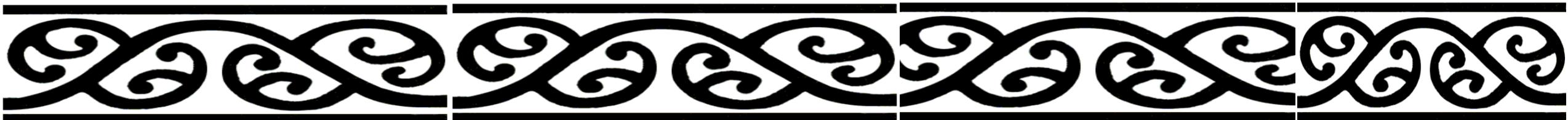


Jane Parker – Vice Principal



Aims for the session

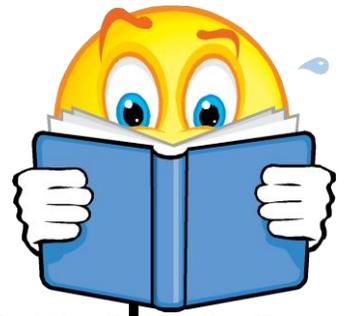


- Brief overview of reading.
- How you can help at home.
- Your child's experience at KJS.
- Strategies for reading.

Guiding Statements

- Being internationally minded.
- Our commitment to developing a community of learners.
- Developing independence and collaboration in pursuit of excellence.
- Valuing mistakes as learning opportunities and recognising endeavor.
- Treating others as we would like to be treated.
- Recognizing, respecting and actively seeking the ideas and opinions of others.
- Encouraging creativity and innovation.
- Having high expectations of ourselves and others.
- Promoting physical, social and emotional well-being across the community.
- Demonstrating our values through responsible action.

What is Reading?



A reader reads a text to understand its meaning, as well as to put that understanding to use.

A person reads a **text to learn**, to **find out information**, to **be entertained**, to **reflect** or as **religious practice**.

The purpose for reading is closely connected to a person's motivation for reading.

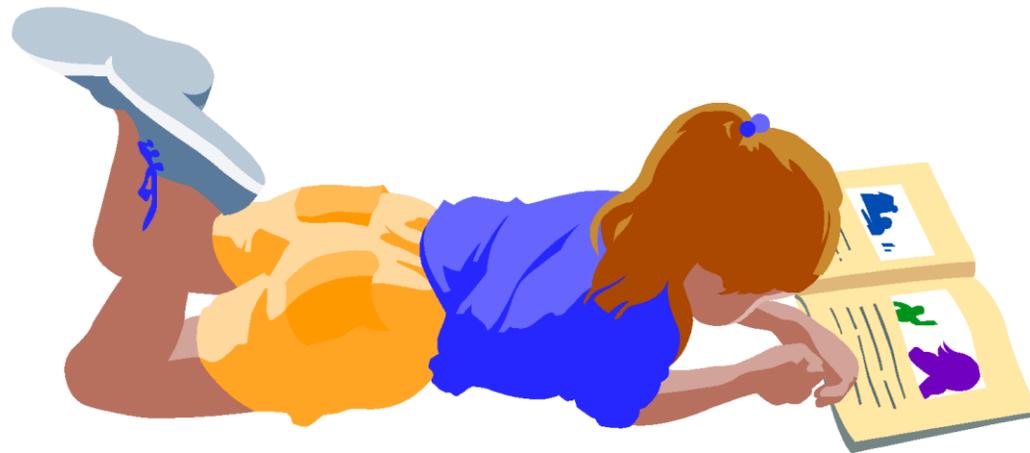
Why is reading important?

- Take a 'post-it' note and write down ideas why you think reading is important - 1 idea per 'post-it'
- Share your memories of reading from when you were a child.
How, where, when, why?
- Group your thoughts together



When learning to read

- Children will start to make up text to go with the pictures and/or recite the book off my heart.
- Then they will start recognising some words, and using the first letters of words to help them, relying on the pictures for clues.



Why should we read aloud to children?



Encouraging Reading

Think about the following questions ...

