



*Lower key stage 2 Reading
workshop pack*

*Wednesday 19th November
2014*

10 TIPS ON HEARING YOUR CHILD READ

As parents you are your child's most influential teacher with an important part to play in helping your child to learn to read.

Here are some suggestions on how you can help to make this a positive experience:

. Choose a quiet time

Set aside a quiet time with no distractions. Fifteen to twenty minutes is usually long enough.

2. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

3. Maintain the flow

If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.

4. Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

5. Success is the key

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

6. Visit the Library

Encourage your child to use the public library regularly.

7. Regular practice

Try to read with your child every day. 'Little and often' is best.

8. Communicate

Try to communicate regularly with the teacher using positive comments and any concerns about your child's reading. Your child will then know that you are interested in their progress and that you value reading.

9. Talk about the books

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

10. Variety is important

Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, and information books.

Different styles of reading

Remember children need a number of strategies to learn to read. Different children learn through different ways! We encourage them to try a variety and any of these are perfectly acceptable;

Sight vocabulary - learning words by sight, this is particularly important with high frequency words that cannot be sounded out.

Decoding - sounding out words and then blending them together to hear the full word.

Contextual clues - reading the sentence to predict what the unfamiliar word could be or looking at picture clues.

How to help your child to read

There are a variety of different methods for you and your child to choose. Remember that reading should be relaxing, and above all an enjoyable time, for both of you.

A good way to start is with a book that you loved reading as a child. Your affection for it will be picked up by your child and it will almost certainly become a favourite of theirs.

1. Paired Reading

Place the book so that you both can see it clearly. Let your child point out the words from below while you point from above - then you both read the story aloud, saying the words together. Make the story sound exciting. Don't worry if your child makes mistakes or doesn't know many words - just keep on reading and enjoy the story together.

2. Shared Reading

This can be done in either of the following ways:

Read the story first to your child and then let your child read, but do not correct every mistake he or she makes. If the word they use still keeps the meaning (home instead of house for example) then that is fine, but if the meaning is lost then ask them to re-read the sentence. When your child comes to an unknown word, wait a few seconds before supplying the word yourself.

Share the book with your child by reading alternately. This may be a line or a page each.

Suggested activities for after reading

- Write about what the book is about in no more than 50 words.
- Describe a character using words and phrases from the text.
- Describe how a character is feeling
- Complete a thought and a speech bubble for a character in the book.
- Look at words that the author has used and think about why he has used them.
- Write a diary entry as a character from the book.
How are you feeling? Why?
- List 5 facts from your book. See if you can turn one into a super sentence (Did you know....Amazingly.....)
- Make a comic strip retelling a part of the book you have been reading (don't forget speech and thought bubbles)
- Write a letter to the author telling them what you thought of their book and why

Useful websites:

www.educationcity.com

www.bbc.co.uk

www.rif.org.uk

www.literacytrust.org.uk

www.love2read.co.uk



BOOKMARK

To support parents to ask good questions when reading with their child.

- Where does the story take place?
- Which part of the text tells us about...?
- Who was the character that...?
- Can you retell the story?
- Find one/two things that the character did in this part of the story?
- Which is the funniest/scariest/most exciting part of the story?
- What do you think would have happened if...?
- Why was...happy/sad/angry at this part of the story?
- What do you think is going to happen next? Why do you think this?
- How do you know that...? Can you explain why...?
- Do you agree with the author's opinion?
- How do you feel about this topic?
- How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening?
- Which part of the story best describes the setting/characters/action?

- What do these words tell you about...?
- Why do you think the author chose this particular setting for this story/poem/play?
- How has the author started this in an interesting way? What makes you want to read on?
- How does the author try and persuade you to...?
- Do you know any other stories like this? Tell me why they are alike?
- The writer says.... Do you agree or disagree?
- When do you think this text was written? How do you know?

SUPPORTING DECODING

- What sound does that make?
- What sounds do you recognise?
- Does it look like another word?
- Can you break it up?
- Can you see any other words you know in that word? e.g the in another
- Read the whole sentence and come back to it? Does it make sense?
- Can you sound out one sound at a time?
- Can you put the sounds together? (blending)
- What sound is on the end?
- What sound do these letters make when they are together? E.g.sh

Year 3 and 4 end of year expectations

Reading Comprehension
Pupils should be taught to:
- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes e.g poems in verses, comic strips, narrative in a diary etc
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books e.g. books on war, the Romans etc
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination – why has the author used this word?
- recognising some different forms of poetry [for example, free verse, narrative poetry]
understand what they read in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text e.g why does the character do that? What was happening in the world at the time when the book was written?
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.