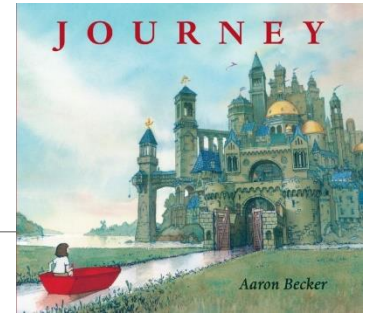


Reading Workshop for Parents

St Peter's Primary Catholic School



Aims

Do you know why readings so important?

Is reading at home regular and something you look forward too?

- To help you understand how children learn to read and the skills they need.
- To give you strategies to support reading at home.
- To introduce the 'St Peter's Primary School Reading Passports'
- To raise you child's self esteem and promote reading in a positive light, thereby raising attainment levels.

Do you know how to help your child improve their reading ability?

Are you aware of the types of reading support offered in school?

Do you know how to improve your child's understanding of reading?

There are three main elements of reading within the National Curriculum.

1. Word Reading
2. Comprehension
3. Reading for Pleasure

This is across both fiction and non-fiction.

What access to reading does your children have at home?

Why is reading so important?

- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Parental support is key to achieving this!



Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

I may have been able to confidently read (decode) but I didn't really understand it!

The whole Reader....

Focus	KS1
To decode text for meaning – reading the words and understanding what they mean. Beginning inference	
To retrieve information	
To deduce, infer or interpret information, events or ideas from texts	Lower KS2 – Year 3 and 4
To consider the structure and organisation of the text	
To explain and comment on the author's use of language	Upper KS2 Year 5 and 6
To identify and comment on writers' purposes and viewpoints and overall effect of the text on the reader	

Reading Strategies

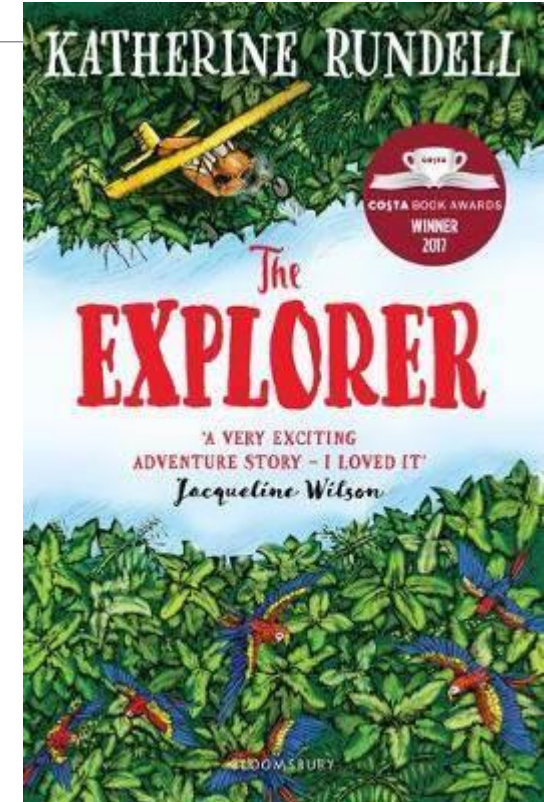
- Recapping reading strategies that they can use to help them understand the text
- These are strategies that we encourage the children to use at home too!

KS1 strategies are weighted towards decoding and include

- Using pictures as prompts
- Sounding out new words
- Splitting up longer words
- Missing out the word and reading to the end of the sentence and returning to it

KS2 Strategies often lean towards comprehension and include

- Skim reading for key information
- Cross checking by using a number of strategies
- Context (making a sensible guess)





"A stick!" barks the dog.
"An excellent stick!
The right kind of stick
for my favourite trick."



"I'll fetch it and drop it,
and fetch it – and then



"I'll drop it and fetch it
and drop it again."



"I'm not a stick! Why can't you see,
I'm Stick Man, I'm Stick Man,
I'M STICK MAN, that's me,
And I want to go home to the family tree!"

How might stick man be feeling?

Where does stick man live?

What time of year do you think the story is set in?

Why is the boy patting the dog?

