



Hunters Hall Primary School
How to Hear your Child Read

Welcome to our
Reading Workshop

By the end of the session

- Know the importance of talking to your children when they read.
- Know how to help your children understand what they are reading.
- Understand what retrieval, inference and prediction questions are.



We want children to enjoy reading. We aim to create life long readers, who grow up with a reading for pleasure.

What research says.....

- Evidence suggests that there is a positive relationship between **reading frequency**, **reading enjoyment** and **academic attainment**. (Clark 2011)
- **Reading enjoyment** has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2012)



Reading Partnership

Learning to read is best taught on a **one-to-one** basis, therefore **reading** with your child every day will make a big difference.



Reading has two components

Word recognition (decoding)

- The ability to recognise words .
- The ability to apply phonic rules
- Segment and blend letter sounds (c-a-t = cat)

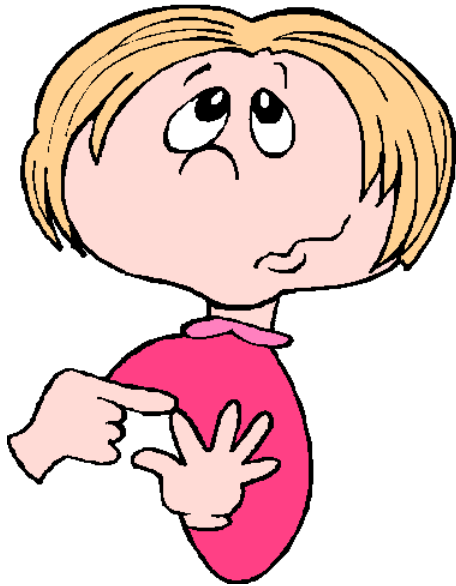
Understanding (Comprehension)

- The process by which the words, information and sentences are interpreted.



What are phonics?

- How many letters? 26
- How many sounds? 44
- How many spellings of the sounds? 144



sh ar p

sharp

Blending for reading and **Segmenting**
for spelling

I can read really well

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA



Word cards and 'sound' cards

- Your child will bring home sound cards with words to be read. The card also includes tricky or hard to read words. Help your child to learn them.
- Some children find the words difficult to learn. Be patient and try and have fun.

High frequency words and 'Tricky words'

the

with

plays

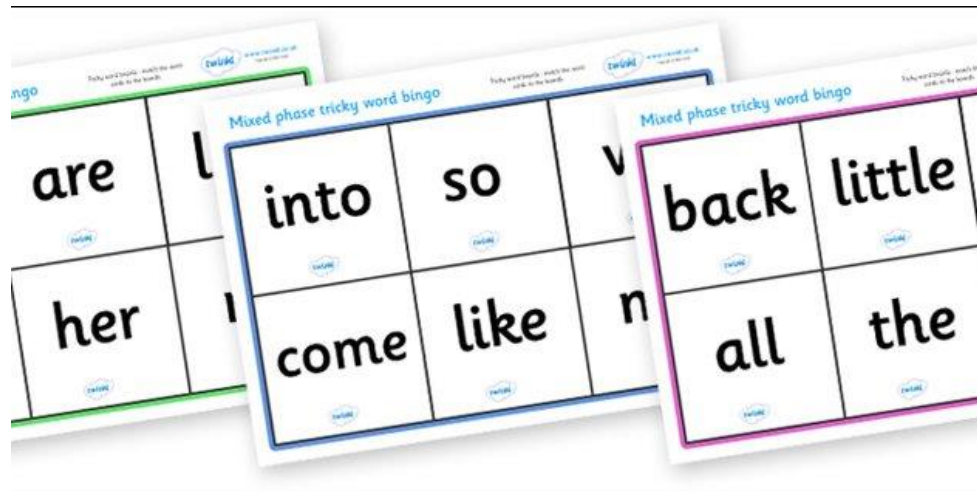
dog

a

dog

You can make sentences with the flashcards or play games.

