

# Reading Workshop

Friday 12<sup>th</sup> October



# Aims for the afternoon

- Give you the confidence to support children as they learn to read.
- Share information about how reading is taught in school and how you can support this.



Learning to read is like a set of scales, lots of things are needed to make the scales balance

- Reading for pleasure
- Reading for meaning
- Visual cues
- Connect sounds to letters
- Tricky words



## Read this...

seriuqer hcihw ksats xelpmoc a si gnidaer  
egnar a ni noitamrofni ssecorp ot niarb eht  
gnignellahc tsom eht fo eno si tI . syaw fo  
sevlovni dna retnuocne sgnieb namuh seitivitca  
dna seigetarts fo yteirav a fo noitacilppa  
.egdelwonk

Tag as Favorite



Edit Picture



Done



# A range of approaches:

- **Modelled Reading** – teacher demonstrates the process of reading by 'thinking aloud'.
- **Shared Reading** – Pupils and teacher read a text together with a focus on a specific aspect
- **Guided Reading** – teacher supports a small group of children in talking and thinking their way through an unfamiliar text.



# School Based Activities

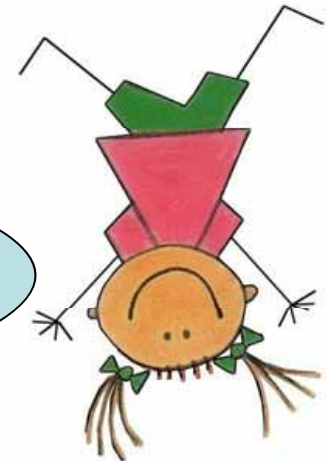
- Wide range of reading materials
- Regular opportunities for reading
- Library
- Being read to...

'Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.' *Marilyn Jager Adams*



‘Teachers rarely use a single method of teaching reading simply because it will fail to meet the needs of most children. Different methods need to be complementary and enable children to develop a wide range of strategies for reading for meaning, fluently and with understanding. Ultimately, the reason for reading anything is to read it for the meaning it contains.’ – The Bullock Report

There is no one method, medium, approach, device or philosophy that holds the key to the process of learning to read!



# Phonics – Jolly Phonics

- 42 sounds

Listen to the sounds on Jolly Learning website

- Introduction of new sound

- Revision

- Story

- Jolly Jingle

- Sound bag

Games that can be played...





## At home you can help by...

- Practising the sounds of language
- Make reading fun!
- Set a good example
- Read to your child
- Point out environmental print
- Point to words as you read, this will help your child to make the connection between the words they hear and the words on the page.



# Guidance for Reading

- Introducing a new book
- Listening to your child read
- Appropriate prompts
- Encouraging self-correction



