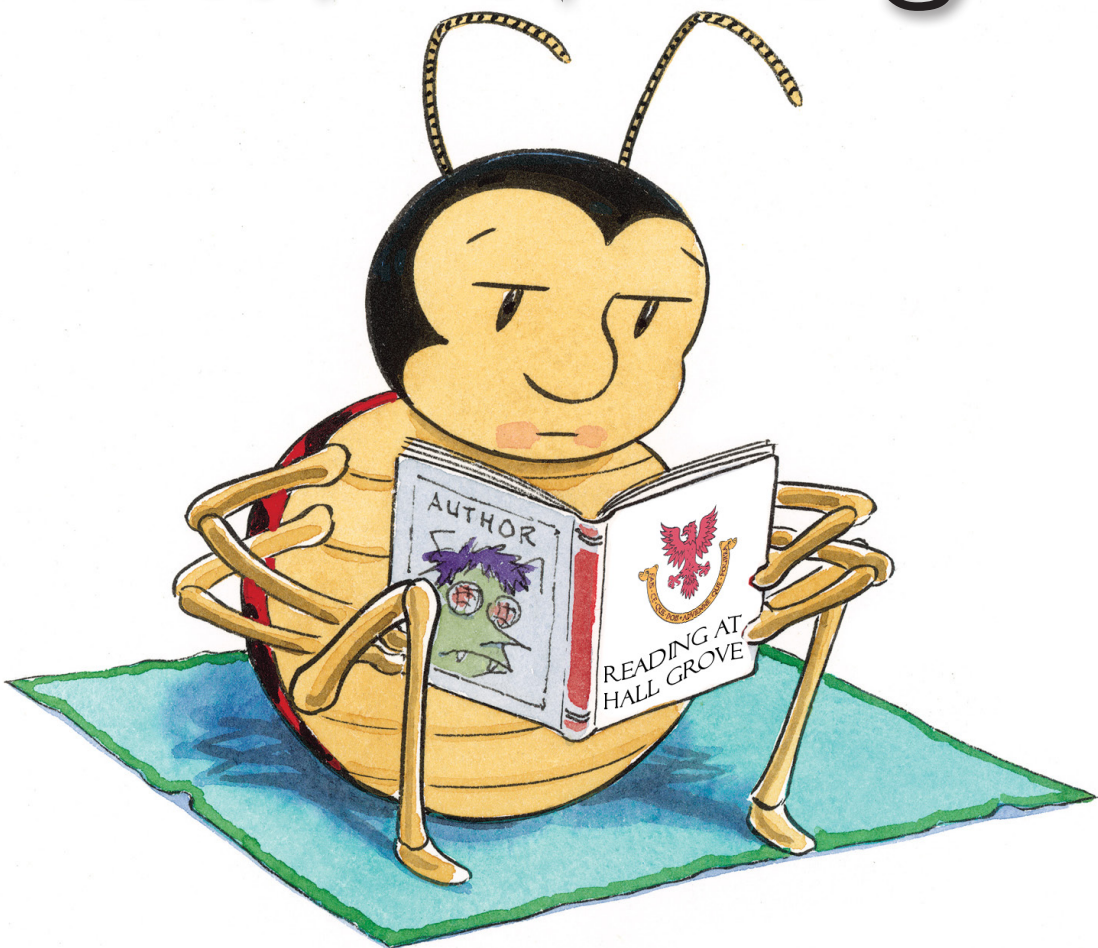


Are you
sitting
comfortably?



Reading at Hall Grove

Children learn to read best through a broad and balanced variety of literacy activities rather than being overly reliant on one method. Developing the skills for ***listening and speaking*** are a vital part of a child's reading development. A rich vocabulary and understanding of spoken English are essential for reading.

To achieve this we:

Provide good language models.

Opportunities for children to use their language through:

- exploring and investigating
- role play and imaginative work
- re-enacting /retelling stories
- puppets
- singing songs and rhymes thereby tuning into beat and rhythm. An understanding of punctuation and reading with expression all stem from this.
- music and movement – reading is a task that involves both the right and left side of the brain. Left hemisphere is used for phonic decoding, sequence, analysing etc. The right side is used when grasping an overall comprehension of the text.
- memory games
- questioning
- storytime and storytelling
- listening activities to discriminate sounds and increase attention span
- talking and reflecting on their activities

'**PREPARE**' them for literacy as they use language to:

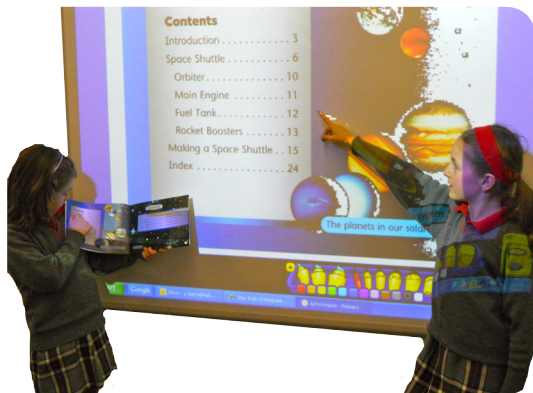
Plan, **R**ecount, **E**xplore, **P**redict, **A**nalyse, **R**eport and **E**xplain.