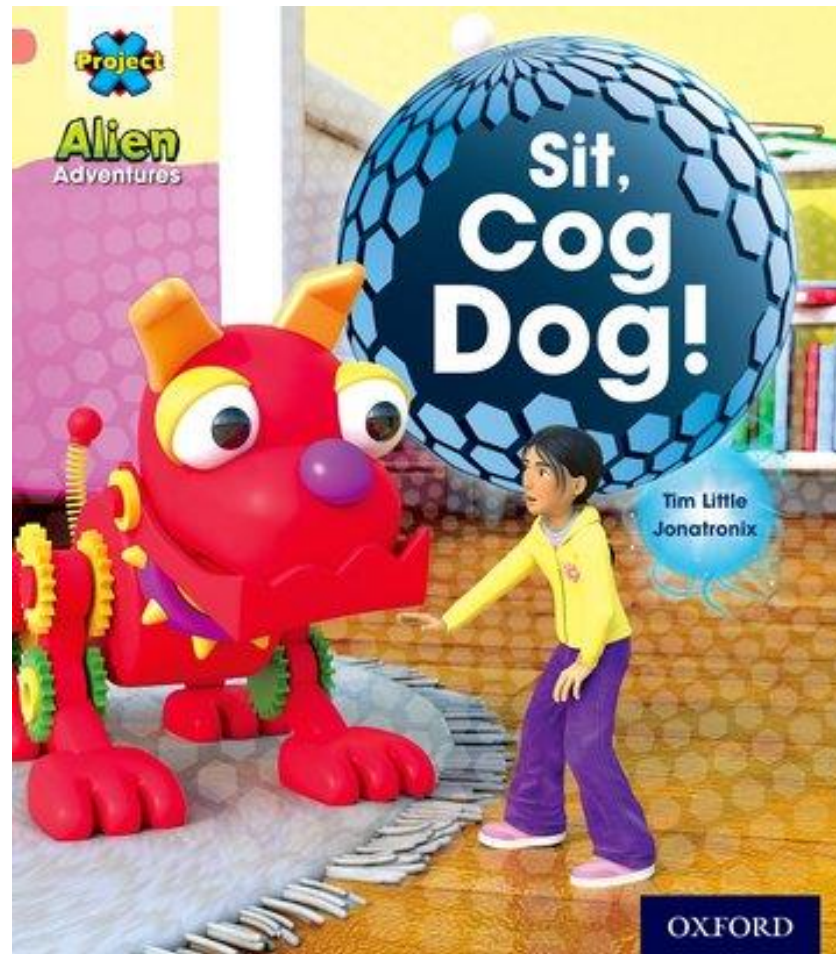
the dog plays with the girl



Reading with children

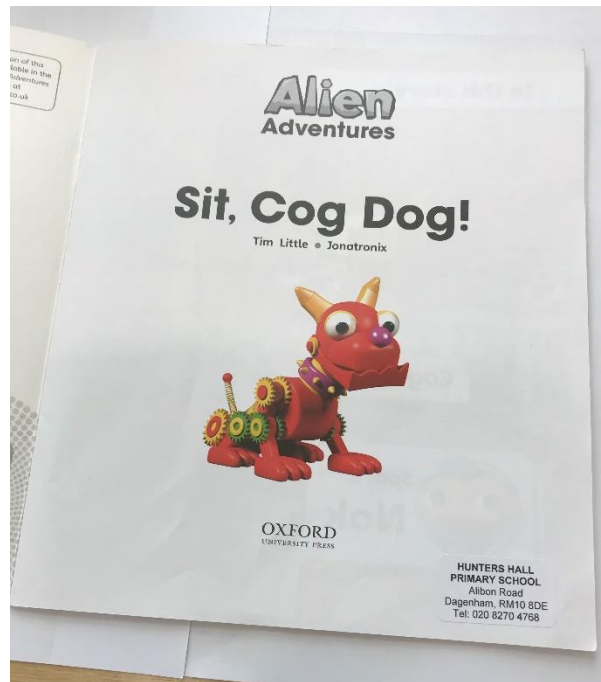
- Talk through the book.
- Look at the title and the illustration.
- What do they think the story is about?
- Talk through the book using some of the language of the story.

Read the title and talk about the front cover.

