



Reading Workshop for Reception Parents





What's in your child's book bag?

- Reading record – used a home/school communication book. Let us know how your child is doing with their reading book.
- Reading book – this is a phonically decodable book for your child to read to you.
- Book box book – a lovely book of your child's choice for you to share together.
- Phonics book including tricky words – showing you the latest phonemes and tricky words we have been learning.



Reading

- Every child is different!
- Some children have picked up the blending skill really quickly and are able to blend independently. Others are still developing this skill.
- The reading book your child has is matched carefully to their phonic and reading ability.
- Research shows that reading with your child every night is the single most important thing you can do to help them achieve well in school. Little and often is the key, so two or three pages every night is better than the whole book in one sitting.



Reading

- Keep the reading time short and enjoyable for both of you.
- The books your child is given are mainly focussed on the phonics they are learning in school. Therefore they should be able to decode all the words. Once your child has decoded and blended the word encourage your child to re-read the whole sentence for it to make sense and to develop fluency.
- When your child first brings home a book do not expect them to know all the words. Support them to sound out and blend the words rather than reading it for them.



Reading

- Re-read the book several times to improve fluency and accuracy.
- Remember to question your child about what has happened in the book. Try to guess the ending before you read it. Ask how some of the characters might be feeling at different points in the book.
- Give lots of praise and encouragement to your child.

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.



By the End of Year 6 Child A will have read the equivalent of 60 whole school days.
Which child would you expect to have a better vocabulary or be a proficient reader?





What to do when your child gets stuck?

- Children shouldn't find the book they are reading too easy... nor should they find it too difficult.
- Children should be able to read the majority of words in a sentence with only one or two words where they have to use strategies to decode. E.g. sounding it out, using a picture clue.
- <https://www.oxfordowl.co.uk/for-home/reading-site/expert-help/helping-struggling-readers>



Oxford Owls

- This website is a great resource for you to use at home.
- <https://www.oxfordowl.co.uk/for-home>
- It has eBooks for you to read and share with your child for free.
- It also has some really useful videos for you to watch as a parent on how best to support your child read.
- <https://www.oxfordowl.co.uk/for-home/reading-site/expert-help/helping-struggling-readers>



Reading in school

- Every day we have a reading session called ERIC – (Everyone Reads In Class). Children have a guided reading session each week and an individual reading session each week. The other 3 days they work independently with a phonics activity.
- Guided Reading is where each child has their own book and they read the same story at their own pace. The adult listens to each child and asks questions about the story. Decoding is the primary skill for reading, but the adult will support different strategies, for instance using picture clues. We also ask lots of questions about the story to check children are understanding what they are reading (comprehension).




Reading in school

- In Individual Reading, the child reads to the adult using their decoding skills, and the adult supports the child positively and encourages them to sound out and begin to blend those sounds to read.
- If the child can't blend the word, the adult will orally segment it for them to try to help them to hear the word being blended a bit more quickly.
- At home try not to jump in too quickly and tell the child the word, but equally don't let them sit and struggle for too long and lose interest.
- Praise all effort your child makes as reading needs to be a positive experience.
- Reading a little every night is best, rather than trying to read it all in one go.



Reading in school

- In the early days of learning to read children spend a lot of time decoding. This impedes their fluency and their ability to understand what they are reading. This is why it is really important to read the book several times and to read tricky words on sight.
- To check your child's understanding of what they are reading you need to ask them questions about the story and characters. E.g. Why might the wolf be dressed as Granny? What will Goldilocks do when the Bears come home?



When reading any books – book box and individual books

Before reading:


- Can you point to the title? Or “What’s this?” (pointing to the title or authors name).
- What do you think the story will be about?
- What might happen in the story? What makes you think this?
- Who is in the story? What characters might there be in this book?



When reading any books – book box and individual books

During reading:

- What's happening here?
- What is... doing? Why?
- What might happen next?
- How do you think the story might end?
- Is... friendly/ mean/ nice? Why do you think that?
- What does..... mean? (To check understanding of a word)



When reading any books – book box and individual books

After reading:

- Did you like this book? Why?
- What was your favourite part? Why?
- Which character did you like best? Why?
- Why did that character do... ?(Give a situation/ event from the story).
- What happened in the story?
- Can you think of a different ending for the story?



When reading non-fiction books

- Look at the *contents page* and use it to find the page you want to read about.
- Do not make your child read the book in order as you would a story, non-fiction books work differently.
- Ask your child to recount the information they have read, and to explain their understanding of it.
- Look at the *index* and *glossary*.
- Ask your child to retrieve information using the contents page, glossary or index.



Reading

- The expectation for reading is that you will hear your child read at least 3 times a week.
- Research shows that children who read every day will be far more successful learners across every subject.
- Make reading time fun – read comics, books of interest and visit the library so your child can choose their own books.
- Any questions? Please do come and see one of the teachers.