



# Welcome to the Parent Reading Workshop!



Please take a seat we will start at promptly at 4:45pm



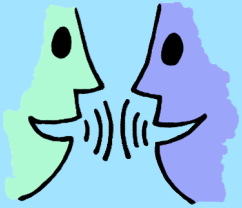
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# Today we are going to discuss how to support your child's reading at home.

## We will look at the following areas:

- Steps to support your child reading
- Balancing reading to your child and listening to them read
- Different types of questioning
- Non fiction books
- Creating an environment to encourage and enhance reading
- Modelling reading strategies to your child
- Reciprocal Reading





## Discussing the book



Before reading a book together, always **talk about the title, the pictures and the information** on the cover (front and back).

**Link to experiences** - have you seen this before? Have you done this activity before?

Use all the clues from the front and back of the book - can you discuss **what you think is going to happen** in the book or what the book is going to be about.



# Support your child reading the text

- Support your child to read the text using their phonics
- Encourage them to sound out unfamiliar words
- Help them to blend a word together e.g. b a t (what can you hear?)
- Encourage them to follow the text with their finger
- Encourage them to reread the word once they have blended it
- Encourage them to blend in their head, then say the word out loud



# Model Reading to your Child

- Model re-reading a sentence fluently rather than like a robot!

Example: They went to the shop to buy an ice cream.

- Model pausing for punctuation and using the punctuation to add fluency

Example: I had to take my hat, bag, shoes and fluffy coat.

Why are there all these people here?

Help me please!

- Model using expression (changing the tone of your voice)

Example: "I don't know what I am going to do now." cried Sam

"Is anyone in there?" whispered Mouse cautiously



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# Common Exception Words (Red Words)

Common exception words are words that children cannot sound out for example said phonetically should be spelled.

Children practise these 'red words' in their Read Write Inc lessons weekly and they are referred to in any writing/reading activity.

Children need to learn these 'red words' by sight and we use flashcards to be speedy readers. If your child gets stuck on a 'red word' whilst reading it is okay to help them and you can discuss the tricky part.

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# Ask questions throughout the book

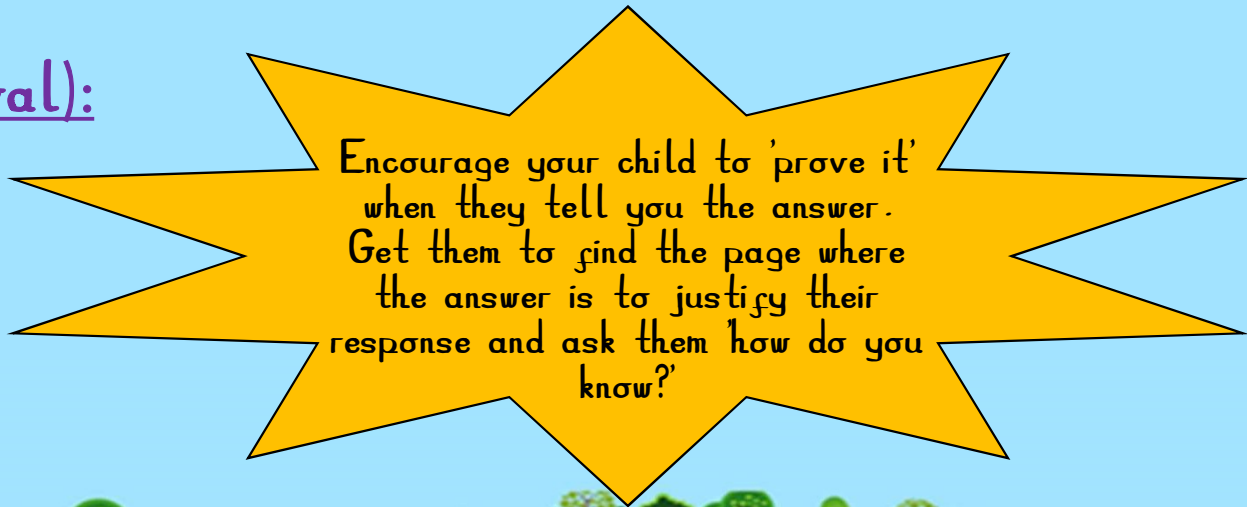


As the children develop their reading we need to ensure their understanding is progressing equally.

