

# Reading at Home

Parent Workshop  
20<sup>th</sup> September 2022



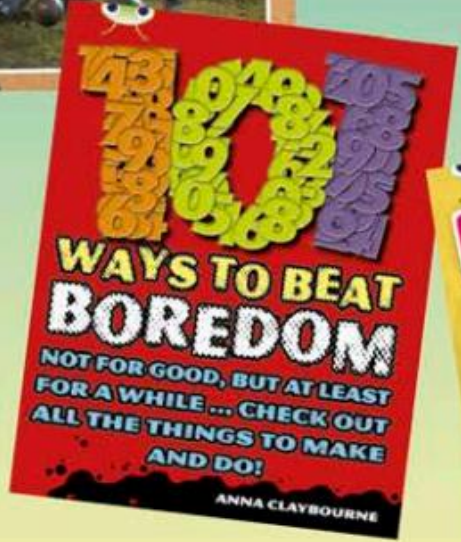
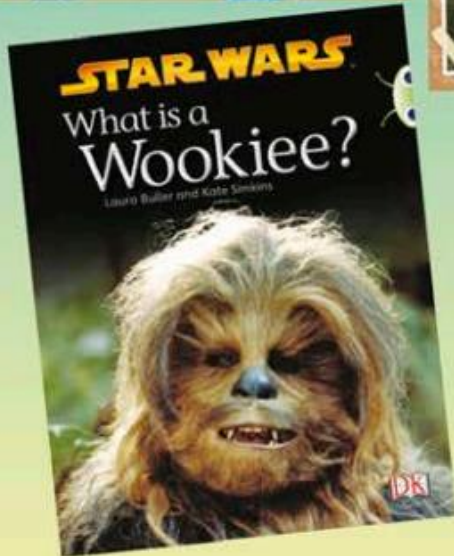
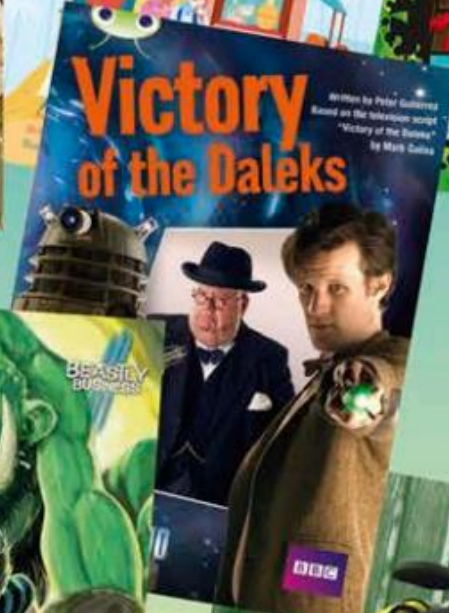
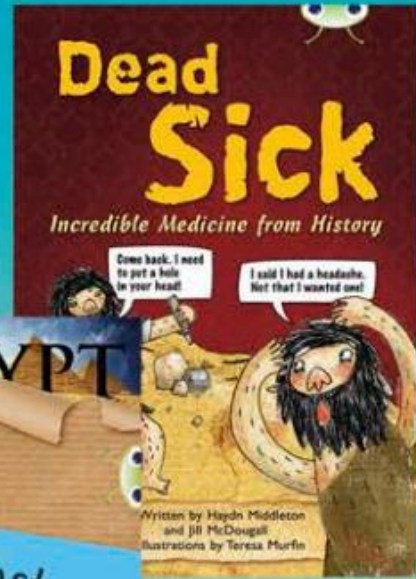
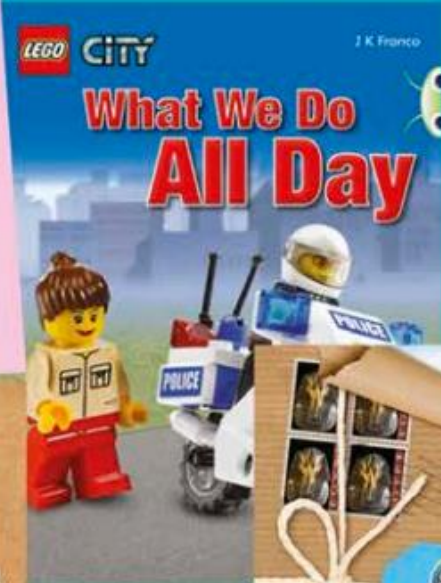
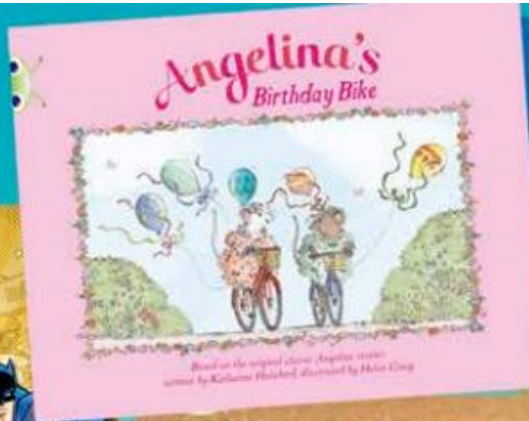


