

Encouraging Motivated and Independent Readers

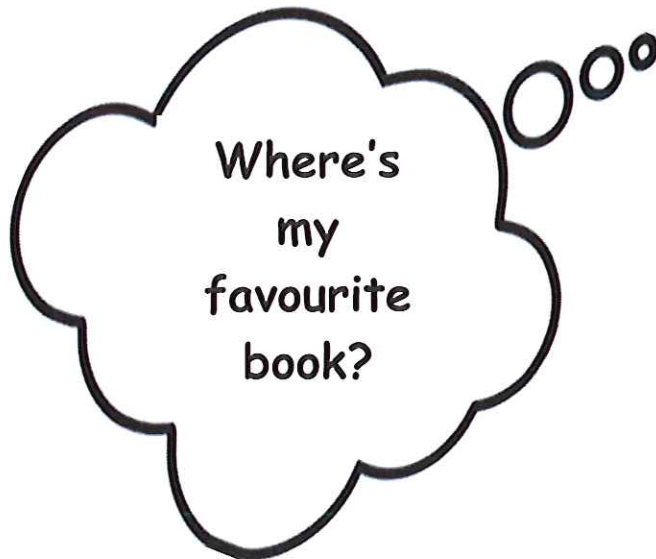
A GUIDE FOR PARENTS 2019



'Let your light shine'

Powerful readers are children

who choose and read material for pleasure at their own comfort level, establishing meaning and enjoyment from the texts and, yes, these may be on line or information texts, instructions and reports as well as stories both traditional and modern!



These children are driven by an interest in reading rather than by unconnected incentives and rewards.

At Eyam our vision is that Eyam School will be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

We want all children to be able to develop a life long love of reading for themselves.

So how do children start to learn to read?



Getting ready to read - tuning in

- Listening to stories.
- Hearing a range of sounds in and around your home - talking about sounds.
- Talking about pictures, signs and symbols.
- Predicting what might be happening and what could happen next.

Developing reading skills

Adults you can model, label, prompt and praise these skills.

Summarise

- Retell the story in a few words
- Summarise as you read - sequence the action as you read
- When you clarify and summarise you will be able to question
- Describe what you see - talk around/explain the detail

Question

- Ask how the characters are feeling?
- Do I think this or that will happen?
- Can I find the answer easily or is it hidden?
- Use question words like what, how, why, where, when, who?



Clarify meaning - be a problem solver and develop a treasure chest of ideas



- stopping to check when it doesn't make sense. May be highlighting words you don't understand



- use a range of strategies to work out unknown words
 - read on, read back



- break words into smaller words or chunks



- use my treasure chest of memories - can my background knowledge help?



- paint a picture in my head



Predict

- I think this might happen next...
- what will happen if?
- from the picture it looks like....
- who might be affected if that happens or doesn't happen?



Learning to read text

1. Phonological awareness

This is the ability to listen to and recognise sounds in spoken language - eg: to identify that **cat** starts with **c** and **book** starts with **b**

How can we help to develop this skill?

- sing nursery rhymes and songs
- play rhyming games
- play with magnetic letters
- use physical responses such as clapping and tapping to demonstrate patterns in song, stories, and words
- separate words into separate sounds
- participate in word play where children change beginning, middle, and ending sounds
- play simple eye spy
- spot words that sound like the start of their name - or **M** for Mum, **D** for Dad,

2. Letter recognition by shape and sound

This is being able to recognise letters by shape and sound.