- Is my child read to every day?
- Does my child see others reading/writing at various times?
- Is a comfortable place provided where my child can be read to?
- When reading aloud, is the tone of voice changed for different characters, or show emotion and excitement?
- Is attention paid to how my child is responding to the story?
- Is the reading stopped when my child loses interest?
- Is my child encouraged to join in while being read to?
- Are ideas in the story linked with things that happen in my child's life?

How you can help to develop an awareness of Letters and Words

- Teach your child to recognise words or letters that are important to them.
- Make letters out of playdough, use magnetic letters or cut them out from the newspaper or magazines.
- Place labels around the home.
- Make a connection between what we say and what we read and write.
- Understand that once something has been written down it stays the same.



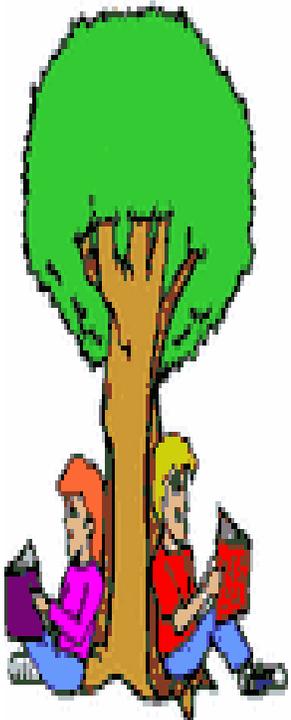
It's never too early to be positive about reading

- Join your local library.
- **Let your child see you reading for pleasure.**
- Talk about what you are reading and why you are doing it.
- Model how it is used in the home every day.
- Outside the home.



Building a Love of Reading

- Give books as presents.
- Give books as a treat.
- Teach nursery rhymes, songs and action rhymes, say them, sing them or clap them.
- Have a selection of reading materials such as comics, magazines available at all times.
- Have a special place where books are kept.
- Display your own collection of books.



Concepts about Print - (CAPS) Knowing how a book works

- Front of book
- Print contains message
- Where to start
- Which way to go
- Return sweep
- Word by word matching
- First and last concept
- One letter/ two letters
- One word/two words



Reading with your child should be/include ...

- Positive, Praise, Pleasurable, Patient, Pause

Let's begin ...

- Find a time when it suits both you and your child.
- Sit beside your child and get them to hold the book.
- Keep sessions brief 10 or 15 minutes.
- Read with your child – if they are tired or are finding it difficult, read a page each or read it to them.



Things to do before reading

- Settle your child down and talk about the front cover – What are they noticing from the clues in the pictures? What it may be about? What they think might happen? What do they know about this topic/subject already?
- Modeling how to handle a book.
- Create an interest in the story by being enthusiastic.

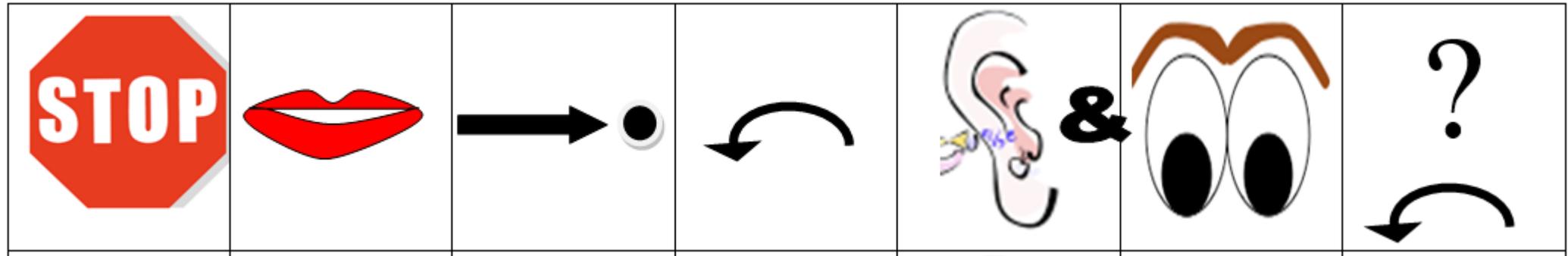
Things to do when reading

- Try not to interrupt the reading, this slows the story down. To keep the action moving and let them enjoy the story, explain new words briefly or return to them later.
- **If** they have trouble with a word ..