# What is Bug Club?

- A reading programme that the school will use to help teach reading

# The book content features some well-known characters and brands





# Using the printed books

## Parent notes on inside front covers

**Bug Notes**

Words could make come looked

This book practises

Sounds  
wa (as in Wallace)  
ea (as in breakfast)  
o (as in something)  
tch (as in kitchen)  
tion (as in invention)

**Top Tip**  
Encourage your child to retell stories they know about familiar characters like Wallace and Gromit.

Your child may need help with these words:  
**Autochef**    **popped**  
**pressed**

**Skill Builder**  
Together, look at the front cover. Talk about what you think the Autochef is going to do.

**Have a go!**  
**'tion' Challenge**  
Challenge your child to think of as many words as they can which end in 'tion'.  
(e.g. invention, competition, relation, station, fiction etc).

**Bug Time** fun is on the back page!

- Practise high-frequency words and sounds that appear in the book
- Don't worry if your child struggles on the tricky words
- Use the games and questions for discussion



# Reading in School

## The *Teaching* of Reading

- Phonics
- Shared reading
- Guided Reading
- Whole Class Reciprocal Reading
- Independent reading
- Personal reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories
- **School readers**                      **Home readers**
- *The hearing of reading is NOT the teaching of reading*



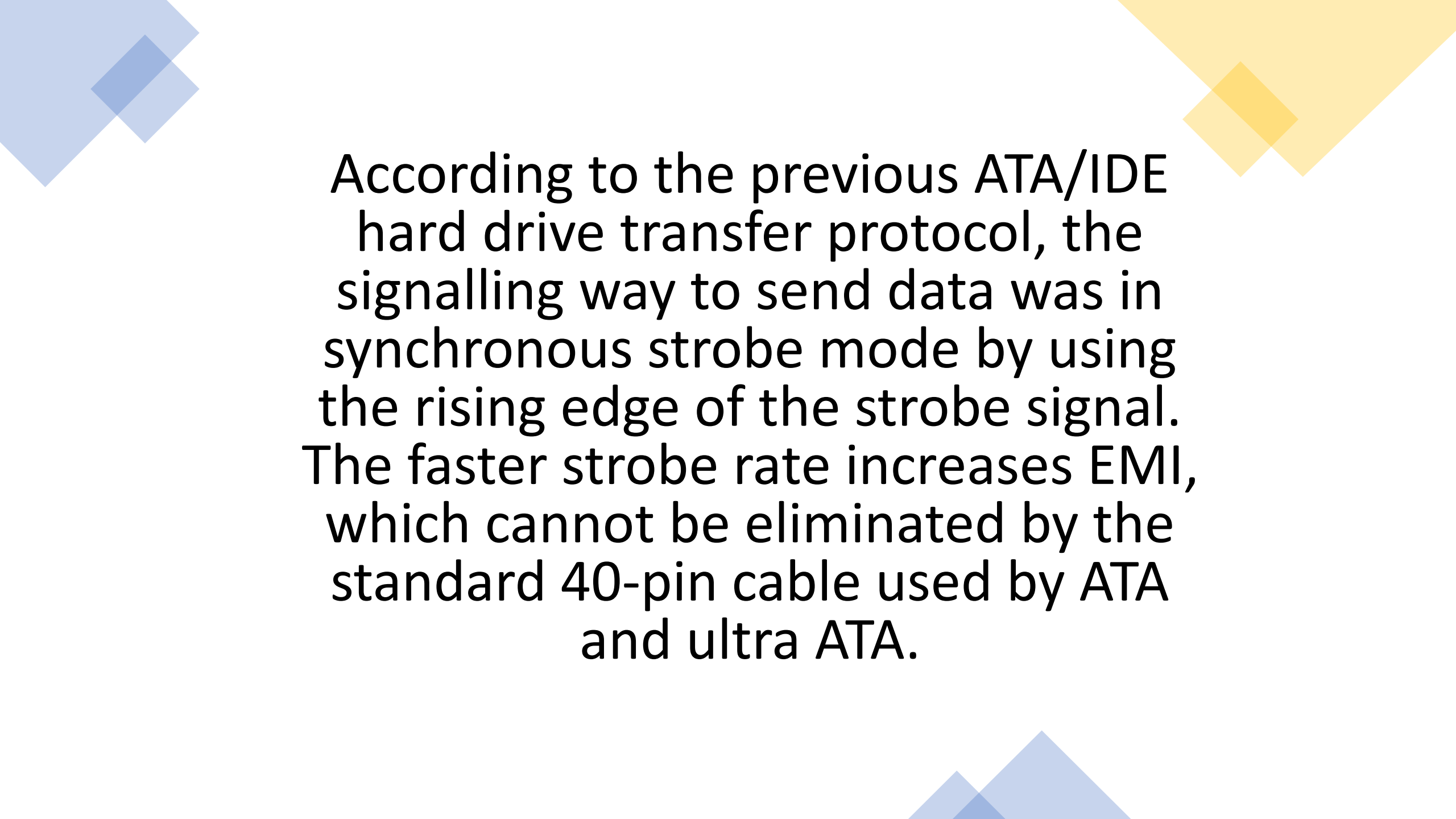


## Understanding (Comprehension)

---

- 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.
- The next slide is easy to read – does anyone understand what it means?





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.

## An extract taken from a computer manual

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.

# Understanding (Comprehension)



Finding information on the page.



Being able to find information that is *not* on the page. (Inference - Looking for clues)



Thinking about situations and predicting what might happen.



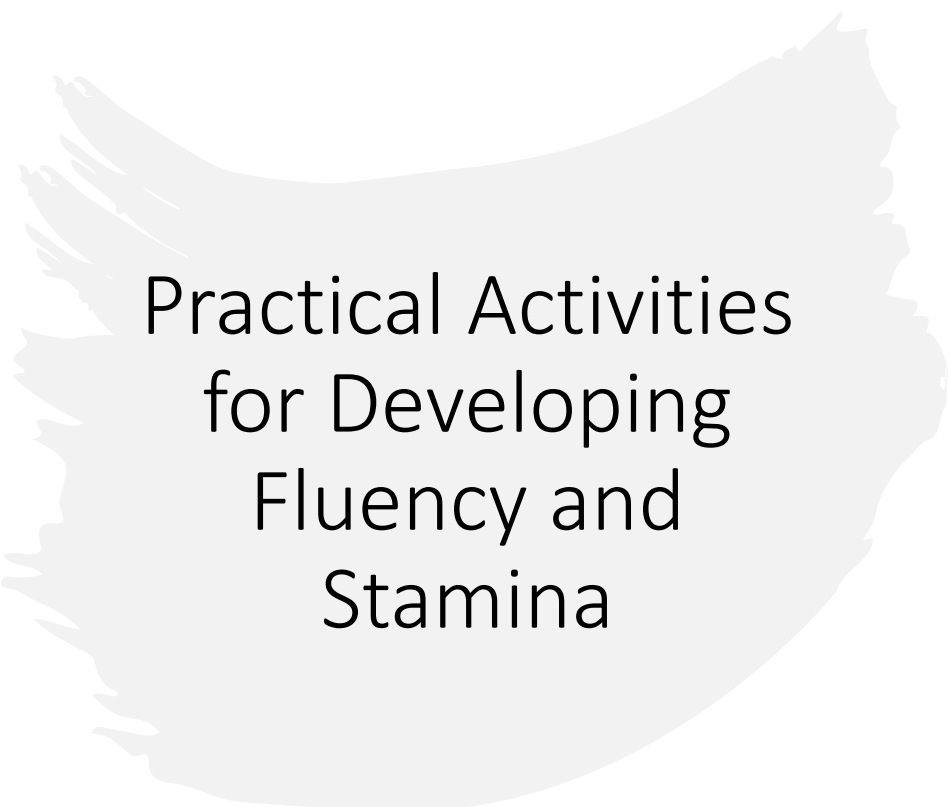
Putting yourself in a character's shoes and understanding what is going on from their viewpoint.



