

# Reading Workshop

Miss Buckley- October 2017



# What does reading involve?

- ▶ Phonics
- ▶ Whole word recognition
- ▶ Understanding
- ▶ Prediction
- ▶ Features of a text
- ▶ Speaking and listening
- ▶ Fun and creativity!



# Can you read this?

I cnduo't bvlleie taht I culod aulacly  
uesdtannrd waht I was rdnaieg. Unisg the  
icndeblire pweor of the hmuan mnid, aocdcrnig  
to rseeerah at Cmabrigde Uinervtisy, it  
dseno't mttar in waht oderr the lterets in a  
wrod are, the olny irpoamtnt tihng is taht the  
frsit and lsat ltteer be in the rhgit pclae. The  
rset can be a taotl mses and you can sitll raed  
it whoutit a pboerlm. Tihs is bucseae the  
huamn mnid deos not raed ervey ltteer by  
istlef, but the wrod as a wlohe. Aaznmig, huh?



# What does reading look like at St- Nicholas?

*'Children are made readers on the laps of their parents'*


**Emilie Buchwald**

- Teaching reading: phonics
- Shared reading (Big books/SMARTboard)
- Guided reading
- Genres: Fiction, non-fiction, poetry, plays
- Individual reading books
- Library books



# Phonics

- ▶ Jolly Phonics songs
- ▶ Listen to the sounds at the start of a word, end and then middle- this is the order children begin to hear them. Use sounds on the book mark to highlight sounds in books.
- ▶ Sound buttons- magnets on the fridge!
- ▶ Robot arms- Blending skills
- ▶ Vowels
- ▶ Letter names and sounds are important

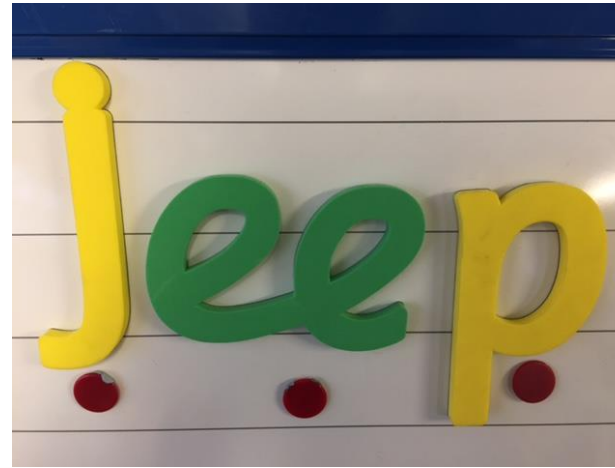
Key Words	Sounds	Key Words	Sounds
<u>the</u> <u>to</u> I <u>no</u> <u>go</u> <u>into</u> 	<u>s</u> a <u>t</u> p <u>i</u> n <u>m</u> d <u>g</u> o <u>c</u> k <u>ck</u> e <u>u</u> r <u>h</u> b <u>f</u> ff <u>l</u> ll <u>ss</u>	<u>a</u> <u>is</u> <u>an</u> <u>it</u> <u>as</u> <u>of</u> <u>at</u> <u>on</u> <u>if</u> <u>up</u> in    can	<u>s</u> a <u>t</u> p <u>i</u> n <u>m</u> d <u>g</u> o <u>c</u> k <u>ck</u> e <u>u</u> r <u>h</u> b <u>f</u> ff <u>l</u> ll <u>ss</u>
Phase 2 1	Phase 2	Phase 2 2	Phase 2