At Eyam we use the Letters and Sounds sequence and activities to teach phonics but we also use the 'Jolly Phonics' letter sounds and actions. Learning in a multi-sensory way enable many children to remember the action with the sound and the image. We run a phonics session for parents every Autumn - anyone is welcome to join us.

a few examples of letter sounds

L - pretend to lick a lollypop and say l l l

m - rub your tummy as if seeing tasty food and say mmm

n - pretend to be a plane with your arms out like wings and say nnn

o - pretend you are turning a switch on and off and say o o o

p - imagine your finger is a candle and pretend to puff it out, saying p p p

Homework tasks begin in Reception with activities like listening for and finding pictures of objects which start with the same sound as your name- J for John, for instance. The tasks build up in line with the Phonics sessions taught in school, so that by the middle of Reception children may be finding and writing words which have a particular sound at the beginning, middle or at the end, as in the example below:

30th January

This week, please help your child to think of words that end in **ff**, **ll** and **ss**, for example puff, bell and kiss. They could stick in or draw pictures and have a go at writing labels, too.

Many thanks 😊

3. Blending

Use sound buttons to help your child blend /merge the sounds to make words.



Draw buttons underneath each letter. Ask your child to 'press' them whilst saying the sounds they represent.

Play the interactive sound buttons games
<http://ictgames.com/soundButtons/index.html> or
http://www.ictgames.com/ladybird_v2.html

At this stage the words do not have to be real words - the end of Year One National reading test uses made up words to see if the children know the correct sounds for each letter or pair of letters. For example: scrug, lect, braits, fream, broup.

More complex phonics are taught at the end of Year One and children should then start to learn which choice is correct - now they are given lists of words to learn to practise these different word choices.

igh sounds like in knight or as in kite or tie

ee sounds like tree or as in meat or Steve

au sounds like awful or Autumn or torn

How to share a book

Start with the title, look at the cover and briefly chat about what you might find inside.

- Start with the title and cover picture - spend a few minutes imagining what the story might be about and where it could take place. Give your child lots of cues if you have time flick through the book and use any new vocabulary at this point.
- Remember to **clarify** as you read together.
- At the bottom of each page, encourage your child to **question and predict** what might happen next.
- If your child gets stuck, ask what word would fit best, ask them to sound it out using their phonics skills (if appropriate), or simply supply the word yourself - keeping the flow going is important, its OK to give words!
- Ask what happened in the story? Does this remind them of anything in their lives or anything they have read before? Did they think the book was funny? Did they enjoy the book?
- Encourage your child to **summarise**, retelling the story you have just shared. This will give you an idea of how much they have understood.
- Don't condemn the book as 'too easy'. Children need a range of reading materials. Any 'easy' book helps them to relax with reading. Re-reading enables increased independence and improves confidence and flow.

- Let your child do the asking, encourage them to set you questions too or ask you to sound out - this is a golden opportunity to get it wrong!
- If your child misreads a word without changing the meaning, e.g. 'Dad' for 'Father', accept it. If they hesitate, repeat a word or leave one out, say nothing provided the meaning is not lost. If they say a word which does change the meaning, or they are simply stuck, you can help them by:
 - a. Pointing to the picture if it is relevant
 - b. Asking a question to remind them of the context
 - c. Re-reading the sentence up to the unknown word to remind them of the context
 - d. Saying or pointing to the first letter of the word
 - e. Telling your child the word to avoid losing momentum
 - f. If the word can be read easily by sounding out the letters, encourage them or help them to do this

Pause, Prompt & Praise

PAUSE to help them work out the new words

- Have a look at the pictures what do they tell you?

PROMPT by using some of the suggested techniques

- Does that word look like the pattern you can see?

PRAISE them for trying - find something good to say

- ✓ I like the way you said that

3. Also there are Tricky Words

Some words in English have irregular spellings and cannot be read by blending.

For example:

