

# Reading with your Child

How best to support your child in  
becoming a confident reader



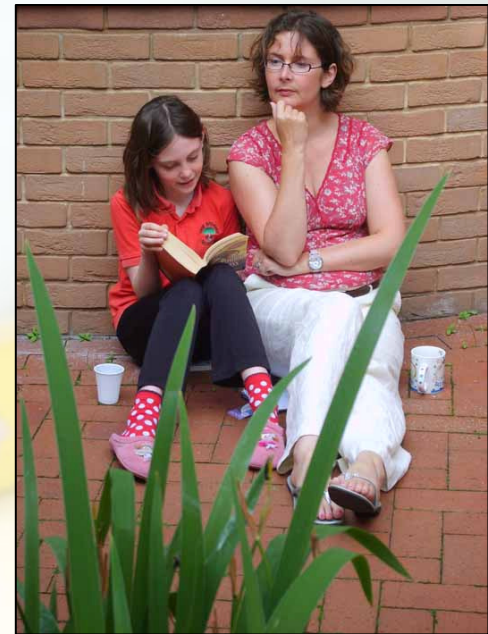
# Welcome!



- Children learn to read in different ways.
- The phonics debate . . .

## Holistic Approach - The Spinney Vision

1. Positive attitude
2. De-coding strategies
3. Comprehension strategies
4. The writer's craft
5. Life-long readers



# Aims for the Session

- To share ways of helping children to enjoy texts and become confident readers
- To provide strategies for building basic reading skills
- To explore how best to support children at their individual reading level

# Reading Agenda

- The lifelong skill of reading
- The different ways of learning to read
- Using the phonic system to support basic reading skills
- Using meaning and grammar to support reading
- The different stages in the development of reading
- Discussion and questions.

# Reading



- We are all life-long learners with continual improvement in our skills.
- Even as adults we still use the skills in reading that we learnt as children
- **Read the text on your table-how do you make sense of it?**

# Strategies we use to decode print

Children learn to read in many different ways, using many different strategies

- Picture cues
- Phonics-sounding out
- Meaning-predicting words through context
- Grammar-predicting words using sentence structure

# Strategies children use to decode print

- **PICTURE CUES**
- Pictures in a text are hugely important in enabling a child to predict text and should be used in conjunction with a second strategy



# Strategies children use to decode print

- **PHONICS**

- 44 phonemes in English language-
- Phonemes put together to construct some simple words BUT NOT ALL!
- 65% of all words are phonetically irregular.
- Many letters combine to produce 'new' sounds eg  
-ch    -sh    -igh
- Some sounds are represented by different graphemes eg  
s-ow    d-ough    r-oa-d



# ACTIVITY-segmenting words using phonemes

- cat
- c-a-t
- shed
- sh-e-d
- treat
- t-r-ea-t
- fight
- f-igh-t



# Using Phonics to support reading

- Can you sound these letters together
- (eg paddle p-a-d = pad) Robot speak!
- Are there any parts/chunks of the word you can read? (eg fan-tas-tic)
- What sound do these letters together make? #
- (eg sh igh ph)
- Does it look right, does it match the letter sounds in the word?
- **ALWAYS USE PHONIC CUES ALONGSIDE CONTEXT OR GRAMMATICAL CUES**

# Strategies children use to decode print

- **CONTEXT OR MEANING**
- **Meaning is paramount and is the only reason for reading!**
- Confidence in own spoken language enables a reader to predict text through their own knowledge and experience.
- Understanding the text at every stage allows a reader to make an informed guess at an unknown word
- Having prior knowledge about the subject or story promotes engagement with text and allows children to decode AND understand new vocabulary

# Using context and meaning to support reading

- Talk about the text (**WARM UP** THE TEXT) before reading to engage the child with the subject
- Introduce any subject specific vocabulary before reading if possible
- Ask questions about the text at each stage to ensure the child UNDERSTANDS the words they are reading
- At unknown words, prompt by discussing the topic area or story plot and encourage children to think logically about the context Eg Child reads: I went to the shop and **bugged** an apple - “Does that make sense? What do you do at a shop?”
- **ALWAYS USE THIS STRATEGY ALONGSIDE A PHONIC OR GRAMMATICAL CUE**

# Critical stage of warming up a reading text

- Research has shown that a child's accuracy rate can be improved as much as 20% simply by activating relevant ideas in the story through discussion before reading.
- If your child is reading a text for the first time, it is especially important to discuss what it may be about before they read it.
- (Wong, McNaughton 1980)

# Warming up the Text

- Discuss the title
- Discuss the pictures of the whole book
- Ask children to point out anything interesting in the pictures and talk about what might be happening at that point in the story
- What do you think is going to happen in the story?
- Has this ever happened to you?
- What do you already know about.....?
- Introduce new or difficult vocabulary before you start reading
- **NOW** the child is ready to read

# Strategies children use to decode print

- **GRAMMAR**
- Children have an inherent understanding of sentence structure through spoken language
- We can predict whether a word fits in a sentence simply by using this knowledge
- Eg Child reads: I went to the shop and I **boring** an apple This does not 'sound right' because it is the wrong type of word to be in that position within a sentence

# Using grammar to support reading

- Does that sound right? Does the sentence make sense?
- Is that the right kind of word to fit in that place in the sentence?
- What word could you fit in there so that the sentence will make sense
- **ALWAYS USE GRAMMAR ALONGSIDE PHONIC OR CONTEXT CUES**



# Bringing the strategies together

- Children need to be able to combine these strategies to decode words.

## MEANING

- “Does that word make sense in that sentence?”
- “Do you know anything about \_\_\_\_\_ that could help you make a good guess?”

## GRAMMAR

- “Does that word sound right in the sentence?”
- “What else could the word be to make the sentence make sense?”

## VISUAL

- “Does the word you are saying look right on the page?”
- “Say the first sound and read on to the end of the sentence”
- “Find the first chunk and read on to the end of the sentence”

# Pause, Prompt, Praise Strategy

Our responses depend on the nature of the mistake the child makes!

## For Correct Reading

1. Praise when a child reads a sentence or page correctly
2. Praise when a child self-corrects
3. Praise when a pupil gets a word correct after a prompt

## For Problem Reading

4. **WAIT** to give the child a chance to solve the problem

If the Mistake Does Not Make Sense

5. Prompt with cues about the meaning of the story

If the Mistake Does Make sense

6. Prompt with cues about the way the word looks

If the Child says nothing

7. Ask the child to read on to the end of the sentence

If the Word is not Correct After Two Prompts

8. Say calmly, 'The word is....'

# Prompts in Reading

- The aim is for the child to use all the meaning, grammar and visual cues available independently.
- NEVER do anything for a child that they can do themselves.



# Stages of Reading

- Emergent
  - Early
  - Fluent
  - Independent readers
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- How can we best help at these very different stages in a child's development?

**SEE PACK**



# Our Partnership

- Having a common language between home and school as your child is learning to read will definitely aid their progress.
- Many many thanks, keep coming in to see us!

