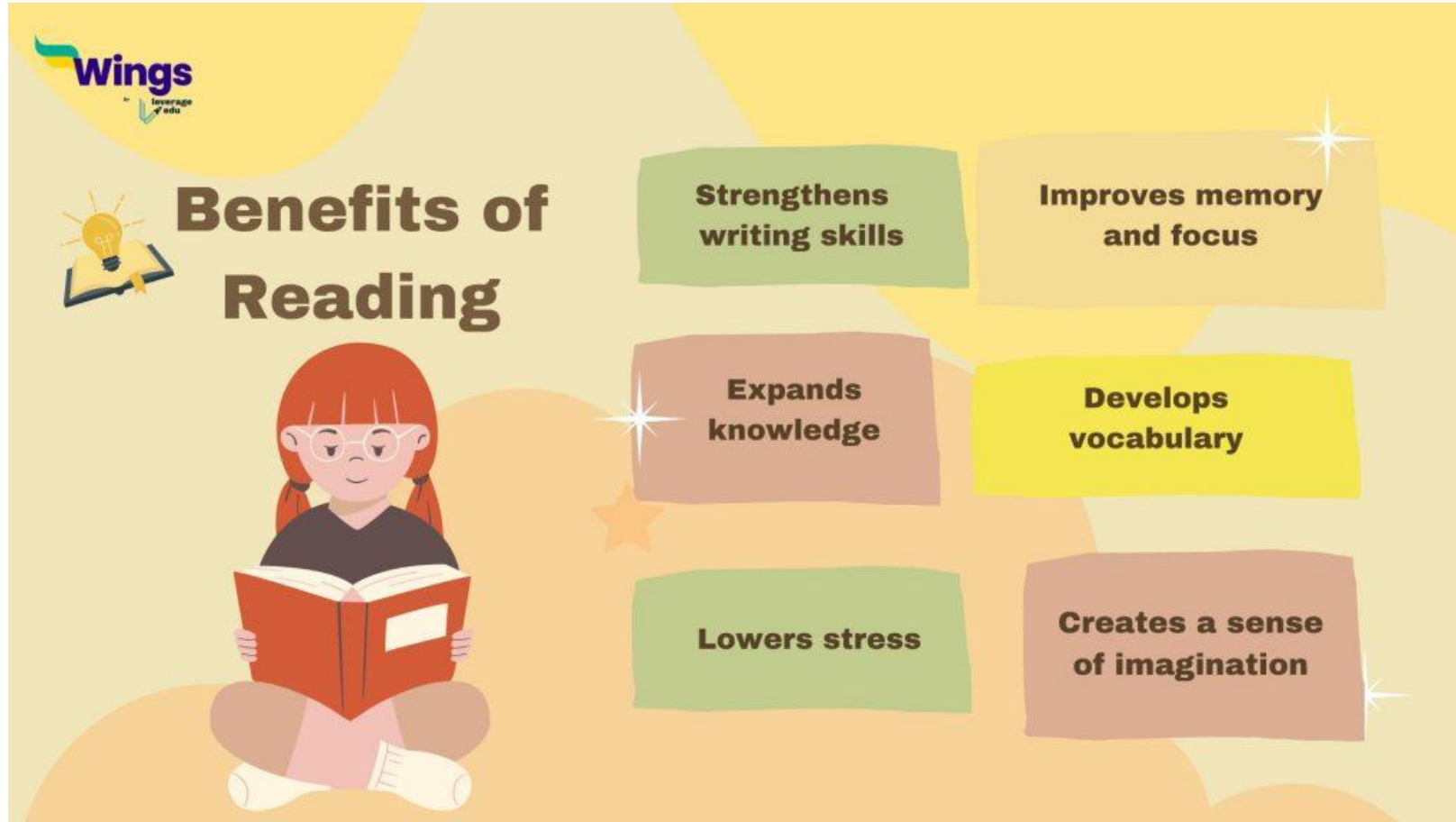


READING WORKSHOP

Autumn 2024

WHY READ?



OUR CHILDREN — WHY READ?

- “It helps you with your writing.”
- “It is good for your Growth Mindset and makes your mind work harder.”
- “It gives you ideas and improves your imagination.”
- “It helps you become more creative.”