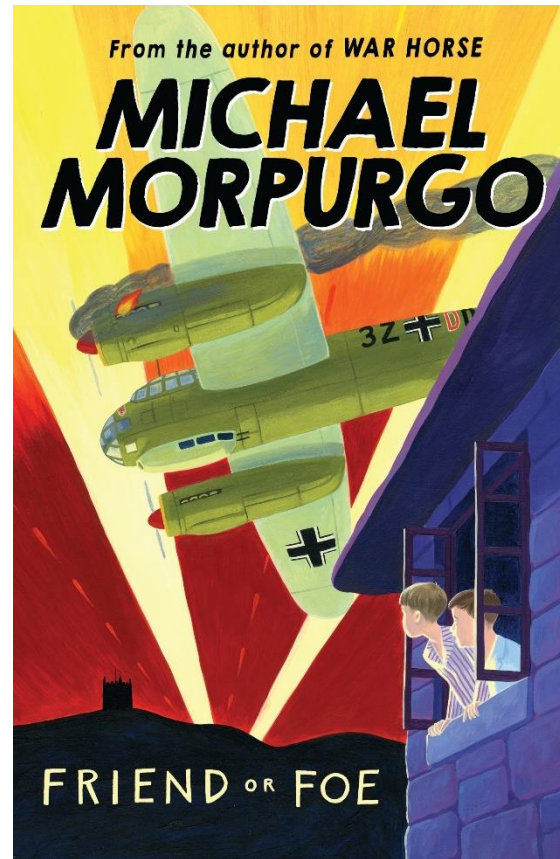
How is the boy feeling?
How do you know?

What is the lady on the bench doing?

Look at the cover what do you think the book will be about?

Read the blurb. What do you want to find out most about when reading this book?

What does foe mean?



Who do you think the two boys are?

woken him this way – with an apple peeled, cored and quartered lying opened up on a white saucer.

He felt his mother shifting off the bed and watched for the flare of yellow light as she struck the match for the oil lamp. The cellar walls flickered and then settled in the new light, and the boy saw his mother was dressed to go out. She had her coat on and her hat with the brown feather at the back. It was only then that he remembered. His stomach turned over inside him and tears choked at his throat. The morning he had thought would never come, had come. Every night since he'd first heard about it, he prayed it might not happen to him; and the night before, he had prayed he would die in his sleep rather than wake up and have to go.

'You were restless again last night, dear. Did you sleep?' He nodded, not trusting himself to speak. 'Come on now. Eat your apple and get dressed. Quick as you can, dear. It's six o'clock by the station, they said. It's a quarter-to now. I left you as long as I could.'

Fifteen minutes left. Fifteen minutes and he'd be gone. Thirty minutes and she would be back in this house without him. She was bending over him, shaking his shoulder. 'Please, dear. We must hurry.

Write down the phrases on page 2 that show David is feeling anxious and scared. _____

For what reason is David going to the station? Inferring

Write down two things mum was wearing – retrieval

What does the word flickered mean?

In two sentence summarised what this page was about



**St Peter's Primary
Catholic School**

Year 5

Reading Passport

All children who get four in a row or full house each term will have the chance to win £5 to spend on a book of their choice at a local bookshop. Names will be put into a hat each term and one name from each class will be randomly selected!

Name:

Year group:

Developing a reading culture at St Peter's Primary Catholic School

At St Peter's Primary Catholic School we are continually looking for ways in which to support the children in their reading, and encouraging them to read regularly for pleasure. Therefore, we are launching our 'Reading at Home' challenge to begin this week!

Michael Morpurgo _____ Signed : _____	David Wiesner _____ Signed : _____	Morris Gleitzman _____ Signed : _____	Louis Sachar _____ Signed : _____
Maz Evans _____ Signed : _____	WILDCARD – you choose! _____ Signed : _____	Eoin Colfer _____ Signed : _____	E.B White _____ Signed : _____
Katherine Rundell _____ Signed : _____	Anthony Horowitz _____ Signed : _____	Philip Ridley _____ Signed : _____	Andrew Norriss _____ Signed : _____
Ross Mackenzie _____ Signed : _____	Alex Bell _____ Signed : _____	Philip Pullman _____ Signed : _____	Shaun Tan _____ Signed : _____



Read some of the following text types then write in the gap what you read. Take this to your teacher to get it signed off.

Ideas for reluctant readers

Ideas for reluctant readers

- What are your children interested in?
 - Don't tell them to read to you, ask them what they would like to see in a book - characters etc.
- Go to the library.
- Don't worry about level of the book, share read, talk it through.
- Picture books are for ALL AGES! - Brilliant for reading discussion.

Book trailers

Book trailers are a brilliant way to bring books to life for audiences of all ages – and often encourage young readers to pick up a book they might not usually choose. They are a great way for children to visualise what a book might be about and engage them in the story before they have even picked up the book.



<https://youtu.be/tXkTrolPgls>

What do you think is going to happen next?

How do you think the baby penguin is feeling?

How do you think the two children are feeling and why?

Shall we read more of this story to find out.....

Audio Books!



A big new trend are audiobooks.