How to help with words they don't know

- Wait and give them time to work it out.
- If they are not sure ask them what sound the word begins with.
- Then get them to look at the picture.
- Ask them what would make sense, looks right and sounds right.
- If they still can't work it out tell them.



Things to do after reading

Choose one of these things that you could do, keep it short

- Talk about the characters and about what happened in the book.
- Help your child retell the story from the pictures.
- Act out the story!

Questions that you may ask:

- What was their favourite part? Why?
- What part didn't they like? Why?
- Are there any words you didn't know the meaning of?
- Did they come across any unusual words? Can you find them?
- Have you had an experience like this? Link to their prior knowledge.
- Anything that you learnt?
- **Nothing!**

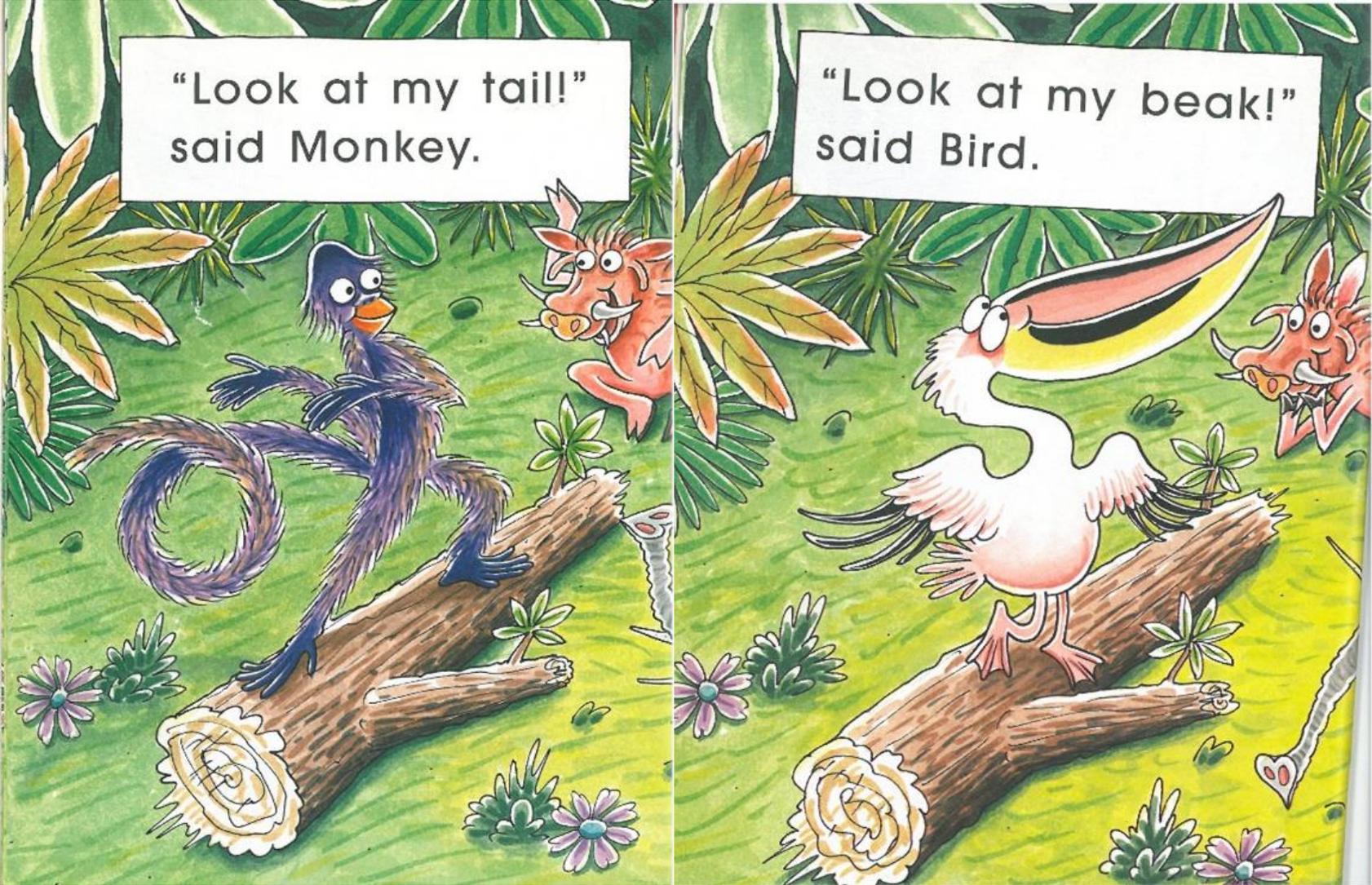


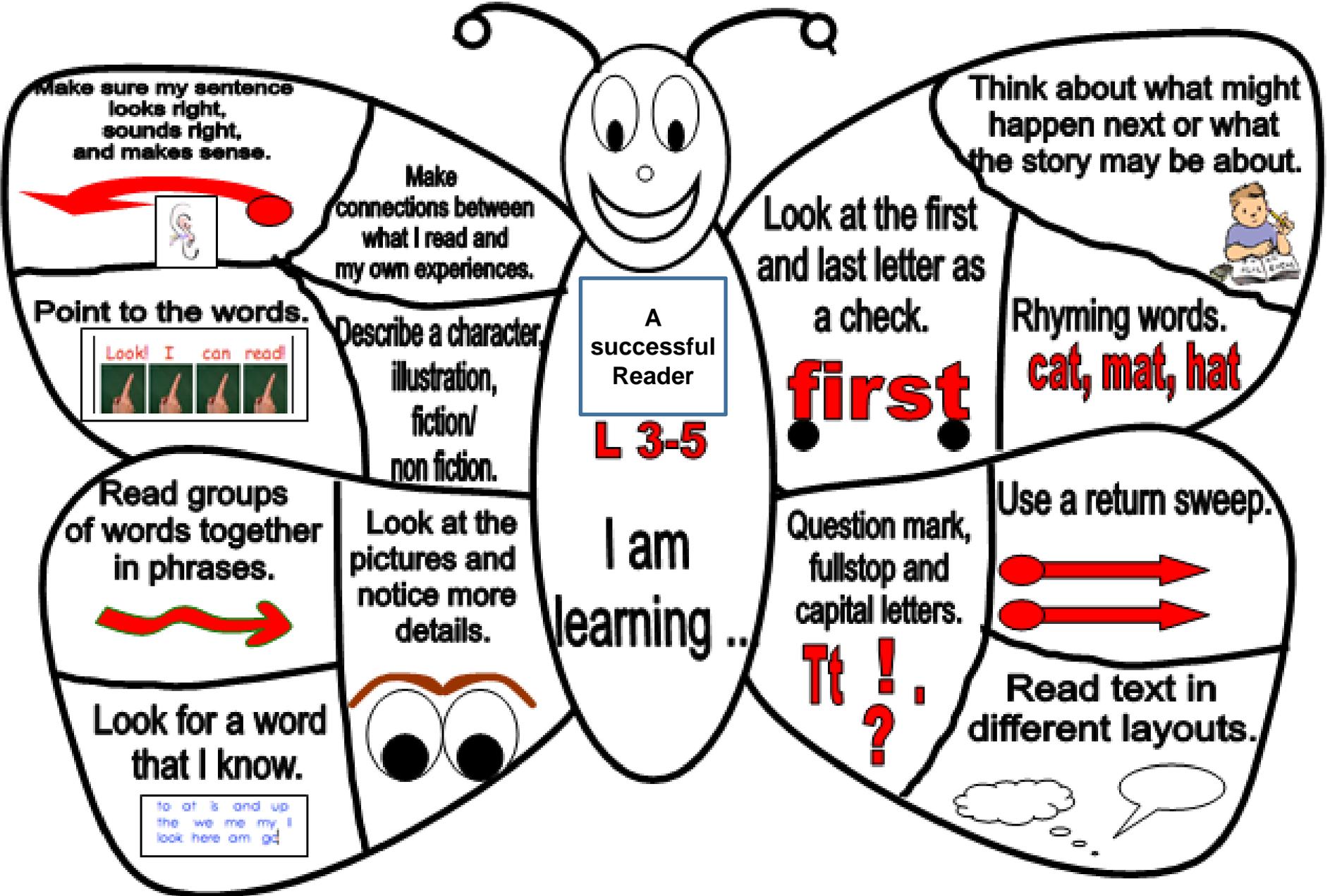
Reading at School

- Reading skills taught through, shared texts (guided reading) individual, paired, group, class reading and explicit teaching of phonics.
- Reading opportunities given all the time, not just within an 'English' lesson.
 - Reading skills reinforced across the curriculum.
- Home readers given - parents expected to engage with the process .
- Benchmark Levels.



How the School Reading Books are designed





Basic Sight Words – (Magic Words)



Some words can be difficult to decode and have to be learnt a little differently.

was

the

I

are

like

said

The meaning systems

Written/ Linguistic meaning concerns *spoken and written language* through use of vocabulary, generic structure and grammar