After each couple of sentences or each page ask your child a question to check understanding and deepen their knowledge.

## Prove it questions (basic retrieval):

- Who is the main character?
- What did they do?
- Where did they go?
- How did they get there?
- Where is the story set?



Encourage your child to 'prove it' when they tell you the answer. Get them to find the page where the answer is to justify their response and ask them how do you know?



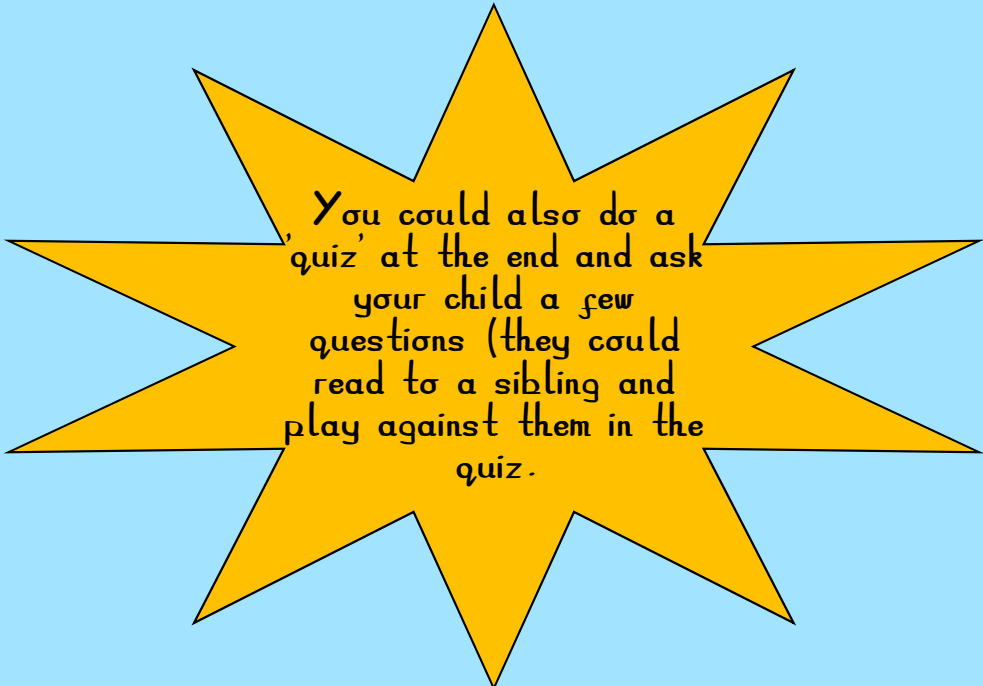


# Ask questions throughout the book



## Have a think questions (deepening understanding):

- What type of personality does the character have?
- Why do you think they went there?
- How do you think the character is feeling? Why?
- Do you agree with what they did? Why?
- Would you like to be that character? Why?
- Have you read another story with the same setting?
- What was the problem in the story? How did they resolve it?



You could also do a 'quiz' at the end and ask your child a few questions (they could read to a sibling and play against them in the quiz).







# Questioning linked to Writing



Writing and reading are closely linked and as your child builds their fluency you could begin to ask them questions linked to spellings and writing rules.

