

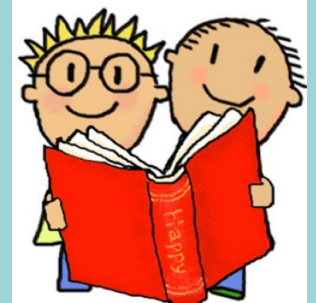
Helping your child to read



From Kinders to Year 6

OUR CHILDREN AS READERS

What do we want from our children?

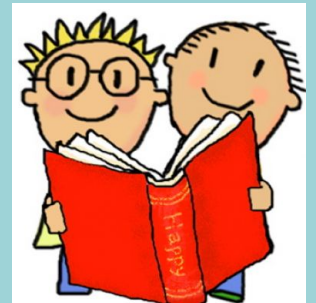


- We want them to read for pleasure
- We want them to read fluently and with expression
- We want them to read for information
- We want them to read with comprehension

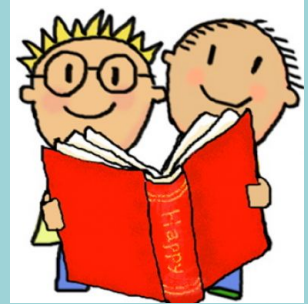
THE EARLY STAGES

Take time to . . .

- Visit the local library
- Share nursery rhymes and songs to explore language
- Share bedtime stories
- Reread favourite books
- Read everything and anything



Model when Reading



- The writing tells the story not the pictures
- The left page comes before the right page
- Point to the words as you read and track from left to right
- Return sweep with your finger at the end of a line
- Draw attention to words written in capital letters and discuss why
- When reading a familiar story, leave out key words or phrases so that your child can join in

Reading requires 2 skills

Phonics and Word Recognition

The ability to blend letter sounds together to read words.



Understanding

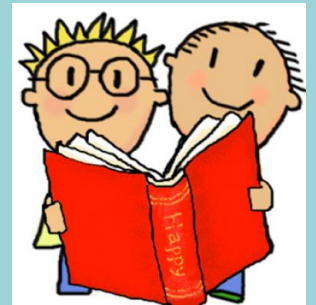
The ability to understand the meaning of words and sentences in a text.

The ability to recognise letters and words in and out of context

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

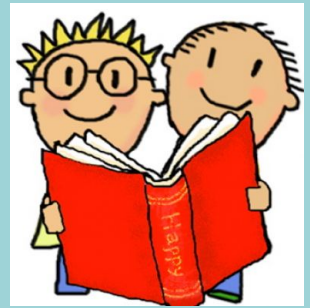
Phonics and Word Recognition

- Listening to noises and discriminating between them
 - environmental noises
 - representing noises with words
 - exploring alliteration
 - continuing a rhyming string
 - looking at facial expressions in the mirror
 - I spy games
 - initial sound lotto
 - robot speak



Phonics and Word Recognition

- Linking sounds (phonemes) to letters (graphemes)
 - look for letters of significance when out and about
 - sounds are introduced in an order linked to the frequency with which they occur in English
s a t i p n
and the children use letter sounds not names