Audio meaning concerns *music, sound effects, noises, ambient noise, and silence*, through use of volume, pitch and rhythm

Visual meaning concerns **Still** and **Moving images** through use of colour, saliency, page layouts, vectors, viewpoint, screen formats, visual symbols; shot framing, subject distance and angle; camera movement, subject movement

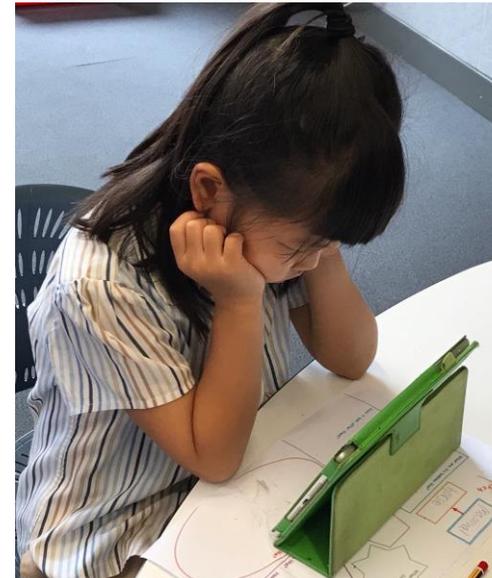
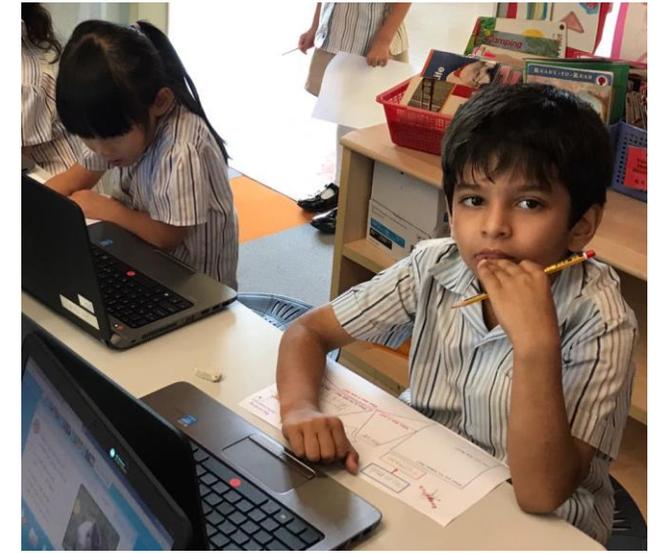
Gestural meaning concerns *movement of body, hands and eyes; facial expression, demeanours, and body language*, and use of *rhythm, speed, stillness and angles*

Spatial meaning concerns *environmental spaces and architectural spaces* and use of *proximity, direction, layout, position of and organisation of objects in space*

Multimodal is the combination of two or more modes in various combinations

(adapted from The New London Group, 1996/2000)

