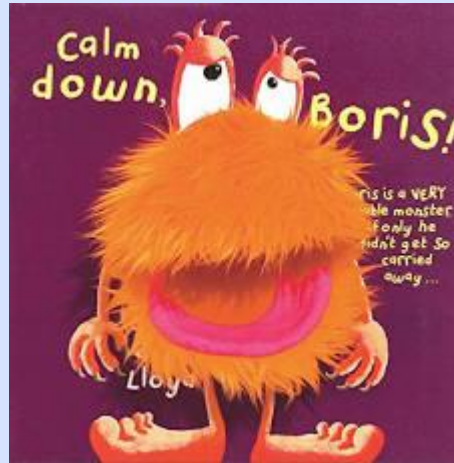


Helping my child read at home



Parents' & Carers' Workshop
Brian Goodwin
Tuesday 8th February 2022

Aims

- To enjoy reading with your child.
- To feel more confident in supporting your child in developing their reading.
- To understand strategies for supporting decoding (sounding out & reading) and comprehension (understanding).

It's all about the talk!

- Talking about stories and using story language
- Talking about and comparing own experiences
- Sharing a story
- Listening to a story
- Talking about pictures / videos
- Ask questions
- Reread favourite stories
- Re-read earlier books (boost confidence)

What can you 'read' with your child?

- Pictures – Discuss and ask questions
- Film clips (www.literacyshed.com)
- Text on screens, dvds, cds, TV guides, remote control
- Anything! - find text in the house – recipes, food /cereal boxes, shampoo bottles, washing machine, microwave etc
- Books – home, school & library
- Magazines, newspapers, comics
- Websites, e.g. Newsround

Visual literacy – Using pictures



- What can you see? Who is in the picture?
- Where are they? What are they doing?
- Why do you think they are doing that?
- Where do you think they are going?

Thinking out loud



- I'm thinking that this could be a young boy and his dad, as they are holding hands as they walk.
- I'm thinking that they are going shopping as I can see lots of shops. I think there's a market at the end of the road and they might be going there.

Make links to your own family.



- Who does the shopping in our family?
- Where do we go shopping? Does it look like that?
- This reminds me of when we went to Bury market. Do you remember?

Questioning

- Model how to find answers.
- For more confident readers ask more challenging questions, e.g.
 - **Why, what happened next, what if?**
 - **What would you do ... ? how do you know that?** Finding **evidence** in the text.
 - **What makes you think that?** Finding evidence in the text and developing **inference**.

Sensory stories

- Some pupils experience reading through sensory stories.
- Aim is for your child/ young adult to experience a story through different story props that appeal to a range of senses.
- Build up to choosing the prop to match the part of the story.

The Hook and Book Introduction

- Hook – is there an object you can use that links to the book to gain their interest?
- Look at and talk about the title
- Make predictions
- Find the author
- Make links to own experiences and previous knowledge

Book walkthrough

Beginner readers:

- Read the book to your child – it's not cheating!
- You can model story voice and finger matching.

More confident readers:

- Try sharing the book together, one page at a time.
- Pick out any tricky parts beforehand.

Phonics – Systematic Synthetic Phonics

Latest government requirements:

The reading framework

Teaching the foundations of literacy DfE July 2021

Letters are a code, a way of writing down the sounds of speech.

Phonemes are the *basis* of the code, and the letters *are* the code.

English has a complex alphabetic code: 26 alphabet letters have to do duty, singly or in combination, to represent the 44 or so sounds (phonemes) of English and they do so inconsistently.

Our complex alphabetic code has come about because English has absorbed many different languages ... through religion, invasion, trade and other reasons.

Systematic Synthetic Phonics - Terminology

Phoneme	The smallest unit of sound in a word
Grapheme	A letter or letters representing one sound
Segmenting	Breaking words into individual sounds
Blending	Combine sounds together to form a word
Digraph	Two letters making one sound
Trigraph	Three letters making one sound
Split digraph	Two letters separated by a consonant making one sound

Phonics

Decoding = being able to read a text, not necessarily understand it!

Children need to be able to decode and comprehend.

Sounding out (segmenting) and reading whole words (blending)

- ❑ 1:1 finger matching
- ❑ Saying letter sounds
- ❑ Swiping across to blend
- ❑ Practising sounds
- ❑ Chunking (breaking words up into decodable pieces)

Phonics – Pure Sounds

It is really important to use pure sounds. Try not to add extra sounds.

E.g. p i t

It can be difficult to isolate the sounds.

Eg G oo d w i n

To help you, think of how you pronounce the grapheme when it is at the end of a word.