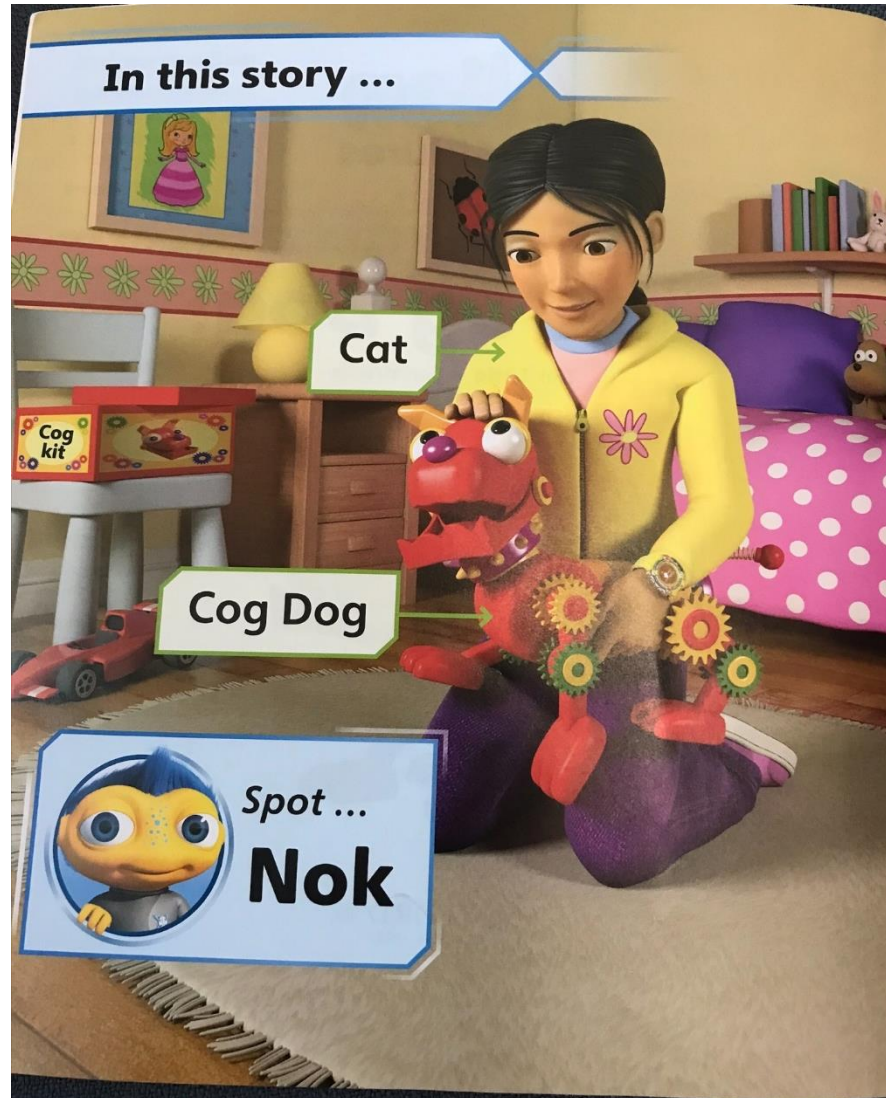


Repeat.....

- What is the title of our book?