Decoding and Encoding

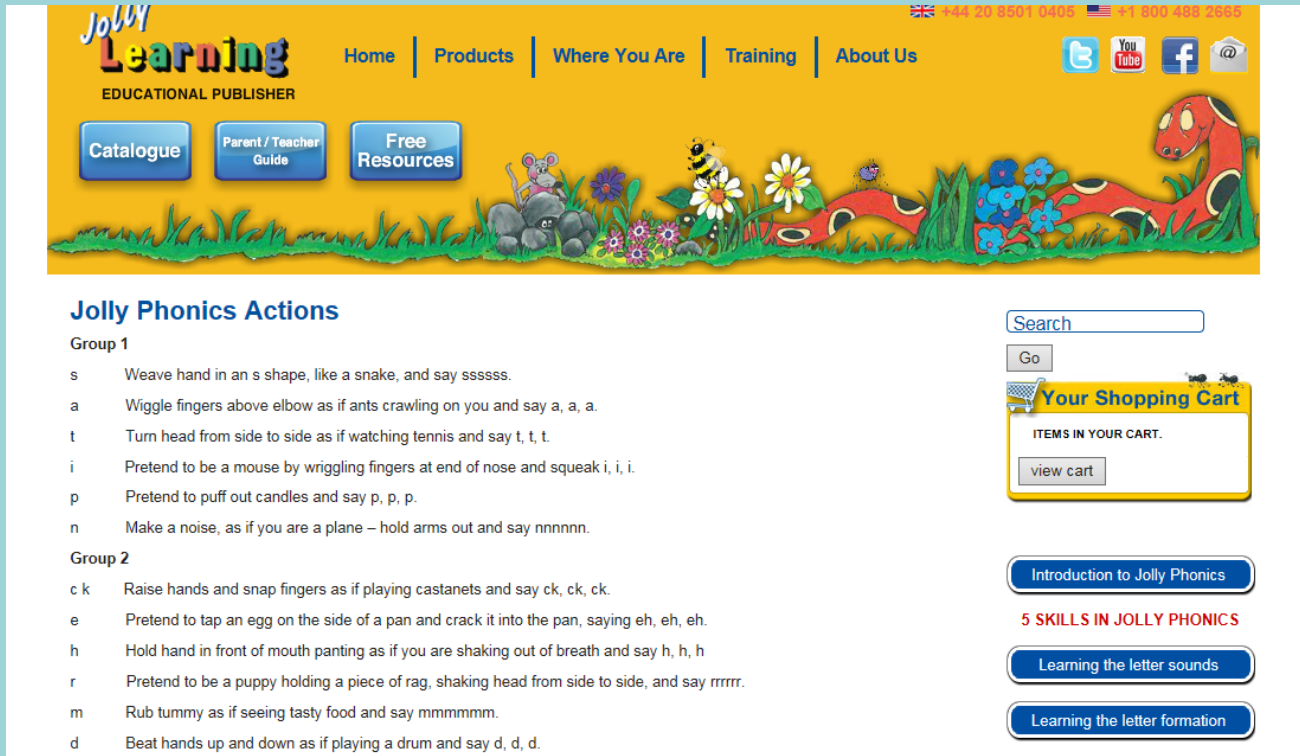
Reading and spelling skills are very closely linked.

rain

sheep

cake

- Each sound (phoneme) is linked to an action
- www.jollylearning.co.uk/gallery/audio-2/



The screenshot shows the Jolly Learning website. The header features the Jolly Learning logo, navigation links (Home, Products, Where You Are, Training, About Us), and contact information. Below the header are buttons for 'Catalogue', 'Parent / Teacher Guide', and 'Free Resources'. A decorative banner with cartoon animals and flowers is below the buttons. The main content area is titled 'Jolly Phonics Actions' and lists two groups of actions. On the right, there is a search bar, a 'Go' button, a 'Your Shopping Cart' section with a 'view cart' button, and three buttons for 'Introduction to Jolly Phonics', '5 SKILLS IN JOLLY PHONICS', 'Learning the letter sounds', and 'Learning the letter formation'.

Jolly Learning
EDUCATIONAL PUBLISHER

Home | Products | Where You Are | Training | About Us

Catalogue | Parent / Teacher Guide | Free Resources

Jolly Phonics Actions

Group 1

- s Weave hand in an s shape, like a snake, and say ssssss.
- a Wiggle fingers above elbow as if ants crawling on you and say a, a, a.
- t Turn head from side to side as if watching tennis and say t, t, t.
- i Pretend to be a mouse by wriggling fingers at end of nose and squeak i, i, i.
- p Pretend to puff out candles and say p, p, p.
- n Make a noise, as if you are a plane – hold arms out and say nnnnn.

Group 2

- c k Raise hands and snap fingers as if playing castanets and say ck, ck, ck.
- e Pretend to tap an egg on the side of a pan and crack it into the pan, saying eh, eh, eh.
- h Hold hand in front of mouth panting as if you are shaking out of breath and say h, h, h
- r Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say rrrrr.
- m Rub tummy as if seeing tasty food and say mmmmm.
- d Beat hands up and down as if playing a drum and say d, d, d.

Search

Go

Your Shopping Cart

ITEMS IN YOUR CART.

view cart

Introduction to Jolly Phonics

5 SKILLS IN JOLLY PHONICS

Learning the letter sounds

Learning the letter formation

- Mr Thorne does phonics



Moving on . .

At the end of Reception and in Years 1 and 2...

- Pupils are taught phonics **regularly in small groups**
- They move on to learn **digraphs, trigraphs and split digraphs.**
- They are taught **rhymes instead of actions**

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Understanding

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Reading Strategies

Helpful hints for at home:

- Pause for 10
- Reread sentences for fluency, flow and understanding
- Use Reading Strategies poster

Reading Strategies

Reading Strategies

Sharp Eye



Look at the pictures.

twinkl

Reading Strategies

Mouse the Mouth



Say the first sound.

twinkl

Reading Strategies

Don't Forget!



Use your memory,
where have you seen the word before?

twinkl

Reading Strategies

Hop, skip and jump



Read to the end and
come back.

twinkl

Reading Strategies

Sound Talk It



Say each sound.

twinkl

Reading Strategies

Chunky Monkey



Look for chunks.

twinkl

Reading Strategies

Try on the fly!