E.g. bug, wood etc

Tricky Words

Some words can't be sounded out

e.g. the we all they some

For these words you can:

- ❑ Read it to your child
- ❑ Look at initial letters
- ❑ Look for familiar patterns / parts of the word
- ❑ Use flashcards / practise spelling

All stages of reading

□ Enjoying and sharing books

“Experience shows that children benefit hugely by exposure to books from an early age.

Right from the start, lots of opportunities should be provided for children to engage with books that fire their imagination and interest.

Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading.”

Letters & Sounds

Automatic reading is the goal

□ Summary

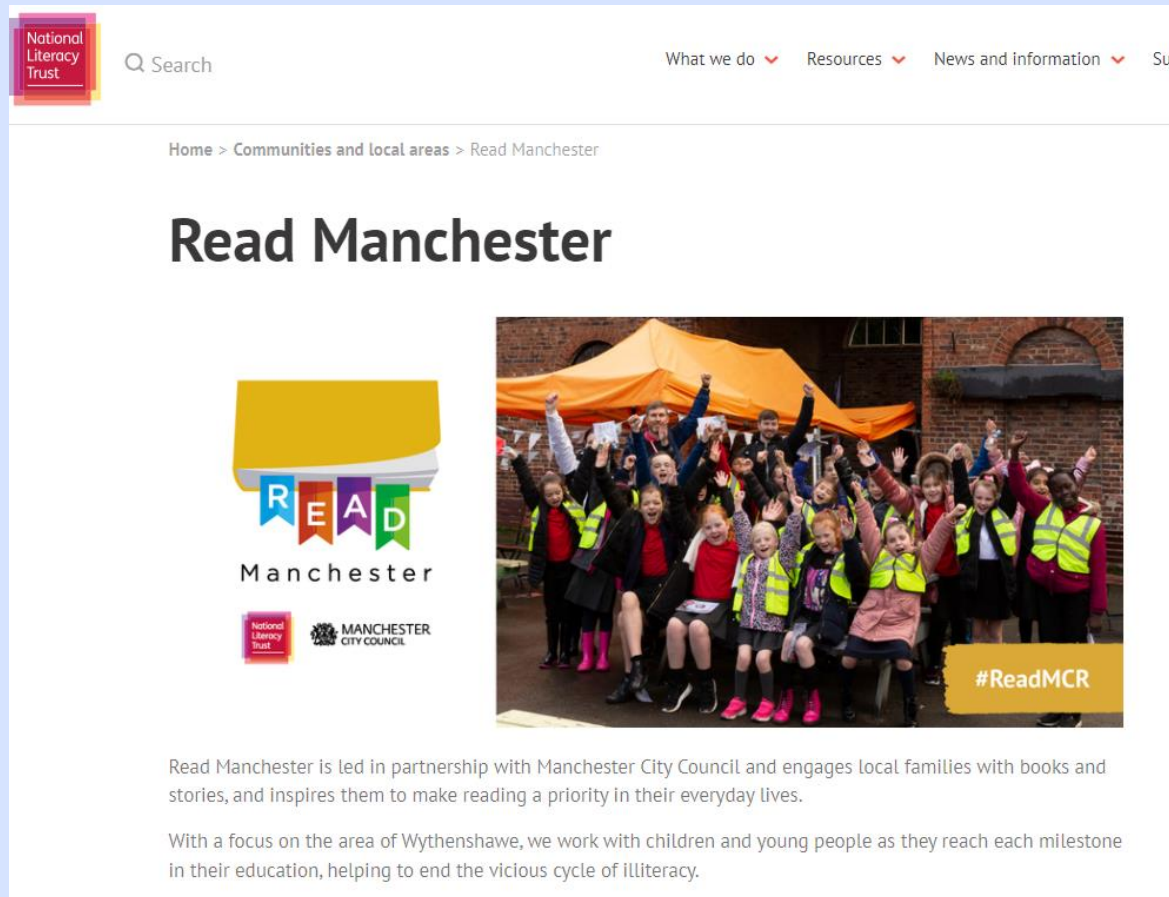
It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

Letters & Sounds

Can your child / young adult recognise key words or letters?