- Find the word beginning with p
- Find the adjective
- Find the word with 2 syllables
- Find the word that has the 'ay' sound



# Bringing Reading to Life

## Stories

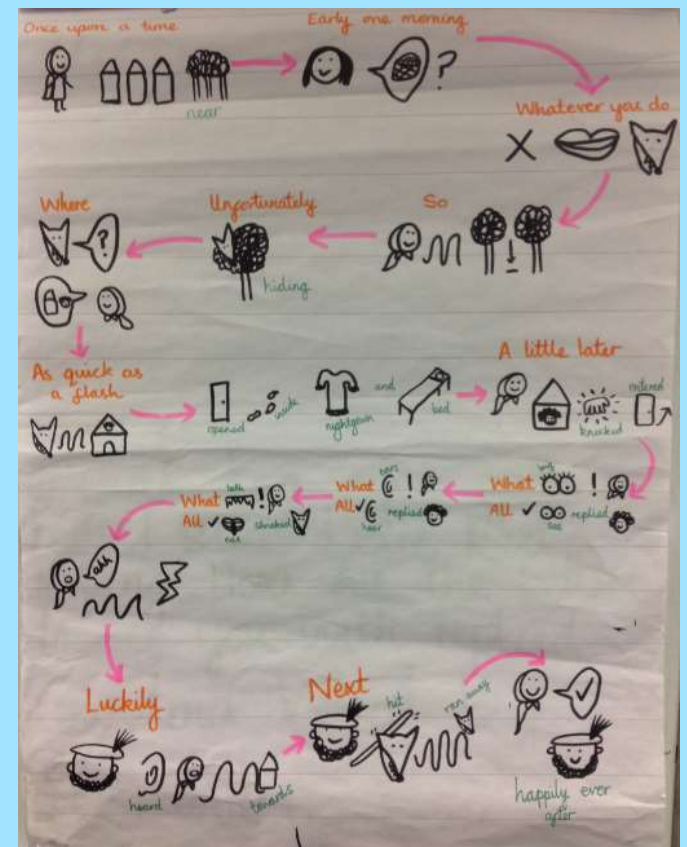
In Pinner Wood we have a writing scheme called 'Talk for Writing'. The children draw story maps to represent the story, adding key vocabulary and sentence starters. They then recite the story orally using actions. You could retell favourite stories with your child using different actions or act out parts of the story as a family.

## Non-Fiction Books

Read a non-fiction instruction book then follow the instructions to make something giving the book a purpose.

## Poetry

Learn poems off by heart and think of actions to go with the poem. You could record your child and then show them the recording and see if they can improve their performance. (speed, volume etc)



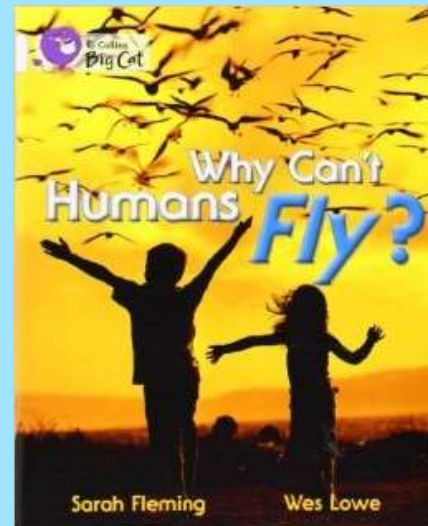
# Non-fiction Books

In school we have a range of fiction and non-fiction books. Children choose their own books to take home from the **home reading books** at their appropriate level.

They also have the opportunity to choose a **library book each week** which are not levelled. We encourage children to choose a variety of fiction and non-fiction.

Children will learn in lessons how to use non-fiction books but these are key skills that you can also work on at home.

- Identifying the headings and subheadings
- Using the contents page to find sections of information
- Using the glossary to find the meaning of new/unfamiliar words



## Table of Contents

The water on our planet.....	4
Where is all the water? .....	5
Where else do we find water? .....	6
How clouds are formed.....	8
Clouds turn into rain .....	10
Where does the rainwater go? .....	12
The water cycle .....	14
Glossary .....	15
Index.....	16



# Modelling Reading

Children model learnt behaviour by copying adults close to them so the more they see you reading the more they will be encouraged to read.