Try a word that
makes sense.

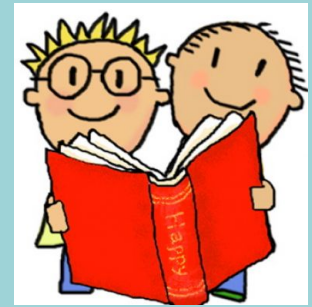
twinkl

Understanding

Can your child do more than decode?

- Discuss **vocabulary**
- Ask **literal questions**
- Ask **inference questions**
- Encourage **predictions**
- Books **on scheme** as opposed to free reading
- Read **to your child!**

KS 2 Reading



- Each child progresses at their own pace
- It is NOT a race
- We want to encourage regular readers and confident readers
- Please don't battle with children to get them to read
- Lead by example – if a child sees you reading for pleasure they will do the same

Some ideas to encourage reading

- **Helping your child choose a book...**
- Talk to your child about the books they like – Horrid Henry/Wimpy Kid are OK – just not all the time
- Suggest books you enjoyed as a child – but don't be too upset if they don't like them!
- Use the 'Rule of Thumb' method...4 fingers and a thumb before the end of the page = too hard
- Swap books with friends / take their suggestions

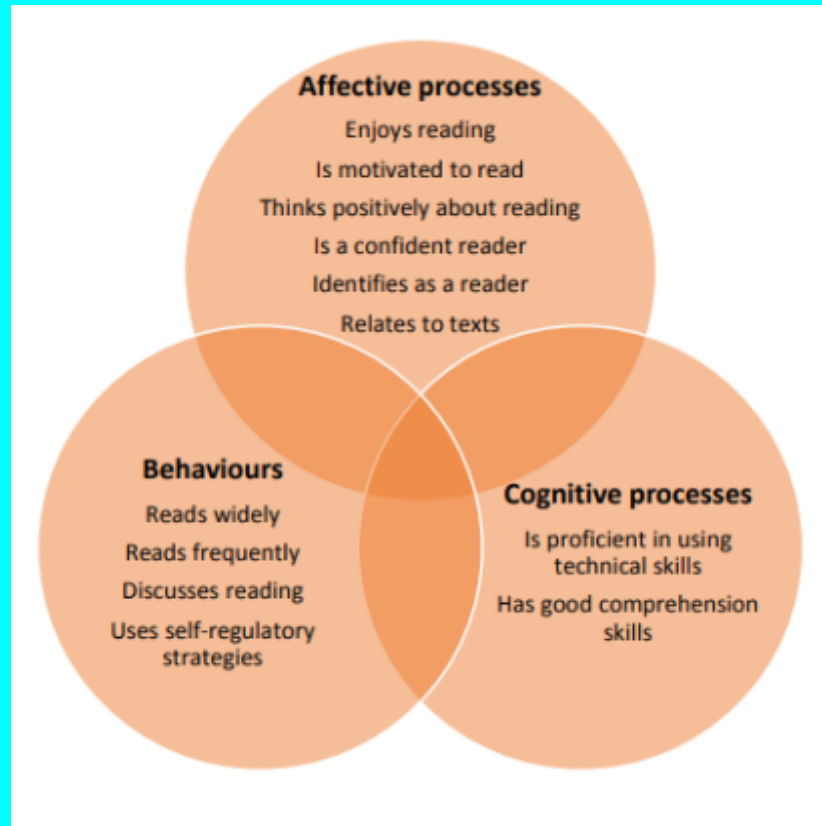
More ideas...

- Try holding a **D E A R** time in your house – **D**rop **E**verything **A**nd **R**ead - Everyone in the house stops and reads for a certain amount of time
- Allow your child to stay up a little later some nights as long as they are reading in bed
- Read to and with your child regularly – ‘bedtime’ stories and their own books – try and spend a little time with each child individually
- Suggest watching a movie once a child has read a book – age appropriate obviously!

Things you can do to help...

- Read **with** your child – share pages, help them finish the chapter - quality reading time 10 – 15 minutes, this is included in homework time!
- As often as possible read **to** your child every day –Visit the library, bookstore, amazon site together
- **Question** your child about what they have read / are reading ideas on the back of the reading record

These 3 things make an effective reader



Our aim is to encourage children to be proficient at all 3 areas in order to become an effective reader.

The latest Research...

A Recent international study of 10 year old children found...

- nearly all pupils who reported reading for fun outside school, daily or almost every day, had higher reading achievement than those reading for fun less frequently.
- Children who do not read frequently do not have the benefits that come with reading, and studies show that when struggling readers are not motivated to read, their opportunities to learn decrease significantly
- This can have a significant impact long term on exam results and accessing the full curriculum.