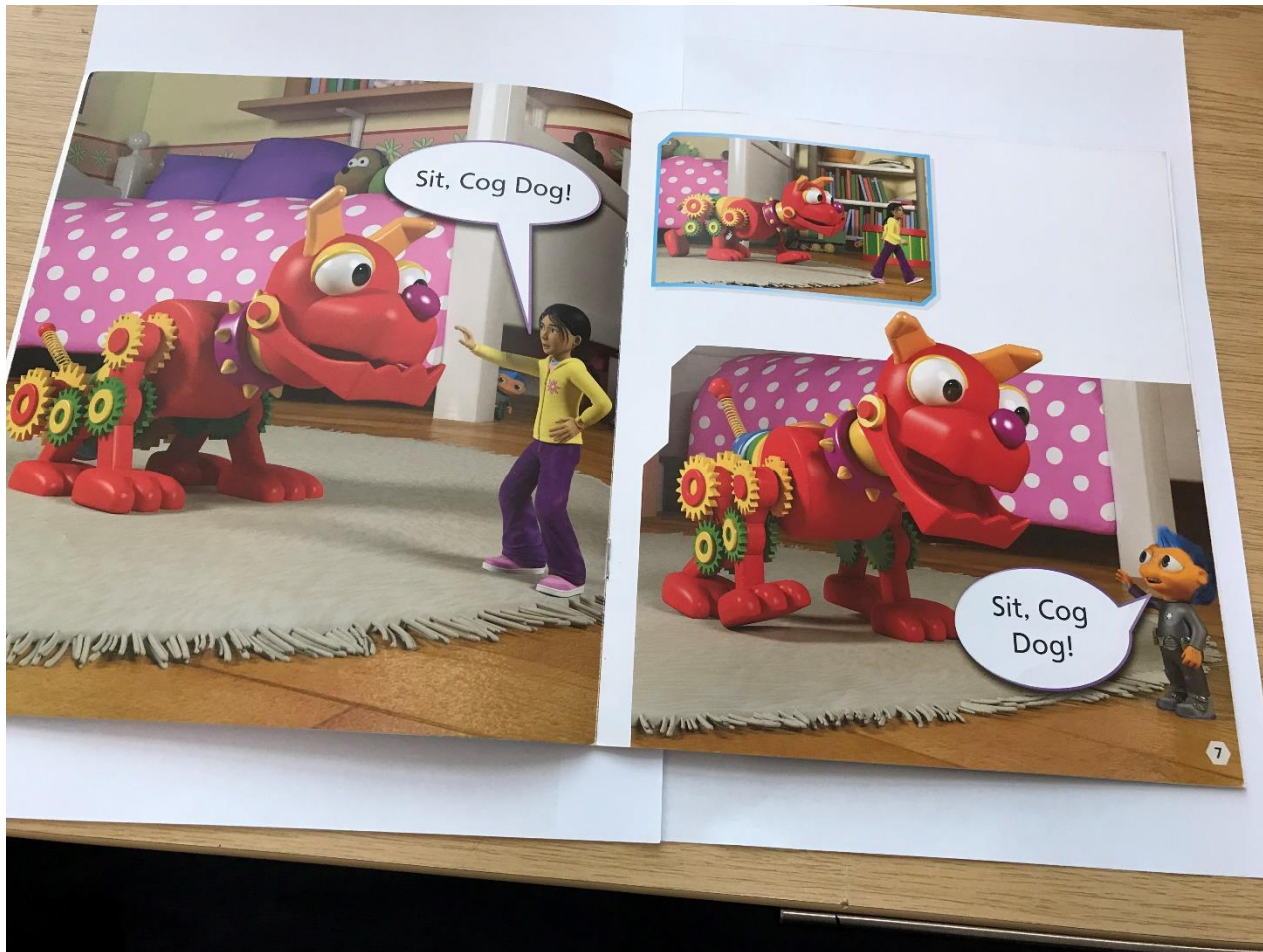
Introduce the characters



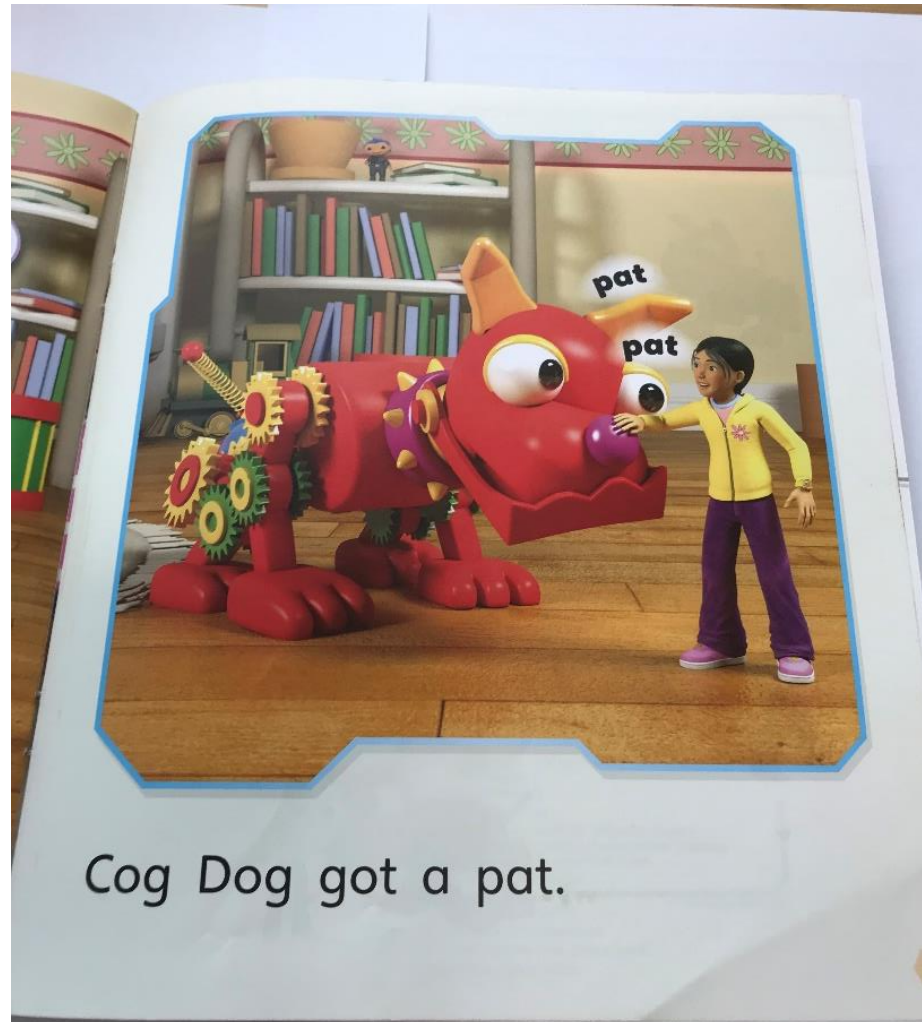
Talk first then segment and blend



Look for repetitions Where else can you see the words Cog Dog?



Read back for each word – hear your own voice

