enduring popularity, says his widow, is that he never spoke down to children: 'They were equals'. This, she thinks, was because he never lost his own sense of childish wonderment.

The Observer



What is interesting about Roald Dahl's popularity?

Discuss your ideas with a partner.

When we ran a reading workshop this time last year, many parents contributed to a list of books that they had found very successful reads for their child(ren) at home.

Please add any additional books to the list.

I'll add them to the existing list and put it on our school website.

- Essential to support reading at home. We really want to develop exciting partnerships with you in supporting your child's reading.
- Discussing reading material with your able reader is crucial to their reading development.
- Please complete your child's reading record.

Let's return to the big picture:

Good readers don't just decode print.
Reading is a life skill and a pleasure, to
which every child has a right.

The benefits of reading last a lifetime
Good readers get the most out of life.

“The more you read,
the more things you will
know.

The more that you
learn, the more places
you’ll go.”

Dr Seuss