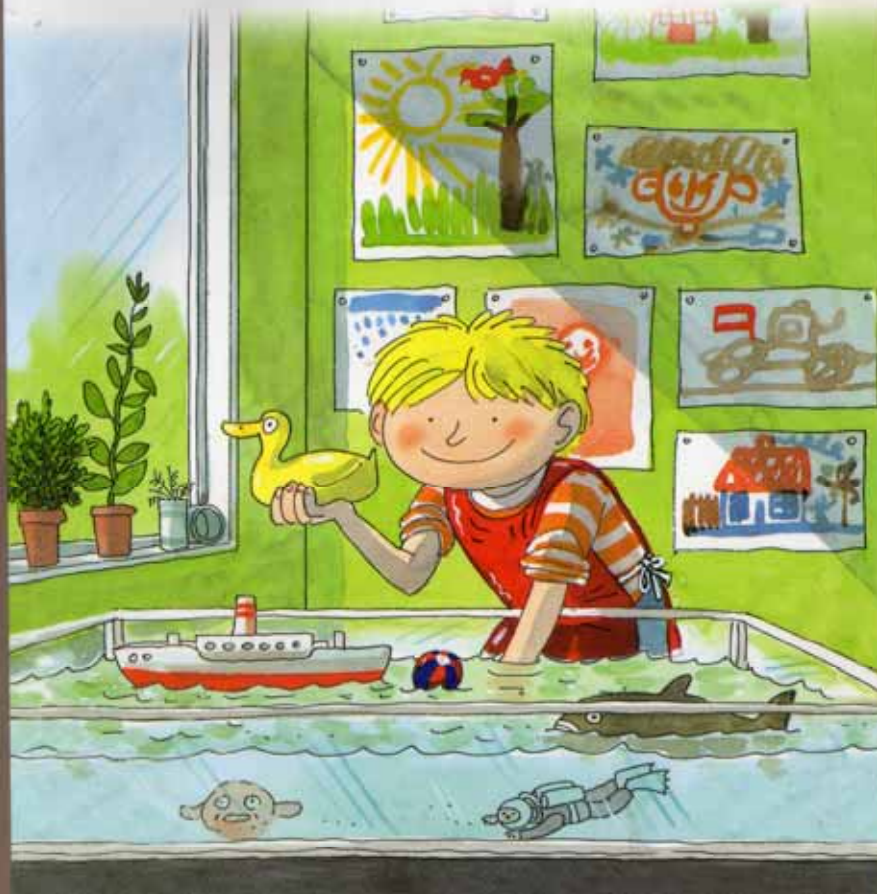


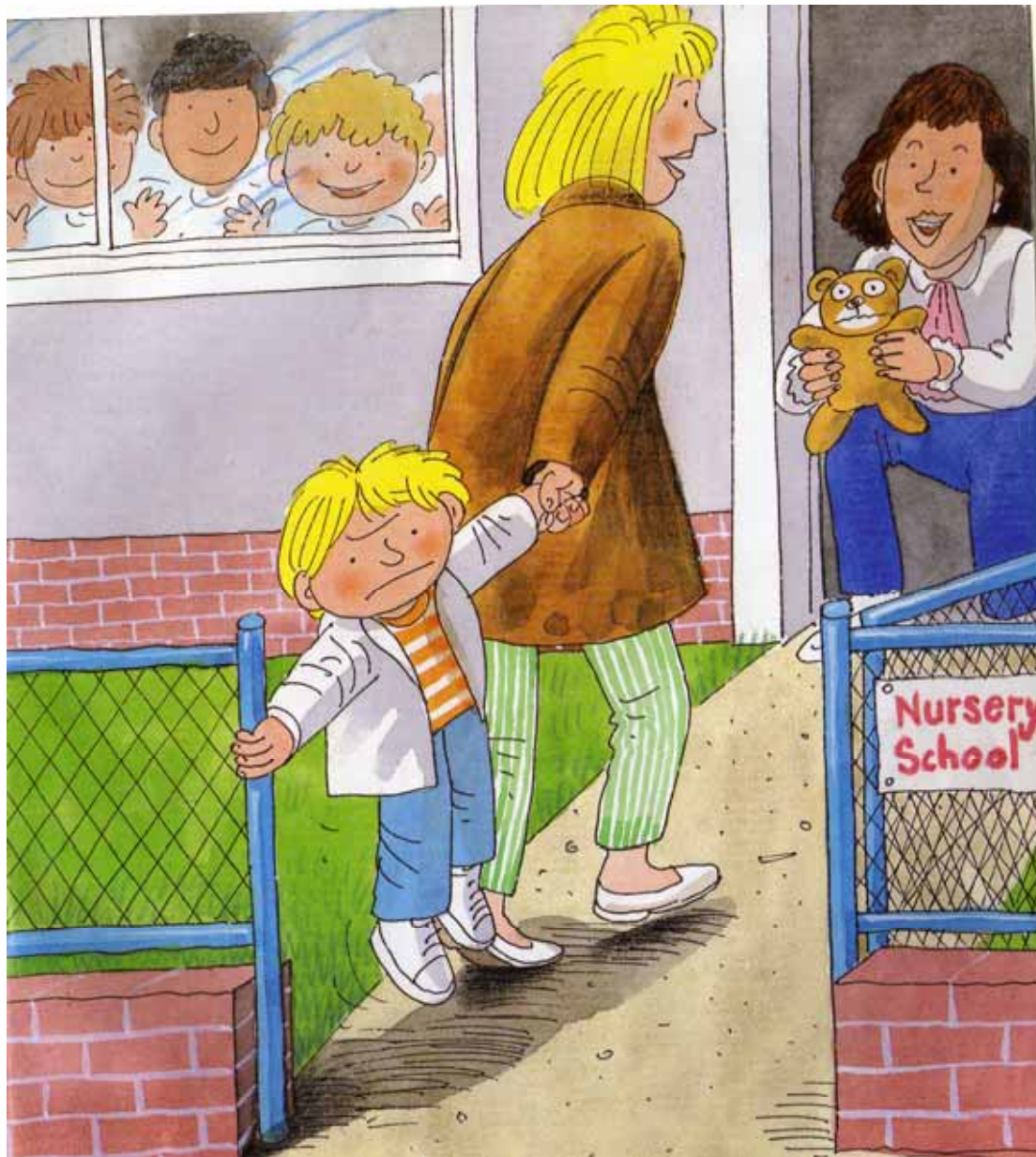
Oxford  
Reading  
Tree

# At School

Roderick Hunt

Alex Brychta





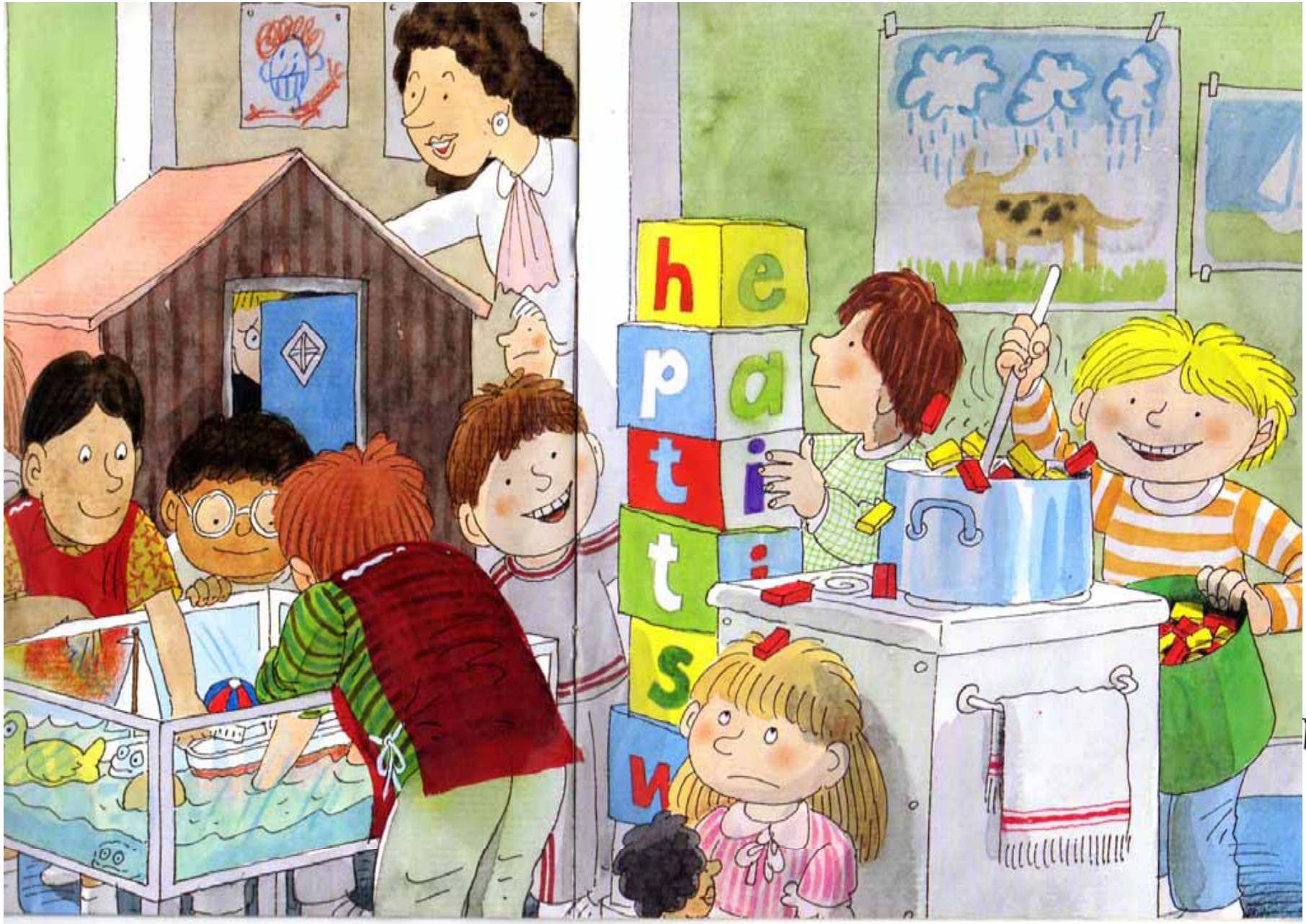




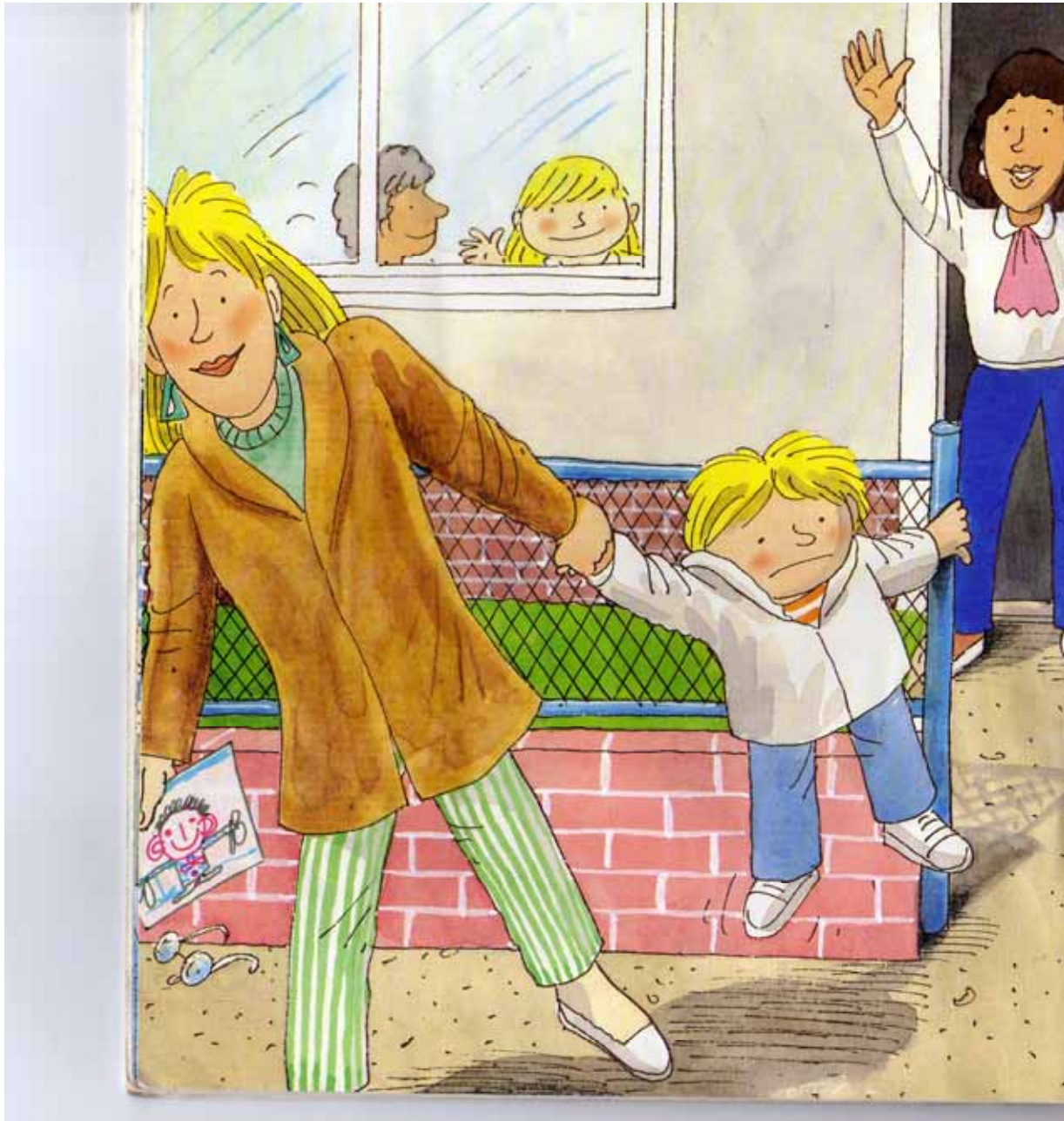






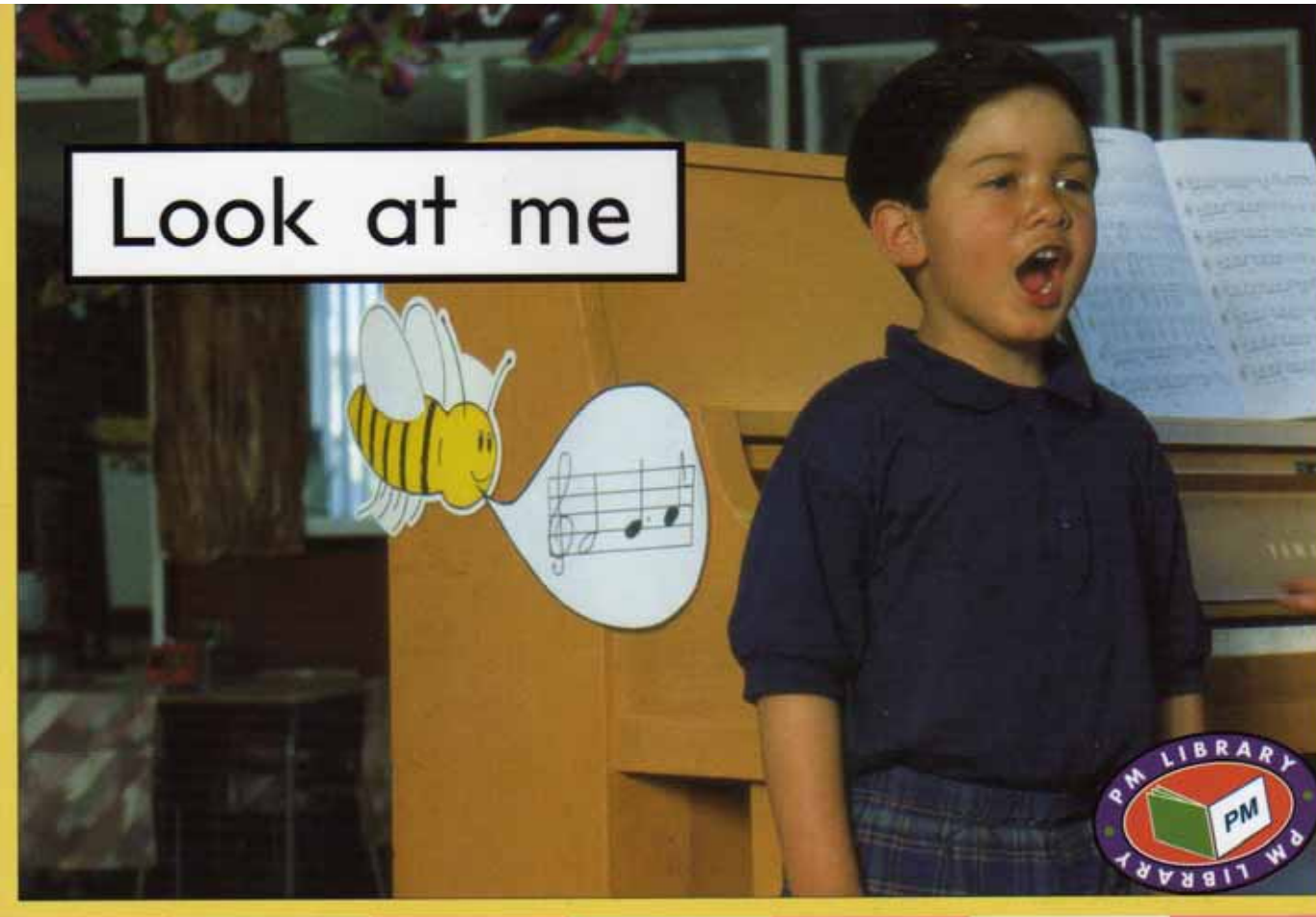


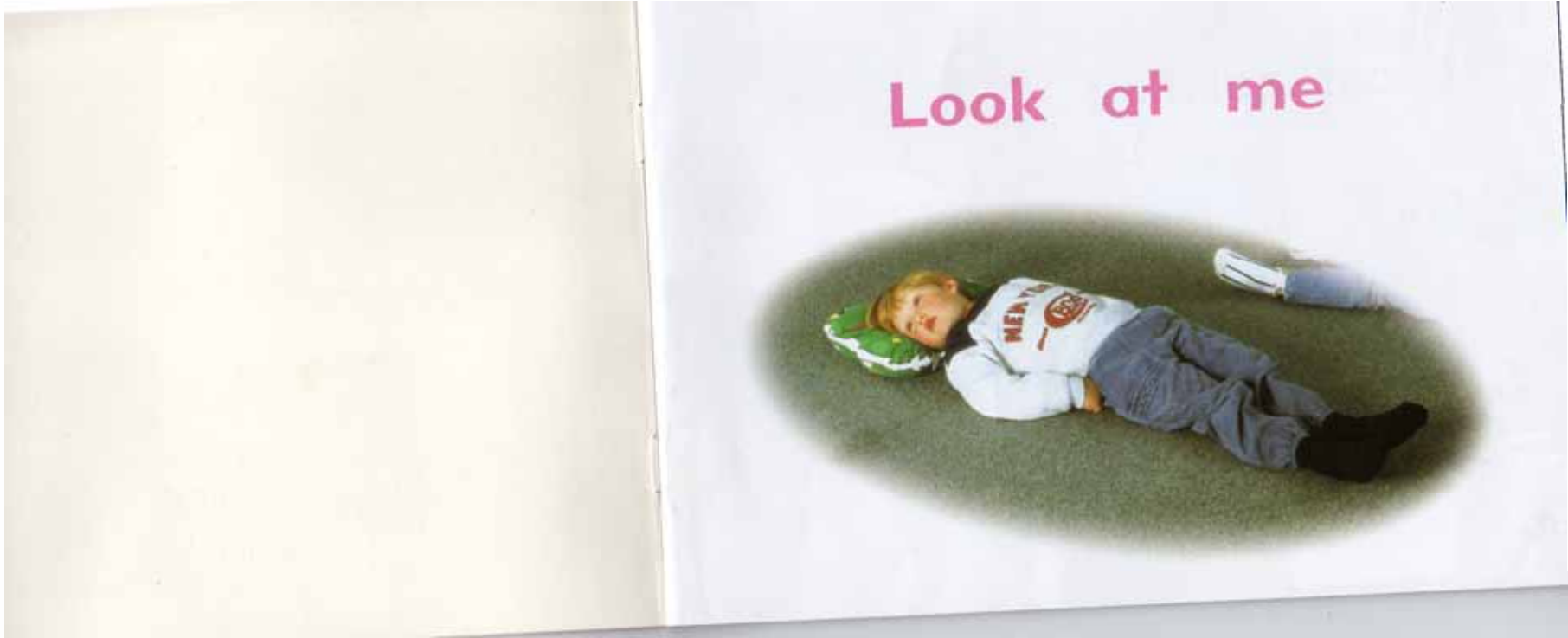






Look at me





I am painting.