Book talk to make your child think.

# Fluency and Reading Comprehension

- Even if we read accurately, we will have problems beyond the early years if we fail to read in phrases so that 'reading sounds like talking'.
- Word by word reading often means the start of a sentence can't be integrated with the end.
- Some pupils read too quickly so that comprehension suffers.



Practical Activities  
for Developing  
Fluency and  
Stamina

- Modelled Reading
- Repeated Reading
- Echo Reading
- Choral Reading
- Keep to the Beat
- It's not what you say, it's the way that you say it!
- Expressive Punctuation

# Modelled Reading

- 'Strictly Come Reading'

*Take it in turns to listen to one another read, providing marks out of 10 for each other's reading. Provide feedback on what was good e.g. expression, phrase reading etc.*

- **Listen** to audio books, whilst following the texts.
- **Watch** videos of poets reading their own material.
- **Adult** read a page using appropriate expression, child read the following page mirroring what was heard before.

# Repeated Reading

- Research over the past two decades has identified repeated reading as the key strategy for improving children's fluency skills (NICHD, 2000).
- Give children the opportunity to:
  - read and then re-read the same text;
  - re-read favourite books and familiar poems;
  - re-visit easier texts;
  - share texts they read when they were younger;
  - practise silently reading familiar material, using their 'inner voice'.

# Echo/Choral Reading

- **Echo Reading**

*Read a line and ask your child to read a line back to you in exactly the same way. Practise this with pairs of lines/verses from a poem.*

- **Choral Reading**

*Read together/as a family. You will find that the children naturally mirror the adult's voice, using expression in the same places. It also makes children less apprehensive about making a mistake as they are not reading alone.*



# Keep to the Beat

- Raps are a great way to improve fluency and develop rhythm!

*Gran was in her chair, she was taking a nap,  
When I tapped her on the shoulder to see if she could rap.  
Gran can you rap? Can you rap? Can you, Gran?  
And she opened one eye and she said to me, Man,  
I'm the best rapping Gran this world's ever seen,  
I'm a tip-top, slip-slap, rap-rap queen.  
And she rose from the chair in the corner of the room  
And she started to rap with a bim-bam-boom,  
And she rolled up her eyes and she rolled round her head  
And as she rolled by, this is what she said,  
I'm the best rapping Gran this world's ever seen,  
I'm a nip-nap, yip-yap, rap-rap queen!*

# It's not what you say, it's the way that you say it!

Lucy borrowed my new bike.

Read it as if:

- You've got other bikes.

Lucy borrowed my *new* bike.

- You don't think she planned to give it back.