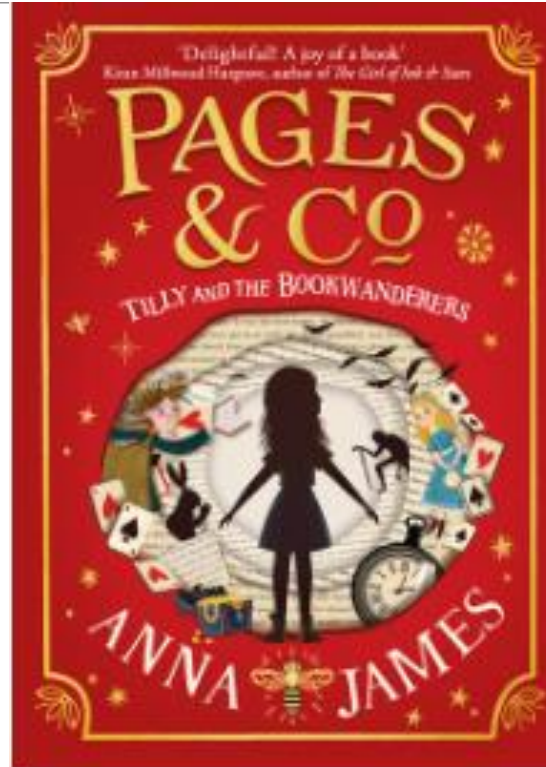
Have a look on YouTube or subscribe to an online service such as Audible from Amazon.

Great fun in the car!

Audiobooks are so easily available and could inspire your children to pick up the real book and read the rest! Check out the East Grinstead Library for some audiobooks to borrow.

Book Extracts

Reading an extract from a new book for free and allows your child to check if the book is their cup of tea.



THE VIEW FROM THE GATE OF A FAIRGROUND

Matilda Pages pushed open the door of Pages & Co. and breathed in deeply, taking in the familiar scent of just-blown-out candles, dark chocolate and, of course, books. For a second she forgot that she was splattered with muddy water and simply relished the week's holiday that stretched out in front of her like the view from the gate of a fairground. But the bubble of calm popped as the damp seeped through her tights, making her shiver, and she marched through the door connecting the bookshop to the narrow house she lived in with her grandparents. She let the door crash behind her, tossed her school bag on the table – accidentally sending a pile of potatoes

● What Do We Want for Our Children?

To read for pleasure

To be able to
choose what they
would like to
read for
themselves

To be able
to
summarise
what has
been read

To read with
understanding
(comprehension)

To read
with
expression

To have reasons for
preferences in what
they read

How can I support my child at home?

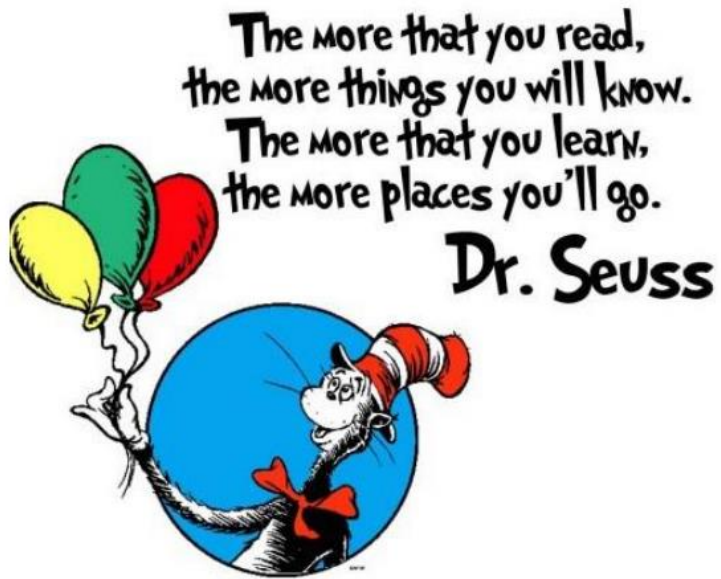
- Read, read, read!
- Read to your child as often as you can
- Read in a comfortable and quiet place
- Have a bedtime routine that involves a story
- Model the habits of a good reader
- Before reading, talk about what the book is about
- Talk about reading and why you like reading
- Share a book together – Hear them read as often as you can
- Read and recognise tricky words within the story
- Create a good reading environment
- Visit the library and borrow books you enjoy reading together.



Remember, both reading and hearing texts read aloud are important.

Remember we are here to help

All resources will be uploaded to the school website



Please fill out a feedback form

Thank you for coming !

Useful Websites

- <https://www.lovereadings4kids.co.uk/> - Log in will need to be created. This site allows you to download extracts of books to see whether you like them or not.
- https://www.teachyourmonstertoread.com/accounts/sign_in— supports decoding of words—Ks1 have log ins
- <https://www.oxfordowl.co.uk/for-home/reading-owl/library-page>—Free ebooks and resources
- <http://www.scholastic.com/bookfairs/books/book-trailers>— 8 years + book trailers, games and lots more.

Please check these sites before allowing your child to access them; reviewing the sites ahead of time will also ensure that you are able to help your child find the best resources available within the site.