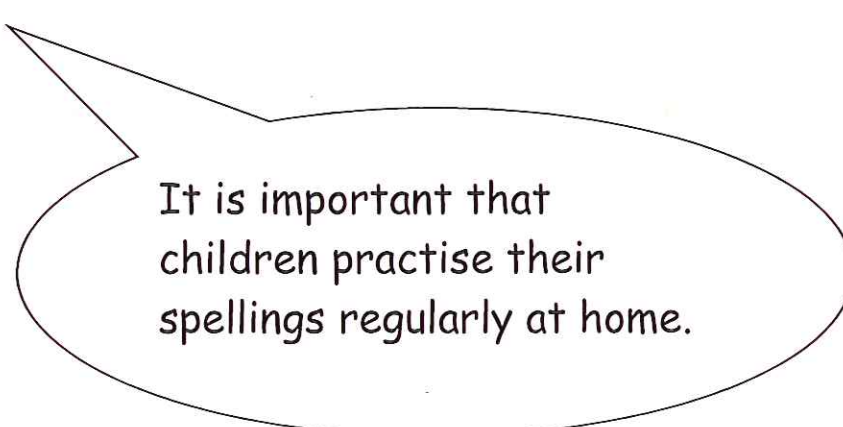
said was the people because

These are called tricky words and children learn to read them by sight - perhaps by their shape or using mnemonics, little rhymes.

Big Elephants Can Always Understand Small Elephants
'because'

Water And Sand
was

O U Lucky Duck
for -ould words such as could and would



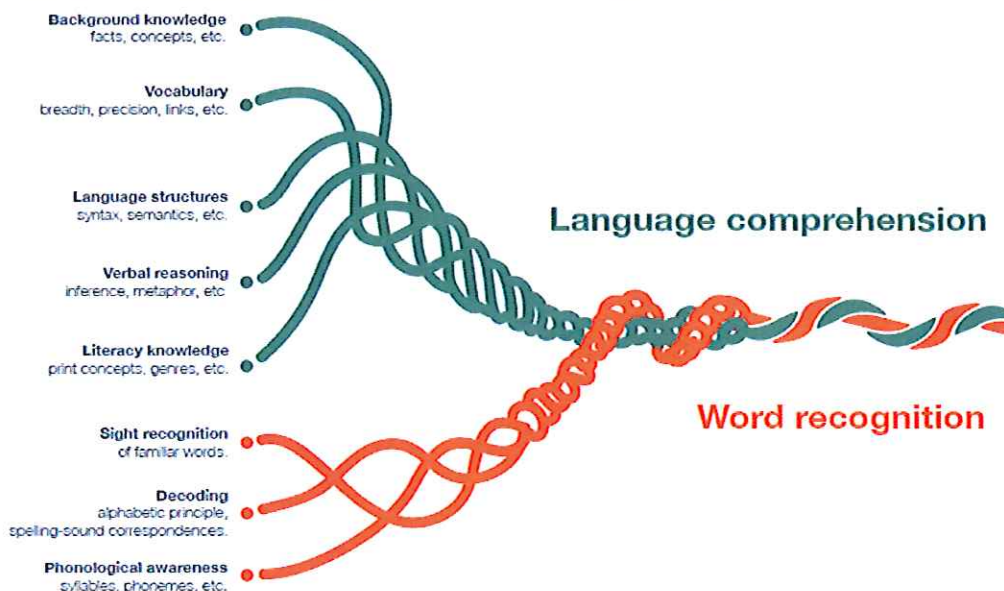
It is important that children practise their spellings regularly at home.

Eyam School teaches reading through

- Individual paired reading - with an adult
- Guided reading- with an adult leading a group
- Reciprocal reading - group reading activity with each child taking the lead to either Summarise, Lead, Question or Predict
- Reading comprehension - usually written questions after reading a text
- Being read to as a class or group

Reading confidently and with understanding is a complex skill. At Eyam we are using research that has been carried out by the Educational Endowment Trust as a scaffold to support the School Improvement Plan (2016-2018). Here is a diagram from that research showing how many strands need to be woven together to enable powerful reading to take place - your child will be working at their own pace, our job is to try and provide motivational materials that encourage them along with support and feedback to enable them to make the best possible progress.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING?



Key Stage One checklist (from the National Curriculum)

I can apply phonic knowledge/skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

I can read accurately by blending the sounds in words that contain the graphemes taught so far, esp. recognising alternative sounds for graphemes.

I can read accurately words of two or more syllables that contain taught graphemes.

I can read words containing common suffixes.