Try a short reading time when you are reading a newspaper/magazine/book and your child is too. It's good to start this habit of quiet reading time early, however short to begin with!



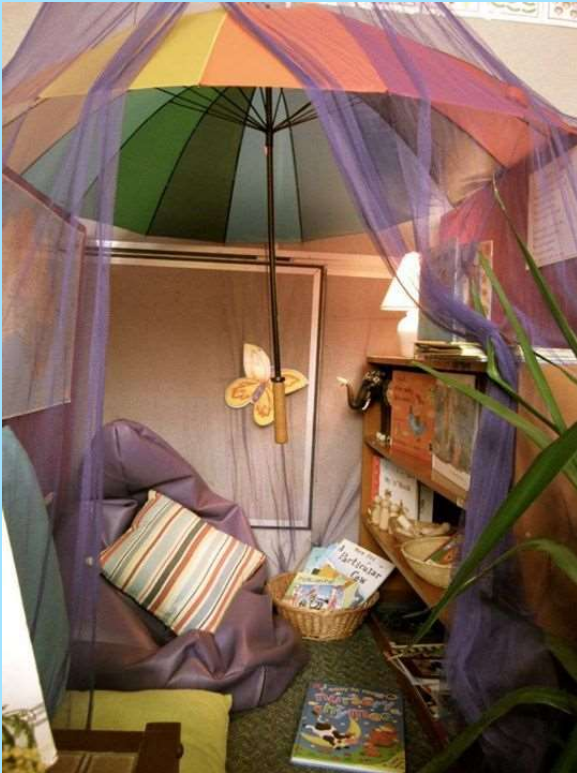
Hearing you read fluently and seeing you read for information will help them to see what reading can be. Sharing a love of reading will rub off on them!

Have a balance between your child practising their reading and you reading to your child. Listening to stories is a great way to nurture a love of books.

You could read a slightly harder book from the library and read a page each which helps a child to access interesting content above their reading level.



# Reading Environment



In school each classroom has a reading corner which creates an **inviting, cosy atmosphere**.

Our school library was transformed a couple of years ago using materials hung across the ceiling and cosy seating areas for children to read peacefully.

At home you could **set a reading time** each evening and create an inviting environment. You might like some calming music in the background, snuggled on the sofa or tucked up in bed with a hot chocolate.





# Reciprocal Reading

## The Questioner (You need to ask the right questions!)

### Think about...

- Why is the character behaving that way?
- How is the character feeling?
- Think about the text carefully, what will help others understand?

**Remember!**  
Look for clues from the author and illustrator!

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When children finish the Read Write Inc programme they will begin guided reading.

## The Summariser (Retell the story in your own words!)

### Think about...

- The main theme or idea...
- The setting...
- The main characters...
- The problem and resolution....
- What was the order of events?

**Remember!**  
You should keep to the facts and keep it short and snappy!

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In Pinner Wood we use reciprocal reading to structure our sessions.

## The Predictor (what do you think will happen?)

### Think about...

- What you think will happen?
- What other possible outcomes are there?
- What do you imagine will happen?
- What clues does the title give you?
- What can you learn from the illustrations?

**Remember!**  
You can change your mind as the story moves along!

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The children take on one of four roles and use this to develop their reading.

## The Clarifier (What might others find confusing?)

### Think about...

- Any words you don't understand.
- Any sentences you don't understand.
- Is there a confusing part of the story?
- Is this similar to anything else you have read?
- Share any clues you think others could have missed.

**Remember!**  
Commas can give you extra information!

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# Reciprocal Reading

Children will be introduced to these roles towards the end of reception and throughout year 1 and 2 but will be doing it as a class and orally.

You could use these roles to support your child's reading.

"Can you be the predictor, what do you think will happen next?"

"Can you be the summariser, tell me the three main parts of the story/part that you have read?"

