

Welcome to our Reading Together Information Workshop



3rd March 2015

Purpose

- To develop a common understanding of the reading process
- To provide strategies to help you support your children in learning to read

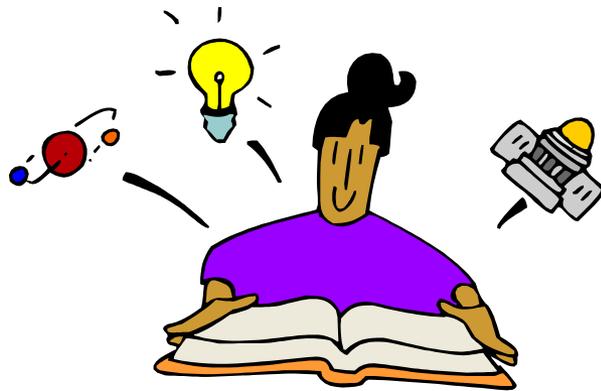


Reading is.....

- Take some time to reflect on what you read and why?
 - Newspapers
 - Magazines
 - Novels
 - TV guides



The purpose of reading is to gain and understand the author's message.



Sources of information

When we read we use a variety of strategies to gain the author's message and understand it. These include our:

- Prior knowledge and experiences with the world,
- Understanding of how our language structure works (oral language is really important in helping children with this)

Successful readers use a range of information to make meaning:

- Knowledge of how our language is spoken (structure)
- Previous experience and understanding of the topic (meaning)
- Knowledge of letters and sounds and how they are represented in print (visual information)

It _____ across the garden.

Sophie watched the kitten.

It _____ across the garden.

Sophie watched the kitten.

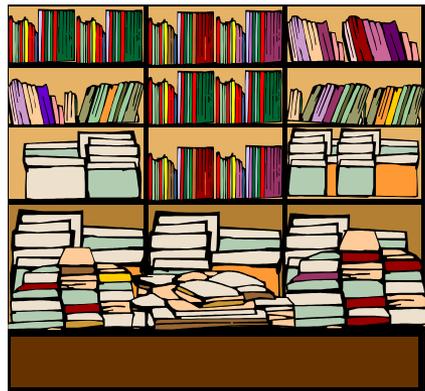
It r_____ across the garden.

Successful readers:

- Expect what they read to make sense
- Predict what is to come based on their understanding of the content, knowledge of language and the information contained in the print.
- We continuously ask 3 questions:
 1. Does it look right?
 2. Does it sound right?
 3. Does it make sense?

Supportive texts and text types

- Use a wide range of reading materials - non-fiction, instructional / procedural texts, charts, songs, poems, stories, bilingual texts and texts in languages other than English.



How we can help:

Children learn to read by:

- Reading lots of *easy familiar texts* independently. * Please note: reading and re-reading the same text, (although monotonous) is imperative for developing reading skills
- Being challenged to read new instructional texts, with *supportive teaching*.
- Guided Reading & Home Reading
- Checking for comprehension and understanding

Listening to children read

- Strategies to use when listening to children read:
 - Read a variety of texts- not always narratives
 - Reading can be to, with, or by the child.
 - Orientation - get to know the book first.
 - Use Pause, Prompt, Praise when assisting the child to read
 - Find a time that suits you and your family

20 minutes a day!

- Quality time - the best time in your child's day
- Stress free - when you relax, your child will relax
- Have fun - the aim is to have your child want to read tomorrow

The Power of Print

WHY READ 20 MINUTES AT HOME?

❖ Student A reads an average of 20 minutes per day.

❖ 3,600 minutes per school year.

❖ 1,800,000 words per year.

❖ Scores in the 90th percentile on standardized tests.



❖ Student B reads an average of 5 minutes per day.

❖ 900 minutes per school year.

❖ 282,000 words per year.

❖ Scores in the 50th percentile on standardized tests.



❖ Student C reads an average of 1 minute per day

❖ 180 minutes per school year

❖ 8,000 words per year.

❖ Scores in the 10th percentile on standardized tests.



If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

Book Orientation - setting your child up for success

- Take a few minutes to talk about the book
- Talk about the title
- Discuss the illustrations
- Find unusual words
- Predict what might happen in the story
- Discuss characters (provide names of characters)
- Draw on personal experiences relating to the text

Pause, Prompt, Praise

Pause

When your child comes to a word they do not know:
WAIT

- Avoid eye contact
- Keep your eyes on the page
- Give your child TIME to piece together the clues
- Readers need time to look ahead, reread, skip words and pick up clues or information from the illustrations

Prompt

Encourage the child to look at the pictures

Ask: What would make sense?

What would sound right?

What does it start with?

If the word makes sense

- Allow the child to continue reading.

If the word doesn't make sense

- Encourage the child to have another try
- Tell the child the word.

Praise

At all times it is important that children are praised and encouraged for their efforts.

The support and encouragement provided through adult praise will greatly assist children's reading development.

Try comments like:

- I like the way you.....
- Well done.....
- That's really great.....
- You must have been practising....

Your child's reading level

- Levels sent home are designed to be easy to promote confidence, fluency and accuracy. Readers should be read several times in the week to build confidence and fluency.
- As your child accomplishes success in a given level they will be assessed to see if they are ready for the next level.
- Readiness for the next level is determined by their accuracy of reading, ability to retell the story followed by answering a variety of questions based on the text.

Helping in the classroom

- Working with Vulnerable People registration
- Sign in sheets
- Confidentiality
- Consulting with the teacher about book levels
- Allowing children time to answer

Morning Reading

The start of our school day 9:00-9:15am

Benefits of reading with an adult

Read with your child and then move on to listen to another

Not a time to chat with the teacher

Review / question time

Are there any further questions or comments you would like to make regarding our workshop?