Become aware of ***reading/print all around us***. Enjoying a range of genre and reading media.

Looking at print around them in any stage of reading is important, from reading simple symbols and words to more complex signs, menus etc. They all need to be read and understood.

We use the following resources in our print-rich classrooms to give children the familiarity of new letters, words and phrases as well as the confidence to explore and use them themselves independently:

- a range of texts from picture, story, chapter and information books, poetry and plays.
- Story props and puppets
- Posters related to topics we are learning that inform and question understanding
- Phonics resources
- Reading reviews
- Key word resources-mats on the tables, word walls and trees, topic related words
- Story phones and microphones
- Computer resources and websites



Phonics and key word recognition

Phonics is taught on a daily basis in a fast and fun, multisensory way. Our approach is systematic and the skills are embedded into language-rich teaching to ensure children read with fluency and comprehension. It draws on these skills....

- hearing and identifying rhyme and rhythm
- recognising syllables in words
- hearing and articulating the 44 phonemes
- recognising the graphemes associated with the sounds heard
- decoding and building words using phonemic awareness in reading and spelling

Word recognition comes alongside the phonics teaching with games, visual aids and exploration of the key words children come across that cannot be decoded phonetically.

Questioning and Comprehension

Successful reading needs active enquiry. Good readers approach a text with questions and develop new ones as they read.

The following skills are developed through our teaching:

- making links to prior knowledge
- predicting
- thinking aloud
- exploring and visualising text structure (both story and information)
- summarising what they have read
- questioning and interpreting what they are reading, making inferences and deductions



To achieve this we....

- explore texts and bring them to life through drawing and drama
- have high quality talk and discussion about what is being read
- encourage reading for reason, selecting a text to get an answer
- give children experience in reading a range of texts
- allow them time to explore texts for themselves
- have weekly group reading sessions and discuss what has been read.
- Recognise the importance of a print rich environment and value discussions about words and their meanings

Reading Together

Depending on the kind of book being read and its degree of difficulty, you will need to decide whether it will be read by the child, to the child or with the child. It is especially important to read to your child.

- ***Read by the child, your child reads to you***

It is good for them to look at the pictures. They often need these to help read for meaning. Allow your child to 'walk through' the book first, telling the story with the pictures. If your child is unsure of a word, allow him/her time to work it out on their own. Encourage them to miss out the word and read on and think about what would make sense. It is okay to tell them the word if they are unable to discover it.

- ***Read to your child***

Read aloud to your child to build positive attitudes toward books, to develop an understanding of written language, and to enjoy the sound of spoken language. You may choose books above your child's reading ability. Be sure the books will interest your child. You should also let him/her choose the books. Try different ambiances for your storytelling. If it's a scary story, for example, tell it in the dark or read it with flashlights. If it's a story about somebody was an infant, bring out an old toy and hold it as you tell the story.

- ***Read with your child***

Take turns reading paragraphs or pages in a challenging or long book. Discuss the story and ask your child questions about what is happening, what they think will happen and how the characters feel. All reading should be interspersed with discussion. It should never be the child just reading the words. You need to check understanding. Always be positive and light-hearted. Have fun sharing the reading material and your time together. (See our Pre-Prep book list of examples of books you could share together.)

Top Tips!

- Provide time for your child to enjoy books by themselves.
- Make a special time to read together every day. Don't insist when your child is not receptive – both of you will only end up irritated and you will be giving the wrong message to your child
- Get caught reading! Show your child that you are a reader. Talk to them about what you are reading
- When you watch a movie talk about the characters, the setting, the plot and the ending.
- Make your child aware of print around them. Make them aware of letters, words, labels, and letter sounds in real-life contexts for example cereal boxes, signs, car plates etc.
- As you work together, celebrate your child's efforts and successes just as you did when your child learned to walk and talk.
- A good 10/15 minutes is better than a difficult half hour.
- Reading should always be a fun and pleasurable experience. Children need to feel they are good at it.
- Learning to read is not a race.
- If pages are read at school don't re-read them just recap and carry on.
- You do not have to read a whole book in one night.
- Reading and sharing real books with your child is just as important as reading a reading scheme book. These are just a part of how we teach children to read.
- Reading is not just your child reading to you. It is a two-way process.
- Each child will develop at their individual pace.
- Foster enjoyment.
- Have regular reading time for them to simply sit and listen.
- The most important thing is that your child enjoys reading a whole variety of books and is reading for meaning.
- As well as being able to read the words on the page, children need to be able to talk about what they are reading.

As well as reading a text the following are good techniques to help with your child's reading progress.

- Telling stories and letting children get into the role of characters, dressing up and using puppets.
- Listening to stories on tapes and CDs - stories can be downloaded onto iPods and iPads.
- Visiting the library.
- Singing songs and nursery rhymes that accentuate sound patterns.
- Talking about what we hear around us every day.
- Sharing stories with lots of opportunities to join in.

