



Reading Workshop

Milepost 2

03.03.19

مدرسة المنتزة الانجليزية
PARK HOUSE ENGLISH SCHOOL

25 Years of Exceptional Education

Pupil Effort



School Input




Parental Support

How we teach reading in school

Early Years	<ul style="list-style-type: none">• Introduction to phonics• Listening and responding to stories
Years 1 and 2	<ul style="list-style-type: none">• Consolidation of phonics• Introduction to Oxford Reading Tree books• Library books
Years 3 and 4	<ul style="list-style-type: none">• Oxford Reading Tree books• Library books
Years 5 and 6	<ul style="list-style-type: none">• Accelerated Reading

In Years 3 & 4

- Solid foundation in phonics
- Stage books – Oxford Reading Tree and Collins Big Cat
- Library books

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aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Stage Books

- Oxford Reading Tree and Collins Big Cat
- As the UK's most successful reading scheme, Oxford Reading Tree is currently used in over 80% of primary schools and has helped millions of children from all over the world learn to read
- Schools across the world use Oxford Reading Tree books, including series such as Floppy's Phonics, Biff, Chip and Kipper, Traditional Tales, Songbirds Phonics, inFact, and Story Sparks
- Progressing through the colour bands

Bert Bunce, the bosun, brought some of the sailors before the captain. All had to serve on board our pirate ship.

'Name? Age? Job?'

'Adam Goss... 18... ship's carpenter.'

'Aye.'

'Jonah Feltham... 32... gunner.'

'Aye. Next.'

'Rob Birdson... 27... ship's cook.'



'Aye. Look lively!'

'Grace Barry... 15...'

'Aye - ai-yai-yai!'

'Hold hard!' yelled Captain Cutthroat.

'What's that last one?'

'Grace Barry.'

'But that's a girl's name!'

'I am a girl.'

'You can't be. This is a pirate ship. We don't allow girls on board. Death! That's for bringing girls on my ship!'



'Well, I *am* a girl. And since *you* brought me on board, death to *you*!'



Waiting

*I watch and I wait while my feathers fall.
I wait to soar into that wide, wide sky.*

In December, January and February, the Arctic tern rests on the sea ice in Antarctica. While it is there, it moults its wing feathers. The Arctic tern sometimes loses its feathers so quickly that it can't fly at all for a little while!

Antarctica contains 90 per cent of the world's ice, but because it hardly ever rains here, it can be called a desert!

the Arctic



Antarctica

The Arctic tern spends much of its life flying between the Arctic and Antarctica.



It is very difficult for wildlife to survive in the middle of Antarctica because it is so cold and dry. This is why the animals of Antarctica live in the ocean or by the coast.

Some fish in Antarctica have a special antifreeze chemical in their blood which stops them from freezing, but it doesn't protect them from the Arctic tern!

Antarctica



How much should my child read each day?

- All children in Milepost Two should be reading for at least 30 minutes daily.
- You may wish for you child to read for longer, however we must be careful not to make reading a chore or punishment.
- Reading time should include **questioning and discussion.**

How can I help?

- As with anything, performance improves with practice.
- Create a culture of reading in your household by reading with your child, starting a home library, visiting the new Qatar library, Jarir, Virgin, Borders or Fnac.

Sharing Reading

1. It's still good to share

Don't give up on talking about picture books, short chapter books and even sharing bedtime stories and information books with your child. Choose what to read together and exchange views. Sharing a love of reading will rub off on them!

2. Take the lead

Try reading slightly more difficult books together – you read one page and your child reads the next, or you read the main information and they read the captions. Hearing you read fluently and seeing you read for information will help them to see what reading can be.

Sharing Reading

3. Encourage an opinion

Talk about books when you've finished reading together. Talk about the characters and what happens in a story, or what specific bit of information was most useful, but also get them to give you their opinions too. Let them tell you if they don't like a book, and why. Part of growing as a reader is learning that it's OK not to like some books or to prefer reading on-screen sometimes!

4. Make links

As well as talking about the book itself, make links between events or information in the book and your child's own experiences: *'Do you remember when we did that ...?'* Get them to ask questions too: *'Is that how Grandad does it too?'*

Practising and Developing Reading Skills

1. It's still important to listen

Your child may be bringing home slightly longer books from school now, but they are still likely to be part of a reading programme and levelled in difficulty so teachers can match the best books to your child's skills. It should be a comfortable read – endless struggling is no fun and can put children off! Enjoy talking about it together too.

2. Still phonics first

It's still good to try sounding out and blending a word your child gets stuck on. But now you may also try different tactics too. For example, get them to say the first sound of the word, or break it into chunks or syllables, for example *camp-ing* or *butt-er-fly*. Alternatively, ask them to read the whole sentence again, focusing on the meaning.

Practising and Developing Reading Skills

3. Spot letter patterns in words

Ask your child to point out words that look like they should rhyme but don't: *home and come*; do and no. And words which do rhyme even though they look different: *come and sum*; *there, bear, hair*. This will help with their writing too.

4. Get your child to perform

When your child reads aloud encourage lots of expression and get them to use different voices for the different characters or to use different volume or pace. Reading to a younger sibling might demand this and is great practice! Or get them to try learning a poem off by heart. And making a sound recording is fun too.

5. Quiet time and silent reading

As well as reading books aloud together, encourage your child to sometimes read alone and sometimes silently. This isn't as easy as it sounds, but it shows that your child is reading more effortlessly. Show how you read your own book or newspaper silently.

The Importance of Shared Reading

It's the most important thing you can do to help your child succeed.

Books contain new words that will help build your child's language and understanding.

Reading together is fun and helps build relationships.

The impact lasts a lifetime. Readers are more confident and have greater job opportunities.



The Importance of Questioning

- We must encourage active listening and reading skills.
- Targeted questioning keeps children engaged.
- Questioning helps children learn new vocabulary.
- Questioning encourages children to think more deeply about what is happening in their book.
- Questioning promotes a good relationship between children and the adults with whom they read.

Different Types of Questions

- Expression of opinion, why your child likes or dislikes the book
- Recall of facts and key information
- Vocabulary – what does this mean?
- Sequencing of main events as they happened in the book

- Considering character motivation
- Use of language – why has the author chosen this word?
- Purpose and viewpoint
- Inference – clues within the text

Content domain reference

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|-----------|---|
| 2a | give / explain the meaning of words in context |
| 2b | retrieve and record information / identify key details from fiction and non-fiction |
| 2c | summarise main ideas from more than one paragraph |
| 2d | make inferences from the text / explain and justify inferences with evidence from the text |
| 2e | predict what might happen from details stated and implied |
| 2f | identify / explain how information / narrative content is related and contributes to meaning as a whole |
| 2g | identify / explain how meaning is enhanced through choice of words and phrases |
| 2h | make comparisons within the text |

