



Reading Parent Workshop

“The more you **read**
the more **things** you know.

The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Year 1 & 2
October 2023



What do your children need?

- ❖ An understanding of vocabulary.
- ❖ To be able to discuss ideas, thoughts and opinions
- ❖ Exposure to a range of texts.
- ❖ Regular practice to develop fluency and expression.
- ❖ To have an understanding of the authors intent
- ❖ A consistent approach

Strategies for reading comprehension

Use our background knowledge to connect text.



Predict, ask questions, I wonder- read on to find out more.



Understand and explore new vocabulary and commit to our working memory.



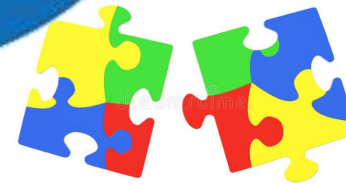
Probing questions.
Inference.



Visualise

Scan for information.

Who, what, where? It's literally right there.



Put together to build gist.

Use our background knowledge to connect text.

Understand and explore new vocabulary.



What does this word/sentence tell you about _____?

Can you find a word/sentence that backs up what you have just said about _____?

Why did the author use the word _____ to describe _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

What effect has the author created by repeating the word/phrase _____?



Predict, ask questions, I wonder ... ,
read on to find out more.



Where do you think

will go next?

What do you think

will say/do next?

What do you think
this book/section/
chapter will be
about?

Can you think of any
other stories that start
like this? How do they
end? Do you think this
will end the same way?

What sentence or
phrase do you think
will come next?

Draw what you
think is going to
happen next.



Visualise

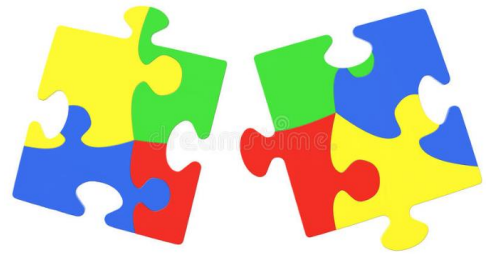


After you have read a part of the text with your child, share what you were thinking or what you imagined whilst you were reading.

Ask them what they were thinking.

For example, what do you see when you read this quote from Roald Dahl's *Charlie and the Chocolate Factory*:

“In the town itself, actually within sight of the house in which Charlie lived, there was an ENORMOUS CHOCOLATE FACTORY! Just imagine that! And it wasn't simply an ordinary enormous chocolate factory, either. It was the largest and most famous in the whole world!”



Put together to build gist.

How/where does the story start?

Who do you meet first?

What is the first/second/last step in these instructions?

What did you find out first?

Write a sentence/ draw a picture to show what happened at the beginning/middle/end.

Put these sentences in the order they happened...

Make a table/map/poster/flow chart to show the order things happened in.

Use 20 words to sum up this story or non-fiction text.



Scan for information.
Who, what, where?
It's literally right there.

Is there a good/bad character? Who is it? How can you tell?

Is there a dilemma in this story? What is it?

How is the dilemma resolved?

Where/when is the story set?

Who is/are the main character(s) in the story?

Which is your favourite/worst/funniest/scariest part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?

How does the story end?

What do you think is happening here?

Probing questions. Inference.



What do you think
_____ is saying/thinking/
feeling at this point?
Why?

What do you think
the author meant
when _____?

Why does the author
use the word
_____ here?

What do you think
the word _____
means? Why do you
think that?

Can you explain
why _____?

Why do you think
_____?

Guided Reading Sessions

- ❖ Daily sessions
- ❖ Good quality texts
- ❖ Questions need to be prepared before the session
- ❖ Need to know the texts you are reading to delve deeper with the pupils

Assessment

Year 1

- ❖ End of year phonics screening (workshop upcoming)

Year 2

- ❖ SATs assessment in May (workshop upcoming)



So how can you help your child?

- Focus on an enjoyment of reading
- Enjoy stories together – reading and listening is just as important.
- Little and often
- Question children about what they have read. Talk about the story at the start, in the middle and at the end of reading. Discuss the plot, the characters (feelings and actions), how it makes you feel, predict what will happen.
- Look up definitions of words together.
- All reading is valuable – it doesn't just have to be stories or the book they bring home.
- We are encouraging children to read every day and this should be signed by an adult.
- Please sign in their diaries everyday that they have read and when your child has finished their book. They will be given the opportunity to change this during the school day.

Useful websites



- www.wordsforlife.org.uk (National Literacy Trust)
- <https://www.booktrust.org.uk/>
- <https://www.bbc.co.uk/cbeebies/shows/bedtime-stories>
- <https://www.oxfordowl.co.uk/home/reading>