The 3 Ps: Pause, Prompt and Praise

- **Pause** when your child is unsure or hesitates, wait a few seconds to allow them time to check the pictures and the words to work out the meaning.
- **Prompt** them to look at initial sounds, any picture cues or think about what makes sense using what has come before and after the unknown word. If the word is not correct, allow your child to continue reading and then go back and encourage them to read again, after which if necessary, tell them the word.
- **Praise** all efforts. Even if your child is unsure after an attempt, tell them the word so they don't lose the meaning of the story. Be positive and encouraging so that they will continue to try.



What makes a good reader?

Enjoyment

Knowing their 'sounds'

Having a good 'sight word' ability

Fluency and expression

Good understanding

Reading stamina

Skimming and scanning ability

An understanding of organisational features of a text

Being able to 'read between the lines'

Summarising, identifying key points

Identifying common themes

Awareness of author's use of language

Empathy with characters

Questions...Questions...Questions

Questions to develop children's understanding of the text should promote thinking on three levels:

1. Literal questions ask children to recall information that is directly stated in the text.

Hand questions (can point to the answers in the book)



What...

When...

Where...

How...

2. Deductive or inferential questions ask children to work out answers by reading between the lines, by combining information found in different parts of the text.

Head questions (can point to the answers in the book)



Why...

Why do you think...

What do you think...

What could you do...

3. Evaluative or response questions ask children to go beyond the text by, for example, thinking whether the text achieves its purpose or making connections with other texts.

At any stage of reading development children should be expected to be able to think about the text on all three levels.

Questioning tips

Be careful not to draw out this process as it will take away from the enjoyment and understanding of the book.

Ask open-ended questions to get as full a response as possible (why...? and what if ...? questions).

Encourage your child to relate events in stories to their own experiences

Read a section and ask your child to imagine the picture in their head. This could relate to a scene, event or character. Discuss his/her pictures.

Make up different endings to stories or continuing the stories on.

Get your child to think of his/her own questions. Get him/her to think of questions that are also open and promote discussion.

Before Reading

- talk about the front cover and the pictures
- find the title
- find the author and illustrator
- look through the pictures and predict what is going to happen
- what does it make you think of? Does it remind you of anything?
- share the first page and the blurb/contents page and ask: "Does this sound like a good book?"
- what clues do the title give you about the story?
- is this a real or imaginary story?
- why am I reading this?
- what do I already know about ___?
- what predictions can I make?



At the End

- Where in the book would you find?
- Was there anything you liked about the book?
- Was there anything you disliked?
- Was there anything that took you by surprise?
- What if...?
- Is there a reason for...?
- What do you think of...?
- Why did?
- What do we know about...?
- Give an example of
- What was your favourite part...why?
- Can you explain...?
- Which words give you the impression...?
- What is your opinion of...?
- What do they think will happen and most importantly WHY?
- What do you understand from what you just read?
- What is the main idea?
- What picture is the author painting in your head?
- Do you need to reread so that you understand?
- Which of your predictions were right? What information from the text tells you that you are correct?
- What were the main ideas?
- What connections can you make to the text? How do you feel about it?



Setting

- Where does the story take place?
- When did the story take place?
- Have you read a story set here before?
- Did any words help you build up a picture of the setting?
- What can you find out from looking at the pictures?

Character

- What did he/she look like?
- Who was he/she?
- Where did he/she live?
- Who are the characters in the book?
- Which character was your favourite? Why?
- Did you dislike any characters? Why?
- Did the character remind you of anyone?
- Did any particular words help you to build a picture of the character?



Non-Fiction

- What could you find out from this book?
- Does it have a character?
- How is it different to a story book?
- How do you know if the information is accurate?
- Where could you find out about...in this book?
- How many headings or subheading does the book have?
- Look at the contents page, which page should we go to and find out about....?
- In the glossary how does it explain the word....?
- Use the index, on what page can you find out about....? Or find the word....?
- What did the caption for this picture tell you about?
- Can you think of another label that the author could include for this picture?
- What did you find out that you didn't know before?
- What is your favourite fact you have learned?



Prompts to Help Accurate Reading

- Were there enough words?
- Leave out the tricky word and keep reading....What would make sense?
- Does it look like a word you know?
- Read it with your finger this time.
- Read it again to see if you can make the words match. Were you right?
- Where is the tricky word?
- What did you notice?
- Would fit there?
- Would make sense?
- Do you think it looks like ?
- It could be but look at
- Check it. Does it look right and sound right to you?
- How did you know to change that word?
- Put a counter under a capital letter on page
- Put a counter on a full stop on page
- Can you find a lower caseto match capital
- Can you re-read the bold print on page
- Can you find speech bubbles, speech marks?
- Can you find a long word on page
- Help me break it into syllables
- Can you find a word that rhymes with
- Can you find a word that starts with the blend