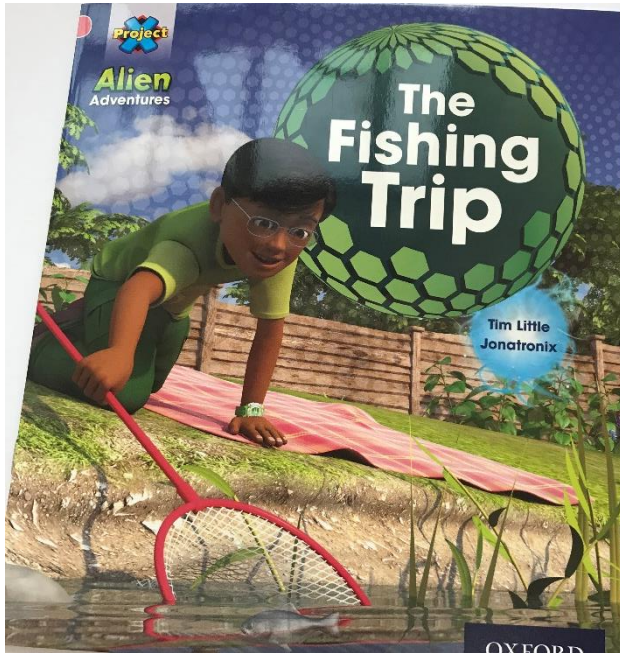


Relate to your child's own experience.



Introduce the book

- Talk about the front page.
- Read the title by blending and segmenting.
- Re read the title on the inside cover.



