



Learning to read.

Supporting your child.

Wednesday 1st November 2017

**INTERNATIONAL
SCHOOL HAARLEM**



Aims of the workshop

To explore how children learn to read

To explain some of the strategies we use in school

To enable parents to support children's reading (all levels) at home

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Learning to read...*the knowledge*

In English the letters on a page are abstract- therefore very difficult for children to work with.

c

b

f

h

m

Letter names can be meaningless or, at best, tricky to use when reading.

c-a-t d-o-g

They must be linked to letter sounds called phonemes.
These can be blended together and pronounced as words. Words have meaning.

Learning to read... *the science*

How does this work?

- 4 sections of the brain power our reading journey
- connections must be made in the brain...all parts need to be linked
 1. Prefrontal lobe- directs attention to the reading task- puts focus on the letter or word.
 2. The brain then captures a visual image of the letter/ word (a snapshot). This uses a different part of the brain.
 3. A signal is then sent to link the symbol (letter shape) to the corresponding sound (phoneme).
 4. Meaning is given to these in another part of the brain.
- Repetition develops these connections.

What does this mean for our children?

- Children learn primarily through taught phonics.
- Children learn single phonemes e.g a, b, c as well as phonemes which are made from 2 or more letters (clusters)

qu, ck (qu-i-ck)

igh (l-igh-t)

These **GPCs** can be blended to make words.

Highlighting the need to learn letter sounds.....

- They move on to learn reading 'rules' e.g split vowel digraphs a-e (sh-a-pe)
- There are other strategies too -word recognition, use of picture cues
- Repetition and practise is vital..little and often!

How do we start the reading journey at school?

- Children need to display reading readiness (handling books, identifying some letters/ sounds, telling stories, commenting on the stories read to them, distinguishing sounds in spoken word)

At the same time.....

In Class

- Daily phonics/ word recognition activities
- Rhyme, sound games
- English songs and nursery rhymes
- Big book sharing and story time
- Opportunities for support and extension

How can I support and develop this stage at home?

- Read with your child- all genres (fiction, books with few words / picture books, non-fiction, poetry...) Enjoy!
- Share stories together...read to your child and ask them to respond to questions (Where is he going? Why is she going to the shop? Why has the tiger come to the house?)
- Ask your child to give opinions about what has been read (Do you think that is a good idea? Would you do that?)

How can I support and develop this stage at home?

- Look at print in the environment (Can you see where the name of the shop is? Is there writing on the side of the bus?)
- Explore letter shapes....use the letters in your child's name.....encourage them to hear sounds/ make sounds (reading starts with being able to hear sounds in spoken language) A **snake** says **sssss**- that is like the sound at the beginning of the word **snake**...what does it look like **"S"**(a snake!)

The reading journey...

- Some may find it easy...most will need to be taught clear strategies. Reading depends on the language system in the brain.
- An individual track....it's a multi task, difficult process
- There is a sense of magic too!

Next steps.....

Wordless picture books

Oxford Reading Tree (ORT)

- Encourage children to tell you the story- in home languages as well as English
- This gives context (vocabulary) and structure (beginning, middle and end)
- Ask questions- what do you think Kipper is doing?
Encourage prediction- what do you think is going to happen?
- Encourage new vocabulary- what is that called?
- Encourage recognition of picture cues (how does he feel? How do you know?)

Moving on.....

ORT books with words

- Stages Pre reader -15
- Fiction, non-fiction and poetry
- Read with your child in the early stages
- When children are reading more independently – they can ‘silent read’ to themselves but still need to read aloud to an adult
- Re-reading – to develop fluency and explore meaning more fully.
- Tricks of the trade!

Supporting reading at home- key questions

Here are some questions you can ask your child whilst reading.

Did you enjoy the book? Can you tell me why (not) ?

What was your favourite part of the story?

Can you tell me about your favourite character?

What is it about the character that you like?

Have you ever done the same thing as the character in the story?

Have you ever felt the same as the character in the story?

Is there something that happens in the story that you don't like?

Can you explain what you mean?