"Can you be the clarifier and tell me what that word means?"

"Can you be the questioner and think of a question about this page?"



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# Quick Recap

1. Before reading a book together, always talk about the title, the pictures and the information on the cover (front and back).
2. Listen to your child read the text and support them with sounding out and blending.
3. Ask questions throughout the book and get them to prove their answer.
4. Use the Reciprocal Reading roles to develop your child's comprehension.
5. Read a range of reading material (stories, instructions, newspaper reports, diaries, magazines etc)
5. Most importantly **MAKE READING FUN** and **PURPOSEFUL** Read signs and notices in the local environment and use every opportunity!

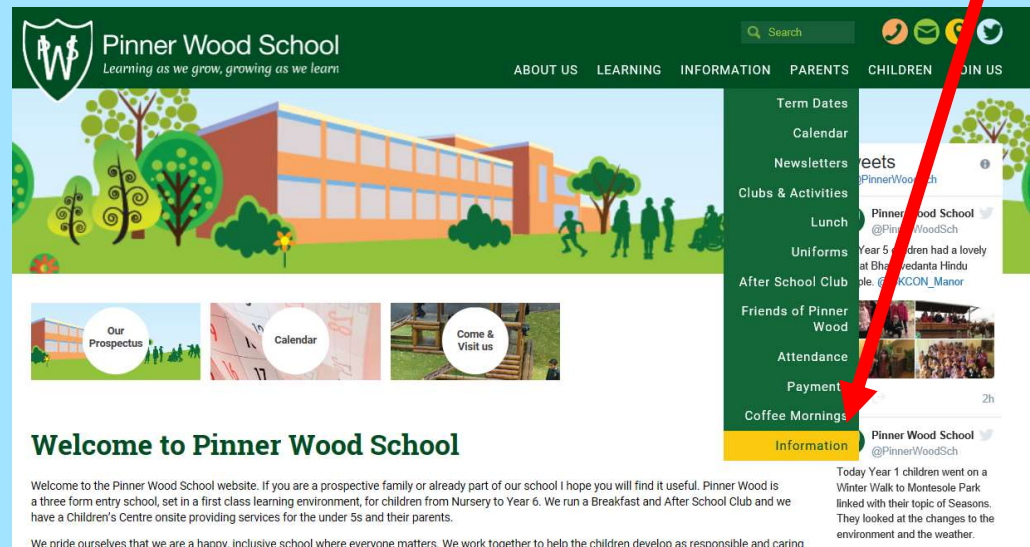




# Parent Mail and Website

Tomorrow the hand outs will be available on the Pinner Wood website under Parents Information Tab and will be sent out on Parent Mail

- PowerPoint
- Reading Tips
- Red Words



The screenshot shows the Pinner Wood School website. The header includes the school logo, name, and tagline "Learning as we grow, growing as we learn". Navigation tabs include ABOUT US, LEARNING, INFORMATION, PARENTS, CHILDREN, and JOIN US. A dropdown menu is open under the PARENTS tab, listing: Term Dates, Calendar, Newsletters, Clubs & Activities, Lunch, Uniforms, After School Club, Friends of Pinner Wood, Attendance, Payment, Coffee Mornings, and Information. A red arrow points to the "Information" tab. Below the menu, there are three circular icons for "Our Prospectus", "Calendar", and "Come & Visit us". The main content area features a "Welcome to Pinner Wood School" heading and a paragraph of text. A social media feed on the right shows a tweet from Pinner Wood School about a winter walk.



# One final thought...

When it's time to rest your head,  
And put your tippy toes in bed,  
There's one last thing you need to do,  
Before you sleep the whole night through,,  
Tucked up tight,  
Turn off the light,  
It's time to journey,  
Through the night,  
The wonderful thing about going to bed,  
Is a bedtime story to stay in your head.



It's time to head home now and put all this information into practice!  
Your children are already ready for bed. Get home, get snuggled up and enjoy a story together!



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