Resources

Read Manchester – ideas



The screenshot shows the Read Manchester website page. At the top left is the National Literacy Trust logo. To its right is a search bar with a magnifying glass icon and the text 'Search'. Further right are navigation links: 'What we do', 'Resources', 'News and information', and 'Support'. Below the navigation is a breadcrumb trail: 'Home > Communities and local areas > Read Manchester'. The main heading is 'Read Manchester'. Below the heading is a large image of a group of children and adults celebrating under an orange canopy. To the left of the image is the Read Manchester logo, which consists of a yellow banner with the word 'READ' in colorful letters and 'Manchester' below it. Below the logo are the logos for National Literacy Trust and Manchester City Council. A hashtag '#ReadMCR' is visible in the bottom right corner of the image. Below the image is a paragraph of text: 'Read Manchester is led in partnership with Manchester City Council and engages local families with books and stories, and inspires them to make reading a priority in their everyday lives.' Below this is another paragraph: 'With a focus on the area of Wythenshawe, we work with children and young people as they reach each milestone in their education, helping to end the vicious cycle of illiteracy.'



National Literacy Trust

Search

What we do ▾ Resources ▾ News and information ▾ Support ▾

Home > Communities and local areas > Read Manchester

Read Manchester



#ReadMCR

National Literacy Trust

MANCHESTER CITY COUNCIL

Read Manchester is led in partnership with Manchester City Council and engages local families with books and stories, and inspires them to make reading a priority in their everyday lives.

With a focus on the area of Wythenshawe, we work with children and young people as they reach each milestone in their education, helping to end the vicious cycle of illiteracy.

Resources



The screenshot shows the Oxford Owl website interface. At the top left is the Oxford Owl logo. On the right, there are links for 'Help', 'Join us', and 'Log in'. Below the logo is a green banner featuring an owl illustration and a speech bubble that says 'Let's get them flying!'. To the right of the owl is a search bar with the text 'Quick book search' and 'Enter keyword...' and a red 'GO' button. Below the banner is a navigation menu with buttons for 'Home', 'Reading', 'English', 'Maths', 'At school', 'Books', 'Kids' activities', and 'Blog'. The main content area has a large green heading: 'FREE eBook Library from Oxford Owl for Home'. Below this is a welcome message: 'Welcome to our free eBooks collection, developed for children aged 3–11 years old. If you'd like to learn more about how to support your child's reading, visit our [Reading](#) pages.' This is followed by a note: 'All our eBooks are tablet-friendly. Just [register](#) or [log in](#) to start reading.' There are four expandable sections, each starting with a plus sign icon: 'Learning to read with phonics? Click the '+' for advice.', 'Not reading to practise phonics?', 'Are you a teacher? Find out about the Oxford Owl for School eBook library.', and 'Are you looking for your class login?'. Below these is a section titled 'Browse the library' with a 'Show all eBooks' button. At the bottom, there are two dropdown menus: 'All Ages' and 'Levels'. On the right side of the 'Browse the library' section, there are buttons for 'Covers' and 'Detail'.

OxfordOwl

Help Join us Log in

Let's get them flying!

Quick book search

Enter keyword... GO

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FREE eBook Library from Oxford Owl for Home

Welcome to our free eBooks collection, developed for children aged 3–11 years old. If you'd like to learn more about how to support your child's reading, visit our [Reading](#) pages.

All our eBooks are tablet-friendly. Just [register](#) or [log in](#) to start reading.

- + Learning to read with phonics? Click the '+' for advice.
- + Not reading to practise phonics?
- + Are you a teacher? Find out about the Oxford Owl for School eBook library.
- + Are you looking for your class login?

Browse the library

Show all eBooks

Covers Detail

All Ages Levels

Resources

<https://www.bbc.co.uk/teach/skillswise/reading/zn4twty>

Teach

[Home](#) [Primary](#) [Secondary](#) [Skillswise](#) [School Radio](#) [Young Reporter](#) [Teacher Support](#)

Skillswise

Reading

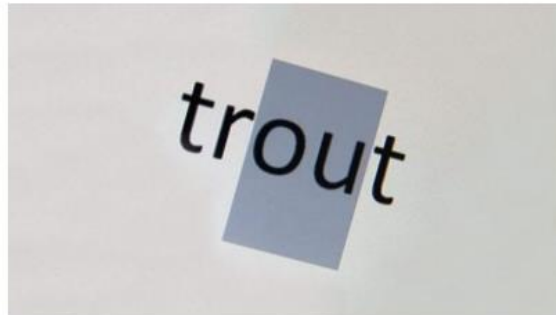
[BBC Teach](#) > [Skillswise](#) > [English](#)

Find out how you can read and understand text, skim and scan documents and discover other people's reading habits.



The sounds of English

English has about 40 sounds. Each can be written in several ways. For instance 'f', 'ff' or 'ph'.



Recognising letters and words

What helps in recognising letters and words?



Types of texts

Why learn about types of text?

Help is available!

Please, please always ask school if you need any help or have any questions.

If your child / young adult's teacher can't help you, they can ask me and if I can't answer your question, I will want to find out the answer so that I can!

Thank you for you attention and participation.

Brian