I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

I can read aloud books matched to their improving phonic knowledge, sounding out unfamiliar words accurately, and without hesitation.

I can re-read these books to build up their fluency and confidence in word reading.

Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond which they can read independently.

I can discuss the sequence of events in books and how items of information are related.

I am increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.

I have been introduced to non-fiction books structured in different ways.

I can recognise simple recurring literary language in stories and poetry.

I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.

I can discuss my favourite words and phrases.

I have built up a repertoire of poems learnt by heart and recite some with appropriate intonation.

I can check the text makes sense as I read and correct inaccurate reading.

I make inferences on the basis of what is being said and done.

I can answer and ask questions.

I predict what might happen on the basis of what has been read so far.

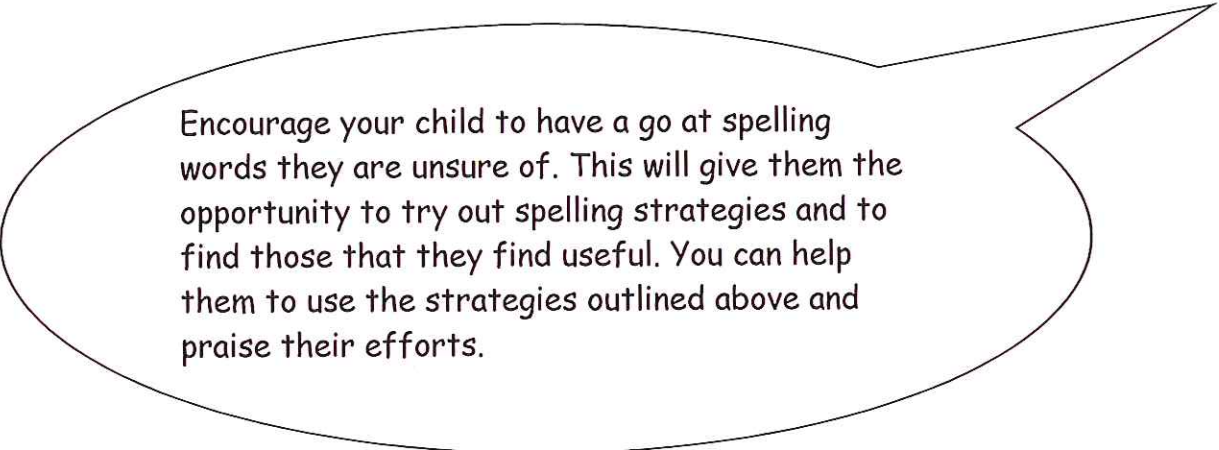
I participate in discussion about books, poems and other works that are read to me and read for myself, taking turns and listening to what others say.

I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those I read for myself.

Spelling hints

Here are some of the strategies that will help your child become a confident and accurate speller:

- Sounding words out: breaking the word down into phonemes (e.g. c-a-t, sh-e-ll) Many words cannot be sounded out so other strategies are needed;
- Using the Look, say, cover, write, check strategy: look at the word and say it out loud, then cover it, write it and check to see if it is correct. If not, highlight or underline the incorrect part and repeat the process;
- Dividing the word into syllables, say each syllable as they write the word (e.g. re-mem-ber);
- Using mnemonics as an aid to memorising a tricky word (e.g. people: **p**eople **e**at **o**range **p**eel **l**ike **e**lephants; could: O U lucky duck);
- Finding words within words (e.g. a rat in separate);
- Making links between the meaning of words and their spelling (e.g. sign, signal, signature) - this strategy is used at a later stage than others;
- Say it silly - looking at tricky words like Wednesday and saying Wed - nes- day to emphasise the tricky bit.
- Using a dictionary as soon as they know how to.



Encourage your child to have a go at spelling words they are unsure of. This will give them the opportunity to try out spelling strategies and to find those that they find useful. You can help them to use the strategies outlined above and praise their efforts.

