



Aims of today's workshop:

- To promote enjoyment of reading from an early age
- To support your child in reading, and understanding what they read.



Task

Reading with 90% accuracy

The old man ○□◆✠□■♣ ♫ me in with his right hand with a courtly gesture, saying in excellent ♫■♣●✠◆♫, but with a strange intonation:

'Welcome to my house! ♫■◆♣□ freely and of your own will!' He made no ○□◆✠□■ of stepping to meet me, but stood like a statue, as though his gesture of welcome had fixed him into ◆◆□■♣. The instant, however, that I had ◆◆♣□□♣ ♫ over the ◆♫□♣◆♫□●♫, he moved ✠○□◆●◆✠❖♣●□ forward, and holding out his hand ♣□♫◆□♣ ♫ mine with a strength which made me ◆✠■♣♣, an effort which was not lessened by the fact that it seemed as cold as ice – more like the hand of a ♫♣♫ than a living man.



Task

Reading with 100% accuracy

The old man **motioned** me in with his right hand with a courtly gesture, saying in excellent **English**, but with a strange intonation:

'Welcome to my house! **Enter** freely and of your own will!' He made no **motion** of stepping to meet me, but stood like a statue, as though his gesture of welcome had fixed him into **stone**. The instant, however, that I had stepped over the **threshold**, he moved **impulsively** forward, and holding out his hand **grasped** mine with a strength which made me **wince**, an effort which was not lessened by the fact that it seemed as cold as ice – more like the hand of a **dead** than a living man.

Dracula
Bram Stoker



It's very important to read to young children because their reading skills are important to their success in school and work. In addition, reading can be a fun and imaginative activity for children, which opens up all kinds of imaginary worlds. Also reading and writing are important ways we use language to communicate.



Reasons to read

Escapism

Relaxation

Empathy

Parent/Child relationship

Communication skills

Motivation to learn

Listening skills

Academic success



What makes a good reader?



FLUENCY

Word reading
(decoding)

+

Understanding
(comprehension)

= READING



Decoding – Reading the words

Helping your child to read words (decode)

We use the Read, Write Inc synthetic phonics programme to teach reading in reception and KS1. More information can be found on Ark Oval's website under *Curriculum – Phonics & Reading* including links to video tutorials.



Tips for helping your child to become an independent reader

- Encourage your child to 'Fred talk' any unfamiliar words, rather than telling them the word. Fred is a puppet who can only speak in sounds!
- Try not to correct your child's mistakes immediately. Let them finish the sentence/page then go back to the mistake and talk about it.
- Encourage your child to read the sounds and words in their Read, Write Inc book speedily.
- PRAISE them often!

Online learning

<https://www.teachyourmonstertoread.com/>

<https://www.phonicsplay.co.uk/>

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>



Fluency

‘To read a text quickly, accurately and with expression.’

- Let your child read the same text several times. Repetition builds confidence and familiarity.
- Read to your child. Showing them what a good reader sounds like gives them a model for how it should be done!
- Give specific advice to build fluency

Try to read these words together quickly (mark with your fingers)

Make your reading sound like talking

Use your best storyteller voice

Look at the punctuation. What is it telling you to do with your voice?

- Comment on your child’s reading. ‘Good reading’ is encouraging but not very specific to a child. Try some of the following:

I like the voice you used.

Your reading sounds really lively.

You changed your voice for a character.



Comprehension/Understanding

- Give your child experiences – this does not need to be an expensive trip out!
- Ask your child to picture what they are reading in their heads.
- Model comprehension. Think out loud when you read to them:
 - “I think he will do.... next because I know that...”*
 - “I wonder why he is doing that”*
 - “Something like that happened to me...”*
 - “I think she is sad because happened”*
- Give time to look at important clues such as the cover and title to make predictions.
“Let’s talk about what this book might be about”
- Encourage your child to stop and think about what they have read, rather than reading lots and lots of text.
 - *Can you picture it in your head? What can you see? Draw me a picture...*
 - *Tell me what’s happening*
 - *Tell me more about that*
 - *Who’s your favourite character? Why?*
 - *Are there any words you don’t understand?*
 - *Do you like this book? Why/why not?*
 - *Has anything like this happened to you? (Link to own experiences)*
 - *Have you seen or read something like this before? (Link to own experiences)*



Recommended Reading

See page 5 of your handout for recommended books for Year 1 and Year 2



TOP TIPS

Make reading a FUN and enjoyable experience, not something you 'have to do'

Give your child experiences they can relate to when they read about them

Remember, reading can be done anywhere! Signs, magazines, comics, the back of a cereal box.... It all counts!

20 Minutes of reading each day
= 3600 minutes/school year
= 1,800,000 words

