

# KS1 Reading Workshop

Miss Buckley & Ms Kent- February 2018



# What does reading involve?

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

These all need to happen for a reader to develop.



# Finger matching to words

We tend to allow children to stop doing this when they are becoming a good reader.....keep encouraging up until **green** band. It helps aid these things:

- 1-1 correspondence with words to what a child has said.....inaccuracy can sometimes change the whole meaning of a sentence.
- Check that a child is reading what is on the page and not adding in their own words.
- Acts as a way to improve fluency.



# Common errors or problems?

## Errors:

- ▶ Sometimes we jump in too quickly, this is human nature. When your child is reading, keep your eyes down at the text and follow exactly what they ARE reading. Maybe jot down any errors. Allow them to read the whole text. Then re-visit errors.

Meg looked at the rabbits.

Meg **looking** at the rabbits.

"Mum!" said Meg.

"**Mum!**" said Meg.

"Come and look at the rabbits.

"Come and look at the rabbits **ears**."

Dad likes rabbits.

Dad **loves** rabbits.

He will like this blue rabbit."

He will like this blue rabbit."



# Word understanding:

## Errors:

- ▶ Ensuring your child can understand what they are reading. Have a little figure (maybe Lego). As they read see if your child can move the piece when they come across a word they do not know. This can be modelled when you read a story.

E.g.

It had flooded across the **valley**.



# How do we give praise/feedback to the child?

- ▶ Tell me....
- ▶ I noticed...
- ▶ I wonder if you might...
  
- ▶ Avoid
- ▶ I....
- ▶ You should...
- ▶ You must...
- ▶ It says.....



# 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.
- ▶ To ensure accuracy when answering a question.
- ▶ E.g

"The wind howled through the broken windows and frightened the little boy."

What word has the author used to describe the wind?  
Why?



# Comprehension

- ▶ Good comprehenders read in different ways to weak comprehenders

## Weak comprehenders

- ▶ • Focus on individual words/sentences
- ▶ • Attach more importance to decoding
- ▶ • Have a passive style of reading
- ▶ • Have lower expectations of making sense and fewer comprehension monitoring strategies
- ▶ • Read fewer books and are less sensitive to story structure
- ▶ • Use less background knowledge, integration and inference
- ▶ • Have a less efficient working memory

## Good comprehenders

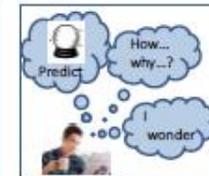
- ▶ • Have comprehension as the goal of reading
- ▶ • Identify key words/phrases and ideas
- ▶ • Activate background knowledge and visualise when appropriate
- ▶ • Integrate information/ideas and generate inferences to develop the gist
- ▶ • Makes predictions and ask their own questions
- ▶ • Monitor meaning, notice break-down and use repair strategies



## Strategies to help us understand and enjoy reading.



Use our background knowledge and connect to text



Predict, ask questions, I wonder... and read on to find out...



Visualise



Think like a detective-use inference



Notice breakdown...



and repair it



Watch out for VIP words/phrases/ideas



...and put together to build GIST



LOL!

I noticed the writer...  
I noticed the type of text...

Leaf Train 2016 part 5ii sect 1 KS1&2

fotolia.com

# What does it look like to be a good comprehender?

inference

Probably.. a boy aged 3 -5

How???? I will read on...

Predict/ask questions

Billy was **howling** because his whole day had been **spoiled**. All his **work** had been **broken by the wave**.

Not on purpose

vocabulary

spoiled/work/wave???  
I'm starting to build meaning!

Link sentences to build meaning/working memory

His Mum came over to help but she **accidentally** stood on the one **tower** that was left.

Link clues together like a detective ... and background knowledge

Tower + work + wave =  
BEACH/SANDCASTLES/TIDE IS IN

"Never mind," she said. "Lets go back for tea. You can build some more towers tomorrow."

Waves once ruined my sandcastles too!