Supporting reading at home- prediction

Look at and discuss the information on the front cover, such as the illustration and title. What could happen in this story? What makes you think this will happen?

Guess the topic and the likely development of the topic by using personal experiences and knowledge of the world

Pause at key places in the story and ask your child to make predictions about the story and main characters using the pictorial clues

Stop a few pages before the ending, ask your child how they think the story will end.

Were they surprised by the ending or was their prediction correct?

Free readers

- Independent readers- free (slightly guided) choice
- Still need to read aloud
- Encourage higher level comprehension (Do you think he/ she made the right choice...why? why not?)
- Discuss the author's intent- what do you think the author wants us to feel about this character? Why do you think that?
- Play with vocabulary... do you know what that word means? Can you think of any other words which mean the same thing?
- Use expression- use punctuation!

At the same time...in class....

Multi strand approach becomes more layered
(this is not dependent on which class a child is in- it is dependent on the stage of reading development)

Letters and Sounds

is the programme we follow at the ISH for teaching phonics.

<http://www.letters-and-sounds.com>

Systematic - 6 overlapping phases -taught and revised throughout the primary age phase – works with the teaching of SPaG (spelling, punctuation and grammar)

Letters and sounds / phonics

Phases of learning

- Phase One – starting with sound- discriminating and remembering/ exploring sounds and rhyme
- Phase Two- Letter sounds and turning sounds into words e.g pat, it, at, sit (blending gpcs)
- ***Children will bring home letter sounds and words to practise with you....***
- Phase Six- suffixes (ly- happily) and prefixes (il-illogical)
- Room for support and extension

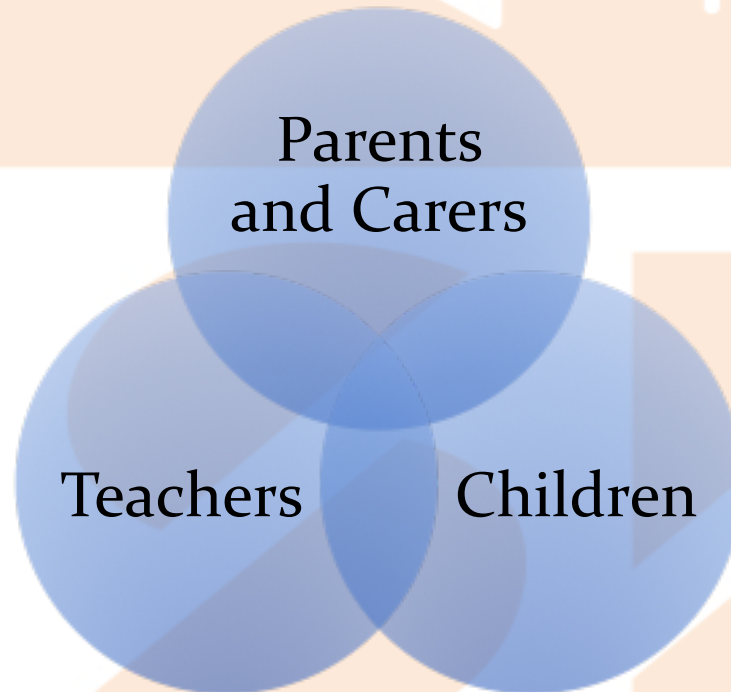
A review- key ideas for home

- If English is not your first language – read and discuss in mother tongue first.
- Keep reading- everything- anything!
- Look out for letters/ sounds/ words/ print -in the environment.
- Question, discuss, predict, review....
- Read to your child- make time to enjoy as well as question!
- Remember that you and your child(ren) are different readers.....

What to do if things seem to go wrong....!

- Don't panic! (you knew that was coming first!)
- It is extremely unlikely that anything is *wrong*
- *And even if there is a difficulty it does not mean the end of progress!*
- Take a break....it does *no* harm
- *Talk* to your child's teacher-we're here for your child and you.
- It is completely normal and to be expected that there are many joys and frustrations for all involved!

Teach, practise, apply....



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