

**Reading Workshop**  
**Oakhurst Community**



**Primary School**

**September 2009**

*Research shows that your interest and involvement in your child's learning and education is more important than anything else in helping your child fulfil their potential.*

## **Reading is everywhere**

Everywhere you go there are things to read – whether you are shopping, waiting for a bus, visiting the museum or sitting at the doctors. There are lots of fun ways to improve reading without children even realising they are learning! By pointing out words around you, you will be making them aware of how important reading and literacy are.

## **Early stages of progression**

- Children show an interest and select books independently
- Children know how to hold and use books e.g. turns the pages etc.
- Awareness that print conveys meaning
- Begin to track words from left to right when looking at and using books
- Children begin to recognise some letters and words in text
- An increasing number of words are recognised on sight and good phonetic attempts (sounding out) are made at unknown words
- Comprehension skills are developing through discussion and awareness of events. For example, displays an understanding when questioned about aspects of the book
- Children begin to correct themselves when reading by development of grammatical awareness. For example, re-reads when sentence does not make sense
- Fluency and accuracy develop when reading independently

## **Reading is introduced and developed through:**

- School scheme reading books (changed frequently)
- Key words/cards (changed weekly)
- Sounds book (changed weekly)
- Guided reading sessions (weekly sessions in class—year 1 only)
- Daily story times
- 1:1 reading with the teacher (weekly)
- Role play resources for children to retell and act out stories

## **The skills introduced are:**

- Letter recognition
- Letter formation
- Blending (putting the sounds together which is the skill for reading)
- Segmenting (splitting words up, which is the skill for writing)
- Reading common and tricky words

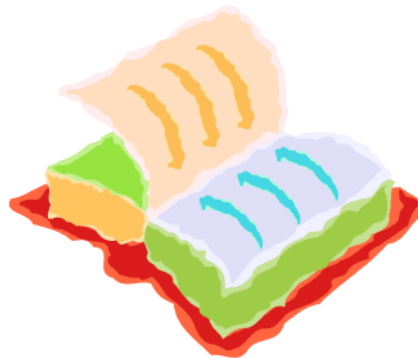


## **Reading from reception and beyond.**

In reception your child will begin his/her reading journey by learning the **sounds of the letters**, a, b, c, rather than the names of the letters i.e. 'ay', 'bee', 'see' (approx. 6 a week). These are used as an aid to developing pre-reading skills and can be included in fun activities e.g. 'can you find the sounds you have been learning this week in our book?', 'can you find the sounds in your name in your sounds book', making a collage of things that begin with a particular letter, or even eating foods that begin with a particular letter!

At the same time your child will begin bringing home a wordless or simple reading book, which is a book with a sequence of pictures that can be used to tell a story. Sequencing is an important pre-reading skill. Children begin to understand that you start at the beginning of a book and work through, from left to right, to the end.

It is important that you encourage your children to describe the pictures, as they will need to look for clues in the pictures once text is introduced, and maybe give their opinion about what might happen next or why certain events have taken place.



## **When reading with your child please do not:-**

- hide the pictures, these will often give your children valuable clues about the words
- make a child read if they really do not want to, read to them instead and encourage them to have a go next time
- assume that if your child is not reading fluently your time is wasted, it is not. It is just as important to encourage, support and value your child's reading, whatever stage they may be at.

Please feel free to use the children's reading records to make any relevant comments or queries about your child's reading progress.



## **What can you do to help your child with their reading?**

Research shows that parents who get involved in their child's education make a big difference to how well their children learn.

Suggestions for improving a child's reading:

- Spend 10 minutes a day reading together. Talk about the pictures and characters as you make up your own stories
- Buy books as presents
- Make a special place to keep reading books from school, books borrowed from the library and books bought as presents. It will show how important reading is to you
- Take turns to read alternate pages. This gives the child a chance to see you reading
- Read in new places, in the bath, in a den behind the sofa or up a tree!
- Look at catalogues and brochures together
- Look at newspapers together and point out more unusual words
- Let your child see you reading and talk about what you like and don't like reading
- Magnetic letters on the fridge are great for making simple words
- Let your child spot letters they recognise in words
- Encourage your child to read the words on food packets when you are unpacking shopping or cooking
- Sing nursery rhymes and songs together
- Put books in your child's toy box
- Borrow story tapes, CDs and book packs from the library
- Reluctant readers often enjoy pop-up or lift-the-flap books. These can be borrowed from the library for free
- **Praise any reading attempts whatever the outcome!**



## **What should you know?**

Children often learn stories off by heart so that they seem to 'read' a book. This is normal and shows they understand the connection between the words in print and the story.

Children will often want to read the same book over and over again. This shows they are enjoying the book and getting real pleasure from reading.

Praise is really important in encouraging a child to read. Even if they don't get everything right, a 'well done' is very motivating. If they are struggling, remind them of things they are good at, or things they love but had to practice to get good at (for example cycling or swimming).

A word you will hear from school is 'phonics'. This means the letter combination sounds rather than the letter names. Knowing the correct letter sounds provides the skills needed in order to aid children to begin reading and writing

If your child gets stuck, encourage them to sound out the word and use clues in the story to help them guess what the word is. Pictures can help give clues to words as well. Part of learning to be a better reader is being able to guess what new words mean and how they sound. Don't cover up the words to make your child read 'properly'.

Have high but realistic expectations. Remember that all children do not improve their reading steadily, but sometimes seem to get worse and then improve even more. If you are worried about your child's reading, please see the class teacher.



Remember the five fingered approach to selecting a book for your child to read? The five fingered approach is a simple test to ensure that your child is picking the right book for their ability. It's as easy as one, two, three!

### **ONE**

Your child picks the book they would like to read

### **TWO**

Place five fingers in the air and ask your child to read the first page (100 words allows the percentage to work!) For each word your child struggles with, reads incorrectly or cannot read, you put one finger down.

### **THREE**

If five fingers are left in the air, the book is suitable. With three or four fingers in the air, your child may need some support in reading the book. If none, one or two fingers are in the air, the book is too hard for them to read on their own, and they should look for another book.

**...and that's the five fingered approach for investigating reading suitability of a book – why not try it on your child's next book?**

**WORKING TOGETHER, ACHIEVING TOGETHER  
AT OAKHURST**

## **Some useful websites for you:**

**[www.jollylearning.co.uk](http://www.jollylearning.co.uk)** - Jolly Phonics

**[www.parentlink.co.uk](http://www.parentlink.co.uk)** - contains ideas to help at home

**[www.bbc.co.uk](http://www.bbc.co.uk)** - school section (words and pictures for phonic activities)

**[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)**

**[www.familyreading.org.uk/parent](http://www.familyreading.org.uk/parent)**

**[www.read-count.org/index.asp](http://www.read-count.org/index.asp)**

**[www.crickweb.co.uk/assets/resources/flash.php?&file=ww](http://www.crickweb.co.uk/assets/resources/flash.php?&file=ww)**

**[www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm](http://www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm)**

**[www.snaithprimary.eril.net/rindex.htm](http://www.snaithprimary.eril.net/rindex.htm)**—nursery rhymes



We hope this explains a little about the reading skills your child will be encouraged to develop.

Please feel free to come and speak to us about this subject if you would like further information or have any ideas other people would find useful.