THE SIMPLE VIEW OF READING

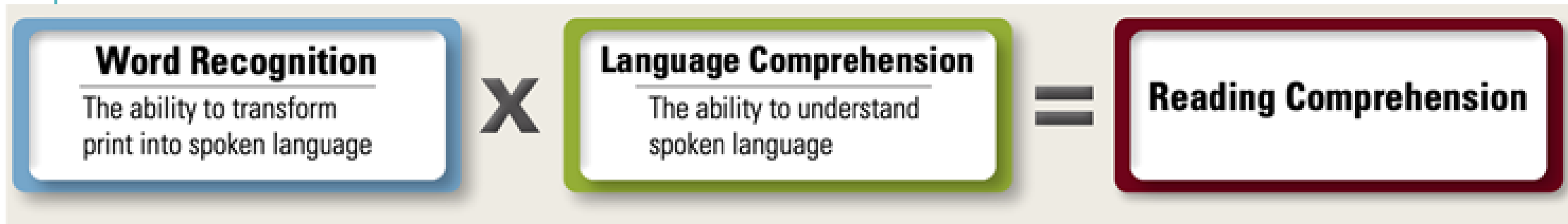


Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)

- The national curriculum has two dimensions: 'word reading' and 'comprehension'
- Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read.
- Word reading (decoding) refers to reading unfamiliar words by saying the sounds corresponding to the letters in the words and then blending the sounds together and reading familiar words accurately at a glance.

END OF RECEPTION EXPECTATIONS:

Comprehension ELG

- Children at the expected level of development will:
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play

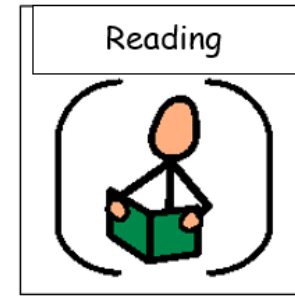
END OF RECEPTION EXPECTATIONS:

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs. E.g. ch, sh, oo, ee, oa
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

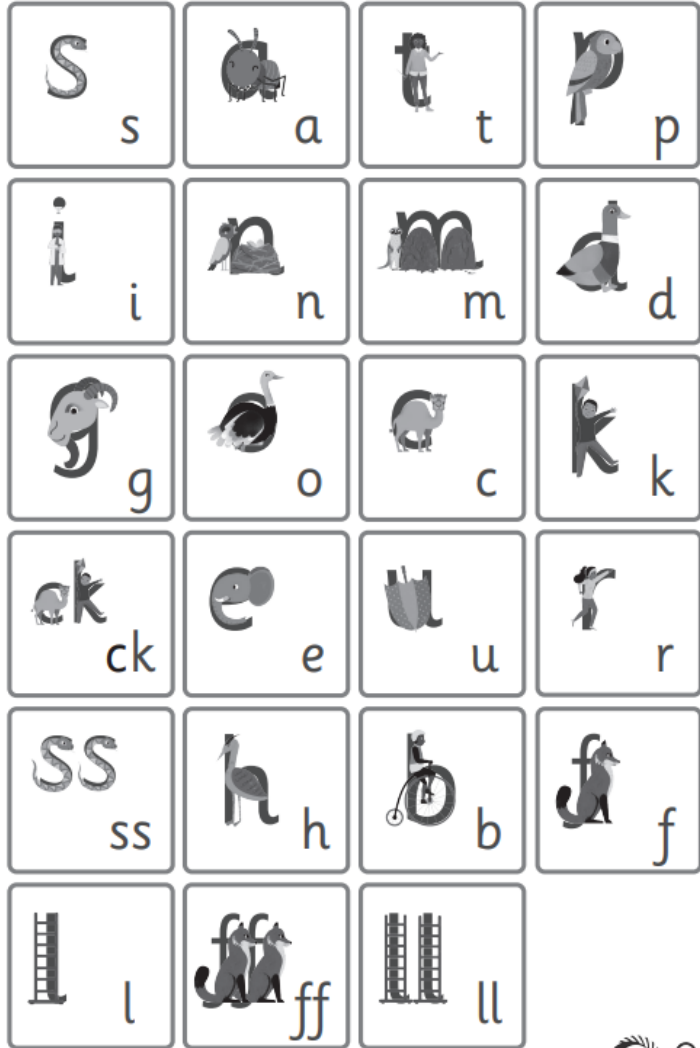
READING IN EYFS AT ST. PAUL'S



- We teach daily **discrete** phonics sessions to teach direct knowledge and to excite learners to explore reading concepts in their play.
- Nurturing a love of reading from a young age builds the foundations for your child's development, giving them a head start in their learning journey.
- Reading sparks imagination, encourages creativity and promotes communication for children. That is why literacy makes up such an important part of the EYFS and should become a part of your child's daily routine.