Lower KS2 Strategies to develop fluency and phrasing

remember positive prompts and praise

Fluency

- Follow with your eyes and not your finger.
- Can you make this bit sound like talking - like this?
- Can you use the punctuation - can you show me it's a question with your voice?
- That was lovely you made it sound interesting.
- I was impressed you used your voice for the question.

Meaning

- Did you check what you said with the picture?
- I'll read it back - can you hear the mistake?
- I liked the way you checked with the picture
- What you read made sense - well done

Questions

use the key question words:

What When Why How Who Where

Predictions

Try some unlikely ideas to get your child to debate their view - give them time for opinions to develop. It's better to have a conversation than rush to finish the book.

Upper Key Stage 2

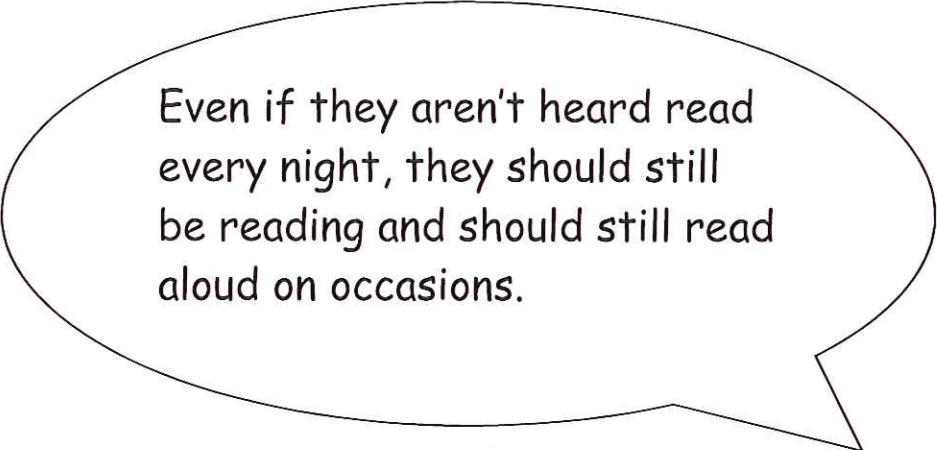
Higher level reading comprehension

As children become confident readers, we begin to focus more on why an author has chosen to use certain **vocabulary**, including the **effect** this has on the reader.

Also when we read we should **question** what we can **infer** about a text, by reading between the lines.

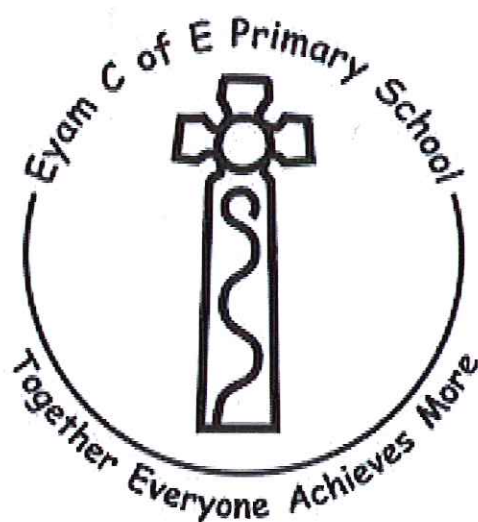
Children will become good at **summarising** what they have read and will enjoy being asked to **predict** what might happen next and **justify** why their opinions are valid.

They will become good at using the **clues** in a piece of text to answer more complex questions.



Even if they aren't heard read every night, they should still be reading and should still read aloud on occasions.

With the greatest of thanks to all the staff and children at
Eyam School



'Let your light shine'

Mrs McGuire, Mrs Jones, Mrs Dawson, Mrs Ridgeway, Miss McGloin, Mrs Hayes, Mrs Perring as well as Mrs Mason and Miss Wilcockson-Smith. All the staff work tirelessly to bring learning to life for your children and we owe them a heartfelt thanks for their dedicated, caring and enthusiastic work.



Derbyshire Healthy Schools
Community Award