The percentage of children and young people who say that they read outside class on a daily basis has declined in the past 12 months (Figure 5), dropping back to a level last evidenced in 2013.

Figure 7: Percentage of children and young people who read a variety of formats outside class at least once a month in 2016

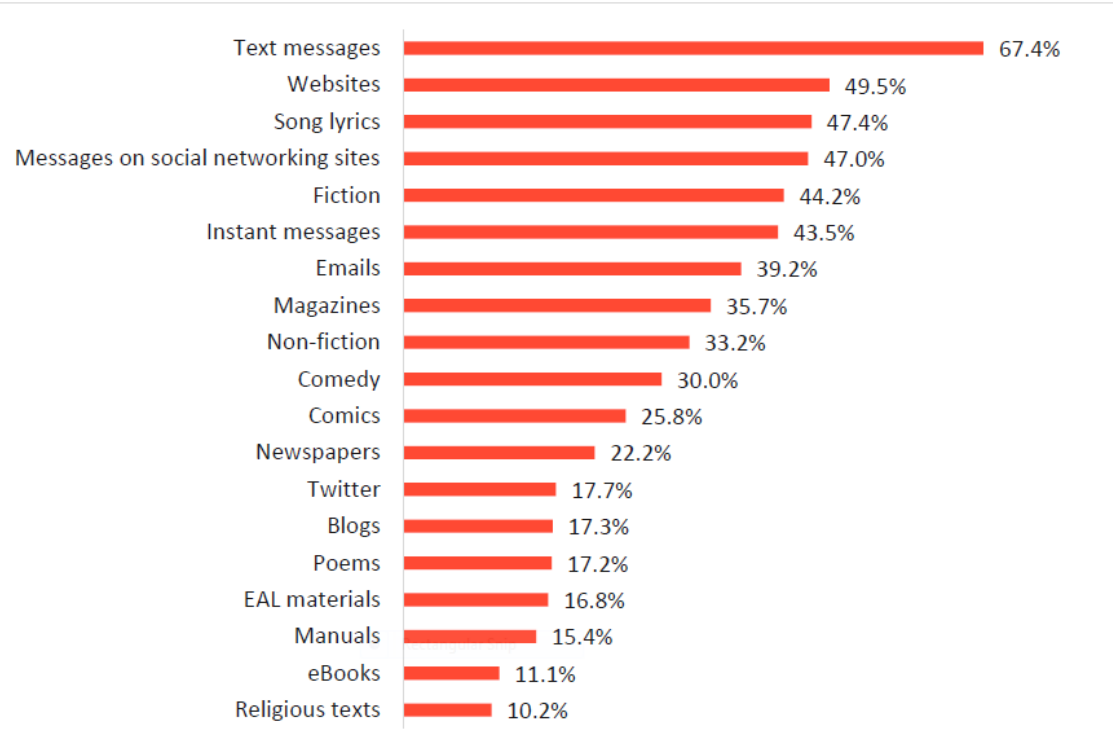
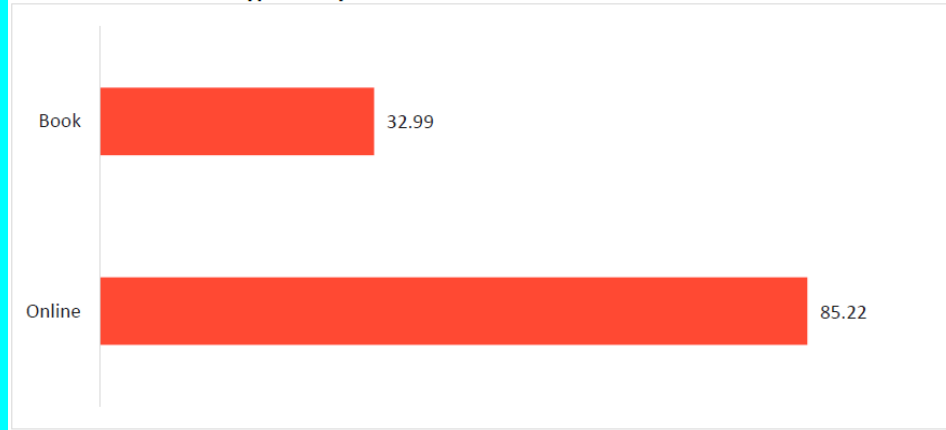


Figure 10: Average (mean) number of minutes spent reading a book vs. something online in their free time in a typical day in 2016



Any questions?



Thank you for coming – we hope the session has been useful.