

Reading workshop notes

Your child will read twice a week as part of a small group. They will be practising a specific decoding skills and take part in a comprehension activity. One book will be phonics based and the other will reinforce looking at the pictures and learning sight vocabulary. We will also continue to share books which are read by an adult to the whole class and to smaller groups of children. We will practise the higher order comprehension skills at these times.

Reading readiness

Children should always enjoy reading and sharing books. Some children will not be ready to take on learning words and phonics. Please do not worry about this at this stage. The most important thing is to be sharing books with your child and encouraging the enjoyment of books. If you start pushing them to read words before they are developmentally ready for this learning it can turn them off and they may never be ready, as it is associated with something that is not fun for them. You will recognise when they are ready. Obviously some children may have specific learning difficulties, which we may pick up towards the end of the year. These children will be give strategies to help them with their reading development.

Oxford reading Tree Scheme

The books we send home are from the Oxford Reading Tree Scheme, which we abbreviate to ORT books. These follow a specific line of progression and should not be the only reading that your child does. Please do not read this book more than three times at home. We use these for teaching particular decoding and comprehension skills. To practise and reinforce these skills you child needs to continue to share picture books from home and the library. They can also choose to take home colour banded books, which are on the shelves by the hall.

Colour banded books

These books are situated by the school hall in our small reading area. The books are colour banded, starting with pink. Each colour band is on a different shelf. Your child's ORT book has a coloured sticker which correlates to the banded books. You can choose books (with the corresponding coloured sticker) with your child from this area as often as you like. Please write the titles of these books in your child's yellow reading record. Please feel free to choose a book you have already read and read it again, it is good for children to repeat texts. This gives you the opportunity to ask questions such as:

- Do you remember what happened next?
- What were the characters names?
- What type of story is this, sad, funny, scary?
- What was you favourite part of this story?

Library books

Your child has a library card in the library area. You may take out two books at a time. Please scan the books out on the computer in this area. It is fairly self explanatory but I have given brief instructions below.

1. Make sure that library programme is on circulate.
2. Scan the barcode in the library book.
3. Scan your child's bar code.
4. Take home!
5. To return books scan the bar code in the book and put in the returns box.

Comprehension skills and types of questions

There are different comprehension skills, which are:

1. Prediction

This involves predicting what may happen next based on the knowledge and understanding of the genre and based on what they have read so far. Questions to ask for this skill are: What do you think will happen next?

2. Recall

Remembering direct information in the text. Question to ask to for this skill are: Who...? When...? What...? Where...?

3. Inference

Understanding what the text is saying, when it has not specifically been written. See an example below?

Turner almost wished that he hadn't listened to the radio. He went to the closet and grabbed his umbrella. He would feel silly carrying it to the bus stop on such a sunny morning.

Which probably happened?

- a. Turner realized that he had an unnatural fear of falling radio parts.
- b. Turner had promised himself to do something silly that morning.
- c. Turner had heard a weather forecast that predicted rain.
- d. Turner planned to trade his umbrella for a bus ride.

Questions to ask for this skill are: How do you think...?

4. Deduction

Making a deduction about the text read. Such as 'Kipper looked different as he had to look like a bear to go to the teddy bear's picnic. Questions to ask for this skill are: Why did...? Why do you think...?

5. Summarising

Summarising the text in sequence. Questions to ask for this skill are: What happened in this story? What happened first / then / next / finally?

6. Clarifying

Explaining what the text is saying and making connections to events in the story and between the text and their own lives and experiences.

7. Visualising

Making an image in their heads about what the text is 'saying'.

The importance of picture books at this stage

Comprehension is a key skill in learning how to read. Pictures in all story books are brilliant for developing a range of comprehension skills. Please never cover the picture when your child is trying to decode the words. You can use the picture to predict some words before you even look at them. If there is a dog in the picture you can ask your child to find the word dog. In picture books that you share with your child you can ask them questions such as:

- How are the characters feeling?
- Why do you think that they are they feeling that way?
- What is happening in the picture?
- Why is this happening?
- What might happen next?
- What does this character look like? What words can we use to describe them?
- What does this place feel like?
- How is this picture making you feel? Why?

You can also retell the story through another characters point of view. In the ORT books you can tell the story as if you are Floppy, this is always a lot of fun!

Tagged words

Your child will have a set of words to learn. Please use these words in different and fun ways. See if your child can find these words in their reading books. Can they find them in the picture books that you share. Even if your child is not ready to learn these words there is no harm in playing games with them and giving your child experiences with them.

Reading record book and comments

In the back of your child's learning journal you will find the profile statements, which we use to assess your child's progress. Please look at the reading section for inspiration for knowing what to write in the yellow book. Anything you write in this record book can be used as evidence of achievement for these assessment points.

Please do not feel that you have to write a comment every time you read. You can just date and sign. It is important to do this as we monitor how often children are reading and what they are reading from the banded books.

Parents shared ideas and activities

Please find below a list of shared ideas from both parents and teachers of things you can do to support learning.

- Words written out and cut up. Put a little blue tack on back and ask child to find them.
- Write out sentence from book then cut the words up and ask child to put the words to make the sentence (remembering to use a capital letter at the beginning and a full stop at the end).
- Read road signs on journeys.
- Write out tag words to see if the child can recognise the word when it is not typed.
- Write out words in sand, couscous, shaving foam and cornflour etc.
- Photocopy or scan (please keep quiet about this advice!) pictures from a book and then ask the child to sequence them. Can they match sentences to these pictures?
- Writing words with sticks.
- In the back of the learning journals is the profile statements please look at the reading section for help with comments to put in your yellow reading records.
- Read together in a quiet place with no other distractions.
- Read their ORT book at a different time to sharing picture books.
- When reading school books make sure it is at a time where they are awake. It is not always good to include these books as part of the bedtime routine, stick to picture books at this time. This may change as they get older.
- Read sign and labels at the supermarket.

I hope this is all useful, if you feel you need any further information please come in and ask.