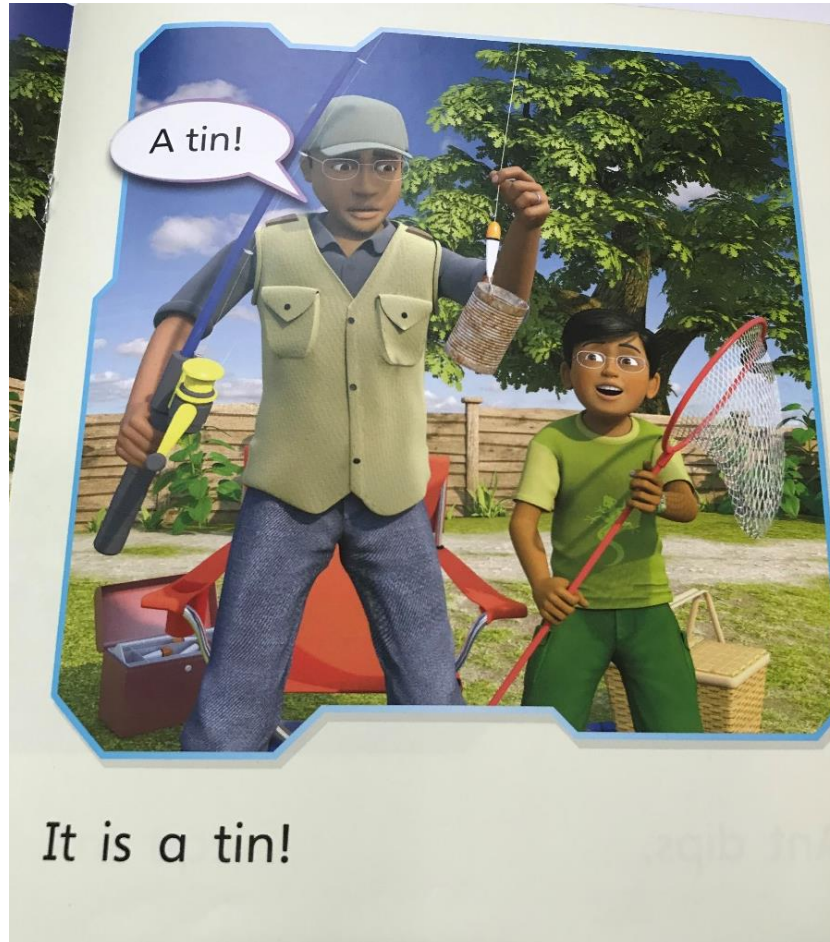
Introduce the characters



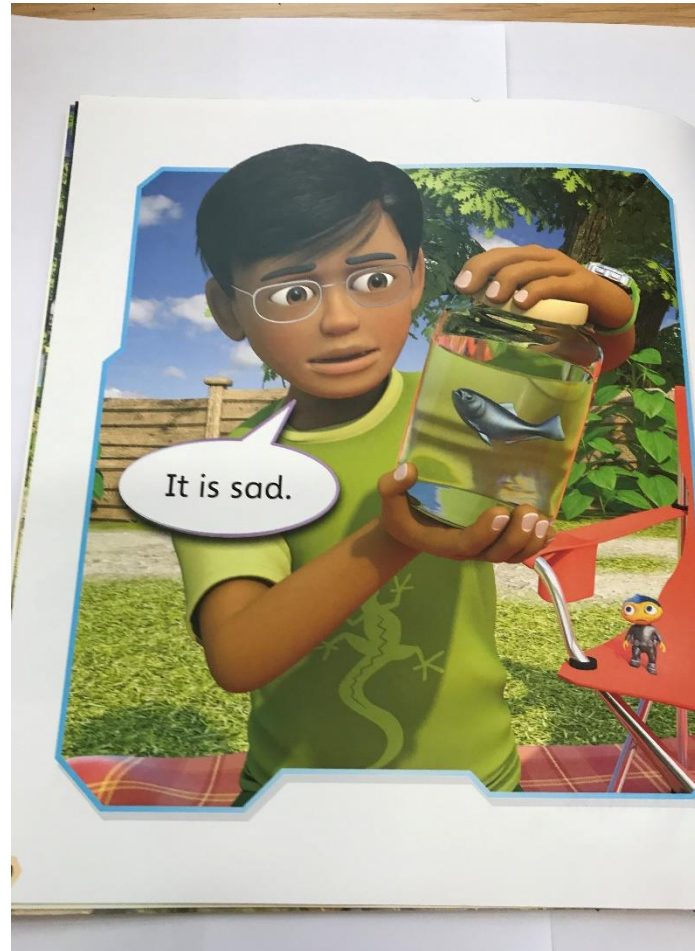
Talk first, then segment and blend.