Look at me.



I am drawing.

Look at me.



I am reading.

Look at me.





I am writing.

Look at me.



I am building.

Look at me.



I am counting.

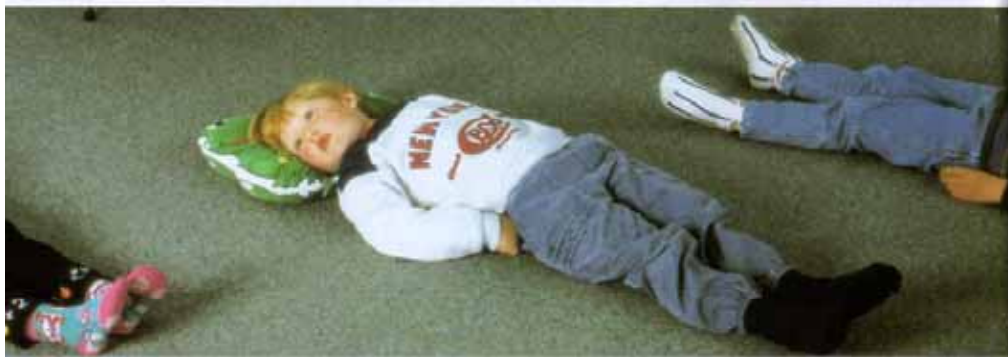
Look at me.





I am resting.

Look at me.



**PM Starters One**

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20 19 18  
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Look at me  
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**PM Starters C**

Me  
Mum  
Dad  
A house  
Big things  
Little things  
Dressing-up  
Playing  
Pets  
We go out  
Time for dinner  
At the zoo  
Mums and Dads  
The go-karts  
In the trolley  
Climbing  
The shopping mall  
Look at me  
The way I go to school  
The skier



# Listening to your child read

- Show your child that you are enjoying the story
- Give your child time to figure out the tricky words
- Read together at a time when there are no interruptions
- Talk about the story after your child has read it, to make sure he or she understands it.



# Stuck on a word?

Ask your child to:

- Think about what word would make sense in the story or sentence;
- Sound the word out;
- Think of a word that looks and sounds similar;
- Look for parts of the word that are familiar;
- Look at the pictures for clues;
- Go back and read it again.



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- Give you the confidence to support your child as they learn to read.
- Share information about what we do in school to teach reading.