Annemaree O'Brien, 2013

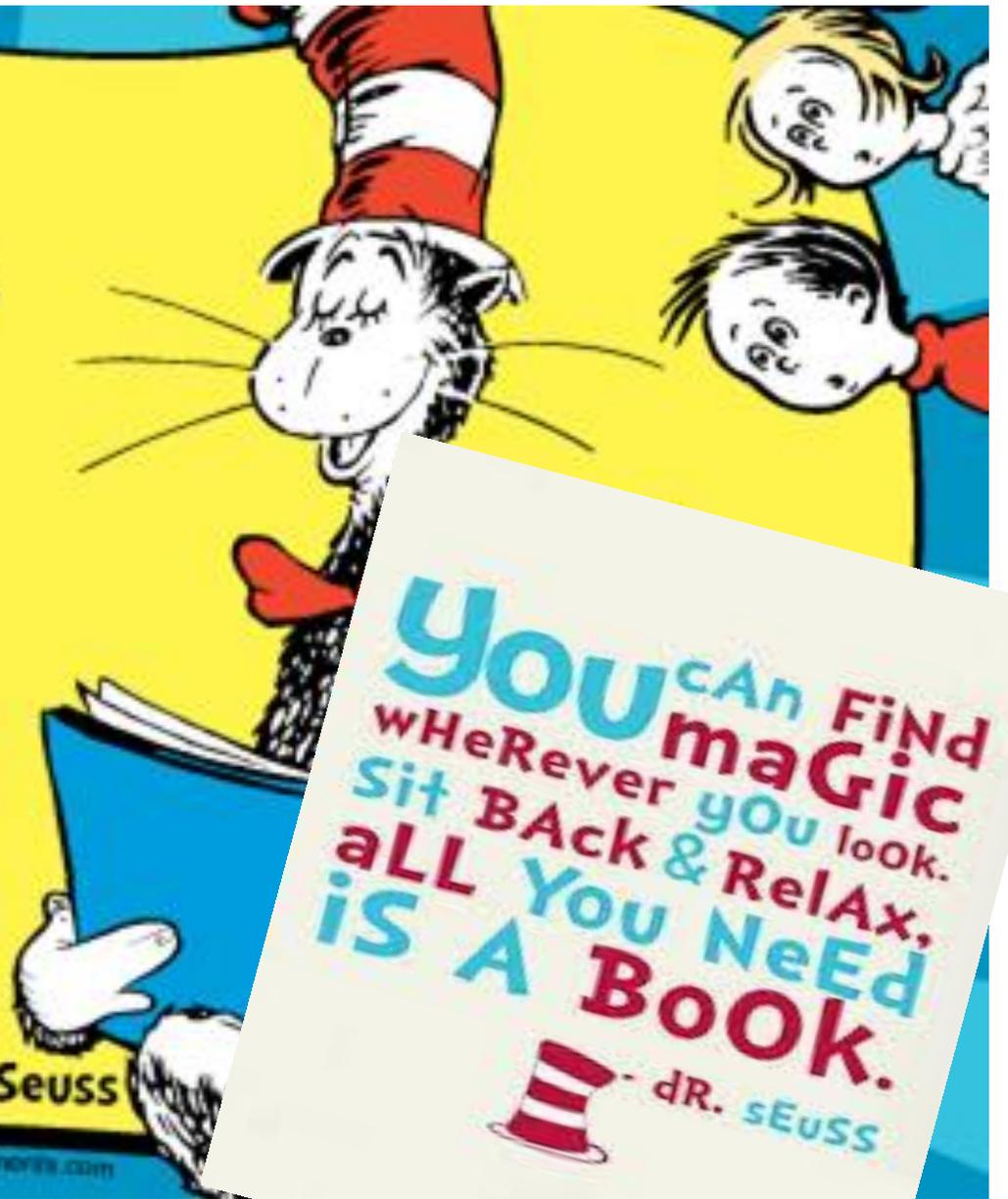


The more that you
READ, the more things
you will **KNOW**.

The more that you
LEARN, the
more places
you'll **GO**.



I Can Read with My Eyes Shut! by Dr. Seuss



You can find
magic
wherever you look.
Sit back & Relax,
all you need
IS A BOOK.
- dR. SEUSS

Any questions?