Step 1 – Learning the sounds

PHASE 2

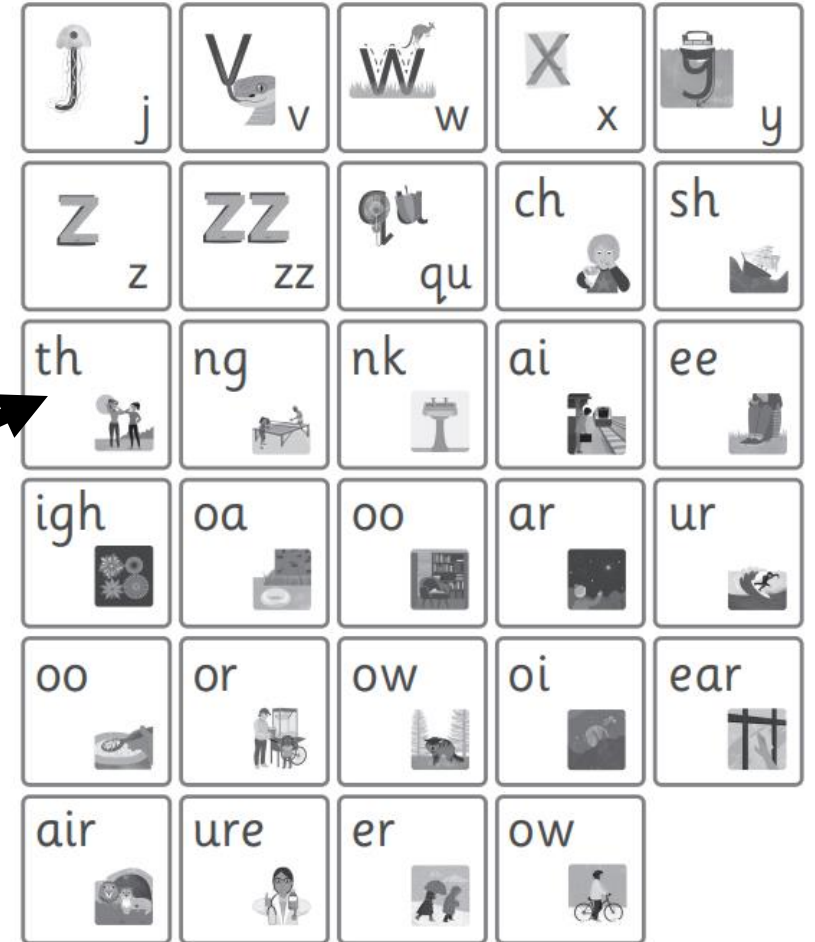


- Listen to the children say the sounds.
- It is important they say the **sound** and not the name.

A digraph is two letters that combine together to correspond to one sound (phoneme)

e and e says 'ee'

PHASE 3



Step 2 – Segmenting and blending words

pat



tap



- Listen to the children segment and blend these words.
- Sound buttons under each sound.
- Children are encouraged to use robot arms/voices when segmenting and blending words.

thin



- One sound button for 'th'

Tricky words

no

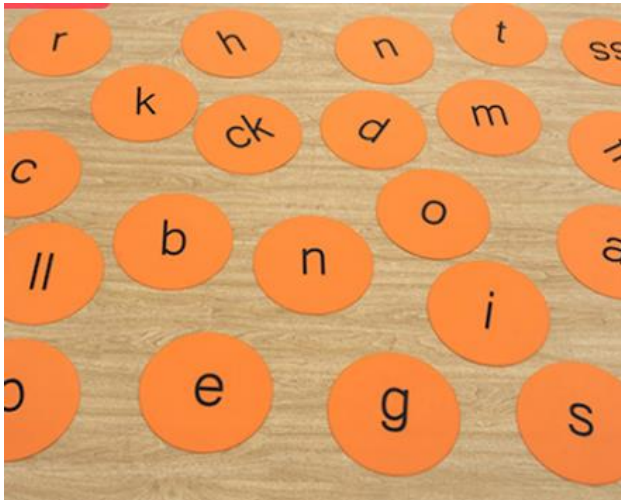
the

- These words cannot be segmented and blended.
- We call these 'tricky words' as they try to trick us!
- These words are learnt by sight. The more you see them, the more you will remember them.