## 1. Individual sounds



## 3. Longer words



## 2. Digraphs

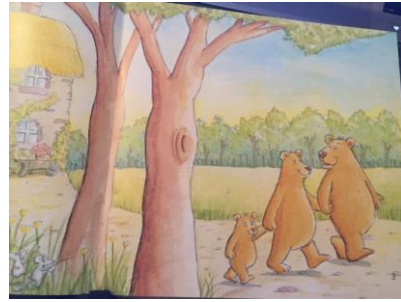


## 4. Nonsense words

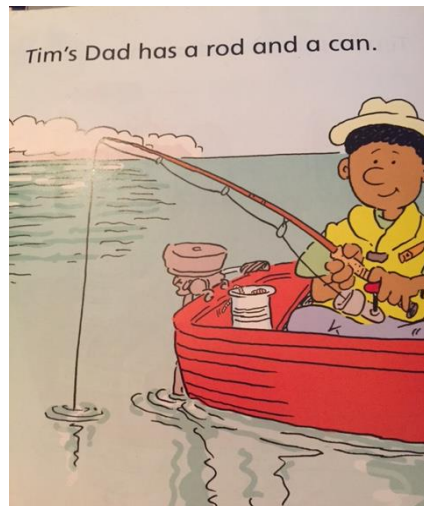


# Reading Books

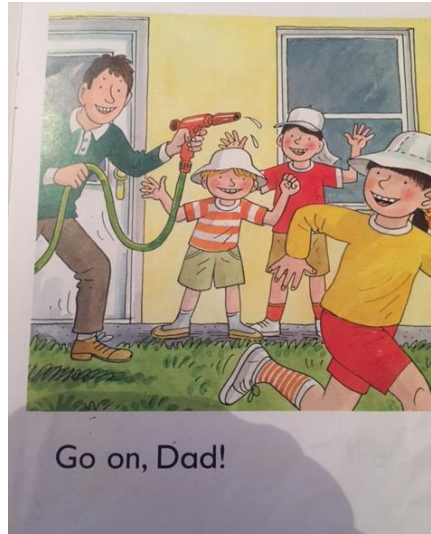
## 1. Picture books



## 3. Simple sentences



## 2. Simple words



Go on, Dad!



Get Biff.

# Book Talk

- ▶ Hold the book the wrong way round, start reading from the back to the front!
- ▶ Locate title- what does that tell us?
- ▶ Names- Introduce Author/Illustrators names
- ▶ Blurb
- ▶ Is it fiction or non-fiction?
- ▶ Talk through the pictures.
- ▶ Locate HFW words or tricky words.
- ▶ Look at any features e.g. BOLD, rhyme etc
- ▶ Letter....letter....word

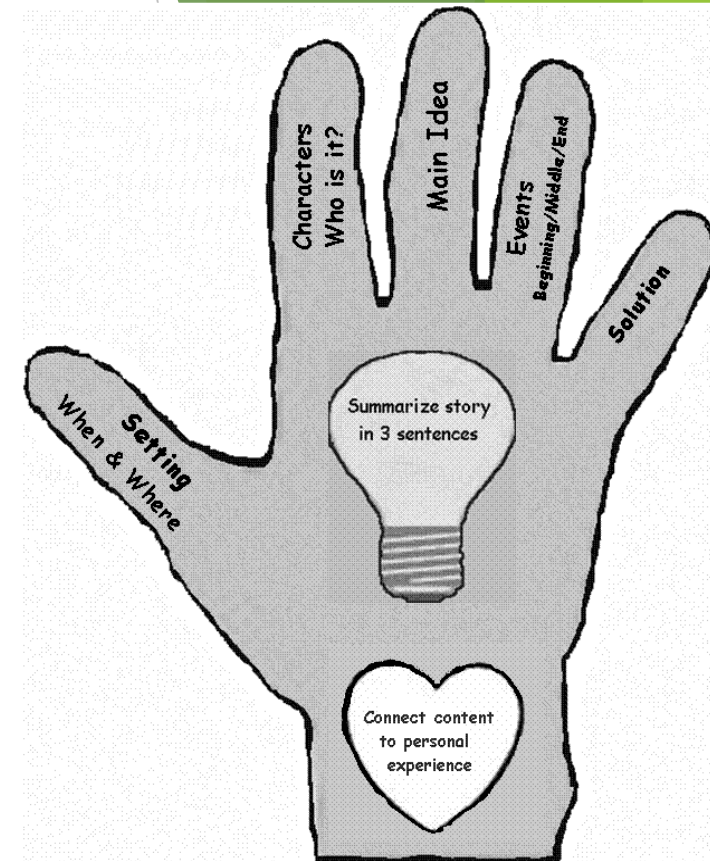




# Questioning

## Questions:

- What happened at the beginning of the story?
- Who are the main characters?
- What was the problem they needed to solve?
- What happened in the story?  
*(Ask about beginning, middle, and end)*
- How did they solve the problem?



# Re-reading texts

- ▶ Re-reading a text helps embed these skills
- ▶ Increases fluency
- ▶ Helps improve their understanding of a text- takes away de-coding as they are familiar
- ▶ Help when it comes to writing.

*'If you can't say it, you can't write it'*

***The Teacher Foundation***



# Bands



# How often will books be changed and how can I help?

- Reading regularly- the more your child reads (even the same book) it builds up their reading mileage and fluency, making a more confident reader.
- Focus on letter sounds and names
- Choose books that are interesting to your child
- Provide a comfortable area for reading enjoyment
- Set a routine time for reading that's not assigned, eg. at bed time or after dinner.

- Reading Games-



# Thank you for coming!

► Any questions?