I'm getting a clear picture of the scene

Background knowledge visualise Yuill and Oakhill



# Questioning

CONTENT DOMAIN REFERENCES R.1: Example Question Stems



	Content Domain Reference	Fiction	Non-fiction
1a	<i>Draw on knowledge of vocabulary to understand texts</i>	Find a copy one word that shows ... Read this sentence: what do the words ... mean? (Multiple choice) E.g. The boat hit the rocks <i>with a great crunch</i> . This means that it made: a huge squeak / a big splash / a long creak / a loud crash. What do the words <i>on either hand</i> tell you about the trees? (Multiple choice)	Look at the paragraph beginning... Find and copy one word which means the same as ... What does the word <i>famous</i> mean? Find and copy one word from the top of page 4 that means ... e.g. well known. What word does the writer use to tell us that ... E.g. Which words tell you that houses were warm and cosy?
1b	<i>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</i>	Write down one thing you are told about ... What did the character do? Where did the event happen? E.g. Where did Bella take William's message? Where were the two neighbours walking? When did this happen? There are two men in the story. Which man is kind and which is greedy? At the end of the story, Bella was happy. Why? (Answer easy to locate in text.) Why was the farmer surprised when he opened up the first pumpkin?	Write down two things you are told about ... e.g. that people made inside castle walls. What are three types of weather in this poem? What would be another good title for the text? (Multiple choice) Why does the poet use a question for the title? When did ...happen? Who did knights protect the land from? Who did most castles belong to? (Multiple choice) The houses were built from: wool/bricks/stone/wood etc. Table given: Tick to show ... e.g. what jesters and servants did in castles (cleaning/ dancing / juggling / cooking) Why were some castles surrounded by a moat?
1c	<i>identify and explain the sequence of events in texts</i>	Look at the whole story. Number the sentences 1 to 4 to show the order in which they happen in the story. The first one has been done for you.	Look at the whole report. Number the sentences 1 to 5 to show the order of each instruction, e.g. to clean out your hamster cage / brush your teeth.
1d	<i>make inferences from the text</i>	When Bella was learning to fly, she ... (was lazy/ did not try hard / did not give up / found it easy) – implicit information. How is the child in the poem like a parcel? (e.g. wrapped up / protected) Why did the event happen? E.g. <i>The greedy man searched for a wounded bird</i> . Why did he do this?	What made castles smelly places? (Infer the information from a range a clues.) Why did ... e.g. Why did people in Iceland want to live in Greenland? How do you know that...? Why do you think...? Why did this (event) happen? Give one reason why ...



# Questioning



1e	<i>predict what might happen on the basis of what has been read so far</i>	What do you think will happen next? What do you think the character might do next? How do you think the character will feel when...? What do you think is most likely to have happened to the character, and why? (needs a text-based reason)	What do you think will happen to this place in the future? Why is... a threat to the future of forests / bees / oceans? What do you think might have happened to ...? E.g. What might have happened to the vegetables left in the warm room?
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# Questioning



- ▶ Sometimes when we ask questions about the text we ask quite simple straight forward ones.....however we can challenge the children's thinking by asking questions with **inference**.
- ▶ E.g.
- ▶ Why did Meg show Mum the blue rabbit?
- ▶ (She thought her dad liked rabbits)
- ▶ **Why did Meg want to buy the red bear?**
- ▶ (She liked it/She wanted to buy this one for herself)



# Reading for pleasure

- ▶ Supporting at Home. Children are given a school reading book on a weekly basis. This is intended purely as a guide. It should not be their only form of reading in the week. It is important that children experience a wide range of reading materials including those of interest to them. They should be able to read **95%** of the book independently without errors. You can develop your child's reading skills by asking them simple comprehension questions.
- ▶ The best reading environment is one where there is an expectation of pleasure in reading, where there is excitement in talking about books and enjoyment in being read to.

Allow time to just read.....if your child likes a specific author maybe use Waterstones staff/libraries/Internet to help branch and broaden their reading experiences. "If you like this author you will like...."

- Remember to model....children learn best by seeing you do!
- <https://www.clpe.org.uk/clpe/library/booklists>



# Thank you for coming!

► Any questions?