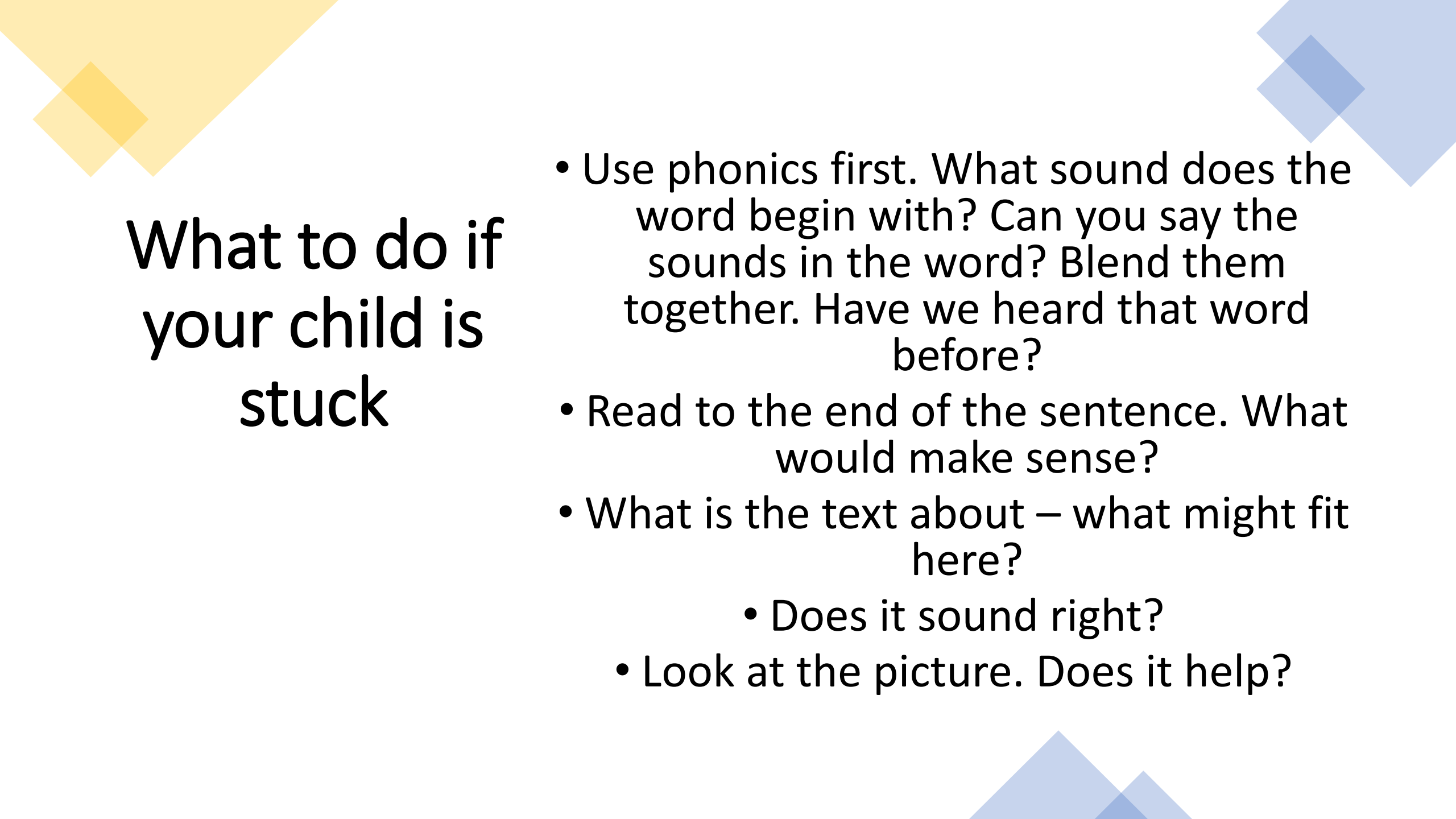
Lucy 'borrowed' my new bike.

- You can't believe Lucy would do such a thing.

*Lucy* borrowed my new bike.

# Other Strategies

- I read a page, you read a page.
- Follow the leader – I'll read, you follow.
  - Record our reading.
- Silly voices – read in a whisper, squeaky voices.
- Direct speech detectives – play different characters.
  - Read in the dark – with a torch.
- Guess the next word – stop reading mid-sentence.
- Change the word – spot which one has changed.



# What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together. Have we heard that word before?
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
  - Does it sound right?
  - Look at the picture. Does it help?

# Reading Vipers

**V**ocabulary

**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**equence or Summarise



[www.staracademy.com](http://www.staracademy.com) © 2007

## Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



## Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



## Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



## If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

[www.staracademy.com](http://www.staracademy.com)

## Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



## Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



## If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

## Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

[www.staracademy.com](http://www.staracademy.com)

# Reading at Home – Enjoy!

- Make reading visible; have books available in your home
- Share books every day;
- Boys need to see that reading is something men do.
- Talk about books.
- Sit and listen – avoid doing chores around the reader.
- Respect choices.

# Read With a Child

## It's the Most Important 20 Minutes of Your Day

Child "A"  
reads **20 minutes**  
each day  
3,600 minutes  
in a school year.

Child "B"  
reads **5 minutes**  
each day  
900 minutes  
in a school year.

Child "C"  
reads **1 minute**  
each day  
180 minutes  
in a school year.