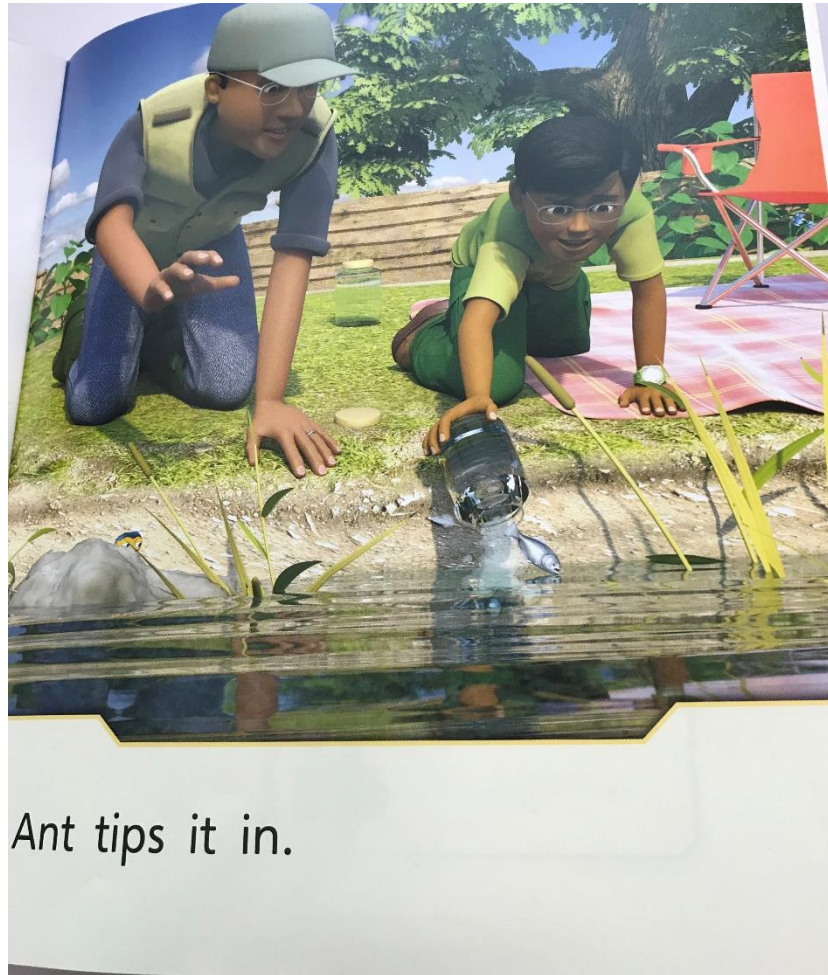
Segment and blend. Look for repetitions.
Do we need to use our sounds?



Making **predictions** and **inferring**. **What do you think Max should do?** **Why is the fish sad?**



Read back for each word



Relate to your child's own experience



What to do if your child is stuck?

Fixing up strategies.....

- Use phonics. What does the word begin with?
Can you blend the first few sounds of the word together?
- Look at the pictures.
- Go back and read the sentence again.

Focus on meaning too!

Tim lets his pet frog go.



It **h***** across the log.

- It **hops** across the grass?
- It **hips** across the grass.
 - Does that sound right?
 - Does it look right?
 - Does it fit with the story?
 - Does it make sense?

Word Meaning



Recall and Evaluate

- After reading a story encourage your child to retell the story in a few sentences. E.g This book is about.....
- Encourage your child to say what they liked or disliked about the book.
- Ask your child about the behaviour of the main character. E.G – Max was kind because he put the fish back.

Helping at home

- Give reading status and importance by reading every day with your child.
- Join the library.
- It is a good idea to share reading aloud as you can model pace, expression and fluency for your child. 'story teller voice'. Model reading sentences back.
- Use plenty of praise. Do not criticise when they get it wrong. Patience!
- Use questioning without ruining the flow of the story!

Sharing stories with your child is enjoyable and will also help them to learn to read.



Read story book to your child every day – The best time of the day

- Encourage your child to join in.
- Talk about the pictures.
- Ask questions about the story
- Most importantly sharing stories is supposed

to be **FUN!**



Useful websites

- www.booktrust.org.uk
- www.literacytrust.org.uk
- www.oxfordowl.co.uk
- www.phonicsplay.co.uk
- www.lettersandsounds.com