The **kid** sits.

Put on a **kit**.

Now it is your turn to try some phonics activities with your child!



We will finish the workshop with a short story as we would like to model some comprehension strategies to use at home.

WHAT TO READ?

- Children should read a range of different texts including stories, information books, picture books and poetry
- School website <https://www.stpaulscrompton.org.uk/reception>
- Local library suggestions
- Recommendations from peers or Teacher
- <https://www.booksfortopics.com/>
- Re-reading previous books

- ‘Pupils are much more likely to enjoy reading if they have chosen the book because it appeals to them rather than because they have been told to read it.’



HOME READING



- Home Reading is expected 5 times a week for at least 10 minutes
- This should be the book sent home from school – book banded
- Teachers will check Boom Reader and monitor home reading
- If your child has not completed enough sessions of home reading in a week they will be asked to complete at another time.
- All reading at home should be logged on Boom Reader by an adult
- Children receive rewards for reading through Boom Reader

SUPPORTING READING AT HOME

- When reading at home with your child, try also talking to them about the book and what they are reading.
- There are a set of questions available to take home which you could ask your child about their reading.

Supporting Reading at Home

Sharing a book with your child.
How you can help.

Features

- Look at the cover.
- What do the pictures tell us?
- Point to the title.
- Can you find the blurb?
- What do you think the book is about?
- Who is the author? Illustrator?

Pictures

- Take your time and look at all of the pictures in the book.
- Talk about them and discuss if you like/dislike them.
- Build your vocabulary by listing things you can see in each picture.

Reading

- Point to the words as you read to make sure no word is skipped.
- Allow your child to sound out long words and try to figure out what the word means themselves.
- Use 'phonics mat' to help with sounding out.
- Continue to ask them questions to ensure they understand what they are reading.

Predictions

- Discuss what you think will happen in the story and encourage them to say why they think this.
- As you read, encourage them to guess what might happen next.
- If they don't know a word, encourage them to use the pictures and previous sentences to guess it.

ASKING QUESTIONS ABOUT A TEXT (COMPREHENSION)

Reading - Blanks Questions

Level 1 and Level 2

- Naming Things
- Describing things – **Who?**
What? Where?
- 60% of 3 year olds understand level 1 & 2

Level 3 and Level 4

- Talking about stories and events
- Solving problems and answering **Why?** questions
- 65% of 5 year olds understand level 3 & 4

(Blank, Rose and Berlin 1978)

Level 1	Level 2
Find one like this. What's this? What colour is this? What did the ... say? What can you see? Show me the ... Is it X or Y? Who is this?	Find one that is ... can ... What's happening? Who is ..? When did ...? Where's the ...? Finish this sentence. What is this for? Tell me about this thing. What does it do? Find one that is X or Y. How are these different? What else is a X? (category) What else could they ...?
Level 3	Level 4
Find one to use with this. What will happen next? What could he say? Tell me how that would happen... What happened to all of these? Tell this story. How are these the same? Find the ones that are not... Name something that can.... but is not a... Eg. Name something that flies but is not a duck. Name something that is not a...	Where will...? What will happen if...? Why will...? Why wouldn't it...? (characteristic) What made it happen? What could you do? What could we use? Why is... made of that? How can we tell? Why is this called...? Why can't we...?

- Stop at the end of each page and talk about what you have seen, heard or read
- Spend time looking at the pictures as these help an early reader to understand the story
- Remember the 10 second rule for a response

HOW CAN YOU HELP WITH READING AT HOME?

I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Create

Use reading to inspire drawings or new stories.

Go Online

Look online & in app stores for appropriate word & spelling games.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!

COMMENT CARDS AND SURVEY QUESTIONS

- We hoped you have enjoyed the session and see how important reading is in our school curriculum.
- We would like your feedback on the session and how useful you found it.
- Please complete a comment card about the session.
- Don't forget our adult bookshelf in the office waiting area!

