

# Supporting Children with Reading



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.

- 70% of pupils permanently excluded from school have literacy difficulties
- 25% of young offenders have reading skills below those of an average 7 year old
- 60% of the prison population have literacy difficulties
- Other long-term consequences - unemployment or low- paid work, mental health problems

# Reading Memories

- Do you have a good childhood memory about books and reading?
- Do you have an unpleasant memory?

Tell the person next to you about both.

It is the conditions and feelings associated with your good memory that should be recreated for reading with your child.

# Reading at Home

- Success in reading is fundamental to success in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.
- It is not a performance.
- It is not a test.

*Every time you finish a book -  
do always choose a harder one next time?*

# Books in Bags!

The books in a child's bag are their own choice - they select from a range of books which are levelled by colour.

They are easier than the books they read in school. They are to be enjoyed!

The books read in school with an adult are at a level we call 'instructional'. They are slightly harder and allow adults to focus on teaching points.

# Checking a book is the right level.

- In school we use a variety of methods to level children.
- All YR children have a diagnostic test which looks at all aspects of their literacy.
- We use the same diagnostic tool if children seem to be struggling - it helps us to pinpoint areas to work on.
- Children need to have success in reading - it is about 'breadth' of reading opportunities - not a colour race!

# The Goldilocks rule for choosing a book. Not too easy, Not too hard - Just right



## Easy Books

- I have read the book **many** times before.
- I understand and can retell the story without much effort.
- I know and understand almost every word.
- I can read the book smoothly and fluently without much practice.

## Too Hard Books

- There are five or more words on a page that I do not recognise.
- I am confused about what is happening in the story.
- When I read the words I sound choppy.
- I need help when reading this book.

## Just Right Books

- The book is new to me and the topic is interesting to me.
- I understand what is happening in most of the story.
- I can retell what I have read.
- I recognise most of the words on the page, but there are some words to work on.
- I can read the book by myself but may need help if I hit a tricky bit.



# The Five Finger Test

Open to a page in the middle of the book and read one whole page. Make a fist and for each word you come to that you do not know hold up a finger.

0-1 Fingers

Easy

2-3 Fingers

Just Right

4-5 Fingers

Difficult



# How do they learn?

- By being read to
- By being talked with - learning grammatical phrasing and syntax
- By using context and pictures
- By segmenting using phonic decoding
- By recognising whole words that cannot be segmented
- By talking about books including those beyond their reading level

# Reading needs 2 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.

## Comprehension

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.

# Understanding is very important!

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

I am sure you will be able to read the next page - can you understand it?

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.

Would you want to read more if you cannot understand it?

# Barking words!

- Reading is NOT having to decode every word!
- If children are having to do this - the book is too hard.

Reading is about fluency and phrasing.

Fluency is the bridge between decoding words and understanding what has been read.

When the lady dropped the cake it smashed into hundreds of tiny crumbs.

When the lady dropped the cake it smashed into hundreds of tiny crumbs.

# How fluent is your child? Listen to them.

## Phrasing and smoothness:

Does your child read word-by-word with frequent hesitation? Does your child read in short phrases, but ignore punctuation? Does your child read with good phrasing and rhythm?

## Pace:

Does your child read slowly, at a mixed rate, or at a conversational rate?

## Expression and volume:

Does your child read with a quiet voice, or with volume and expression?

Before we change a child's reading level - we are looking for fluency.

# Getting them to read!

- Make reading visible; have books available in your home
- Television/laptops/Ipads OFF
- Sit and listen - don't do chores around the reader
- Share books every day - you read to your child
- Boys need to see that reading is something men do
- Talk about books.
- Sneaky reading - lists/emails/cereal box/messages
- Respect choices
- 3 P's!!



# Pause, Prompt, Praise

When your child is reading a well matched book, they will come across words that are tricky. Use the 3P's as a method to help your child.

## Pause

- Once your child starts reading aloud carefully follow the text as they read.
- If (or when) your child comes to a word they don't know try not to jump in straight away and supply the correct word. Wait and give your child time to work out the word.
- In the first instance 'pausing' creates an opportunity for your child to try and self-correct or work out the word for him/herself.

# Prompt

- If your child successfully supplies the word they have stumbled over it's a good idea to suggest that he/she goes back to the beginning of the sentence and re-reads the whole sentence again (to recap meaning) before reading on.
  - If your child has not independently worked out the problem word, at this point you may intervene and prompt them with some quick, low-key suggestions about what they could do.
1. Is there anything in the picture to help you?
  2. Get your mouth ready to say the first sound of the word?
  3. Do you see part of the word you might know? stand
  4. Think about what word might make sense - give it a try
  5. Re-read the sentence to see if they can gain better meaning
  6. Skip the word and read to the end - return to the word
  7. AFTER A SHORT time ask if they wish to be told - do not spend too long over a word!!

## Praise

This is the easiest part of the process for any parent because it's something that comes naturally. Praise your child's reading efforts and successes whenever you think it is appropriate during the reading process.

As well as praising their effort it is often good to tell them why. For example you might say:

Well done, I thought it was brilliant the way that you went back, re-read the sentence from the beginning and worked out that word you were having trouble with.

That was great reading tonight, I know I had to tell you a few words but you also worked out some pretty tricky ones for yourself. Well done.

# A few more hot tips!

- Always introduce the book - tell them the title and a quick synopsis or look at the blurb together for longer books.
- DO NOT finger point under each word. Show children how to finger trace Left to Right as a slide. They should then do this for themselves.
- Look out for children replacing words because they are looking at the start and end of a word:

They read the word **farm** as **from** - this could indicate they are not scanning left to right and going too fast!

- If a child is sounding out a word which cannot be decoded - STOP them!

If they sound out: s/o/m/e and then say the word correctly they have become overly obsessed with sounding out - remind them it is a tool for tricky words only!

Have paper and pencils handy. If a child is reading a word and makes an error with a sound (phoneme) get them to write the word:

They are reading the word **look** as the word **like**  
Ask them to write the word **like**. **Then** show them the word **look** in the text - by writing the word they have processed it in a different way and will be able to see their error.

- If it's becoming a struggle - strike a deal!  
Read 1 page each and model the reading and strategies.
- Do not cover up the pictures - they are a form of support to a child as they read - it would be a little bit like taking away a number line to help with counting!
- Keep an eye on the fluency and phrasing - model it if necessary - especially the use of expression
- Remember to ask the questions to see if they have understood!
- Read beyond the books we send home - the message must be that they can read anything!