

# Reading Strategies

Work Together, Learn Together and Be The Best We Can Be!

# Enjoyment and Choice

Book of the Week develops phonological awareness skills:

- Rhyme and repetition
- Alliteration
- Syllables
- Clapping out words in a sentence
- Listening to texts
- Retelling texts
- Favourite part of a text and why
- Here at NPS we read 3 books aloud everyday and have a Lending Library

# Tools for Reading

Teaching reading should encompass a balance of teaching strategies including a systematic approach to phonics and other word strategies.

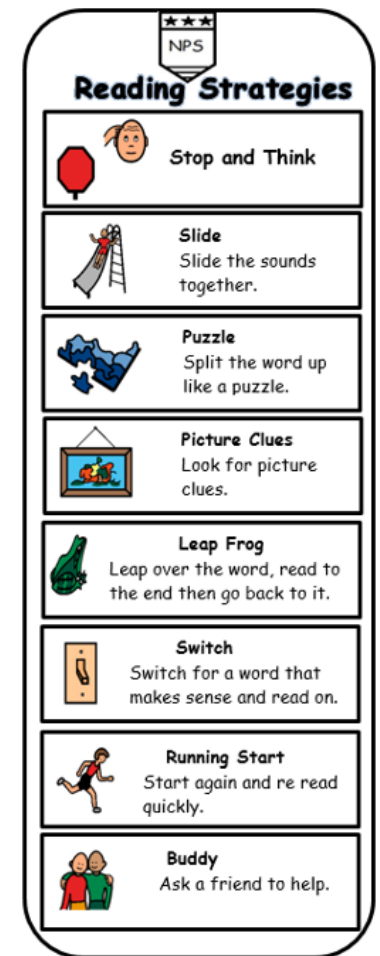
- In P1 the sounds are taught in an order to allow the children to start to build words before they may have all the sounds e.g. order satpni – words – sat in pin etc.
- Jolly Phonics – need instant recognition of these sounds and when sounding out a word such as sheet – should sound it sh ee t. Sometimes it is helpful for the child at the early stages of this to have dots placed under each sound.
- The phonics/spelling programme continues throughout the school to allow children to extend their knowledge and read more complex texts.

- [www.jollylearning.co.uk](http://www.jollylearning.co.uk)



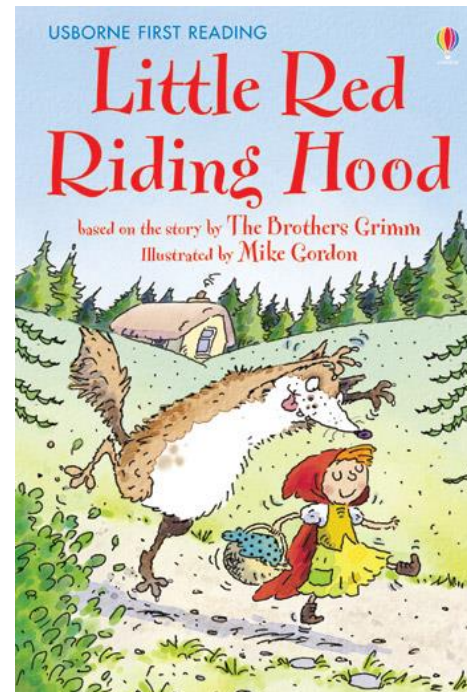
## Common words

- We need more than phonics - it is an important component but not all words in English are phonically regular – linguist David Crystal estimated 80% are. Some of the common words are phonetically irregular e.g. the
- These have to be read by sight – look and say approach
- Common words are taught by flashcards, matching games, bingo games, etc.
- As well as building up phonic knowledge we are teaching a number of reading strategies alongside this – these are displayed on a reading marker.



## Picture clues

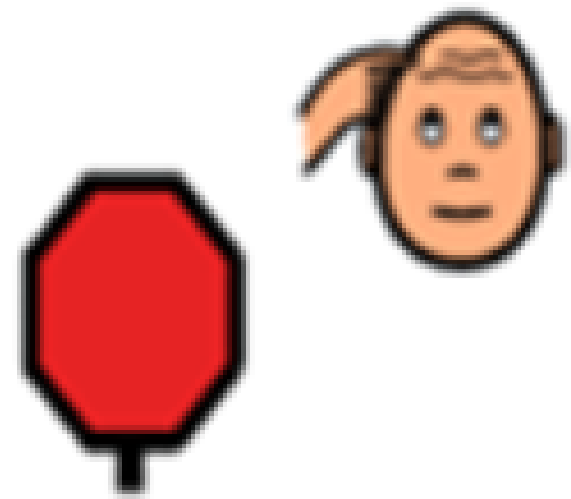
Pictures are there to provide the context to the story so before reading the page with the child it is good to discuss what they see in the picture. This will help the child with the reading of the page. They should also then refer back to the picture for support as they read.



Front cover  
Author  
Illustrator  
Blurb

## Stop and Think

– through this encourage the child to look at the whole word rather than looking quickly at perhaps the first letter and guessing



# Slide

– sound out the whole word – using phonic knowledge e.g. sh ee t



## Puzzle

– here we encourage the child to split the word:

looking for the root word e.g. shipping - ship

look for any little words within a word they may recognise e.g. ambush – splits to am - bush, tremendous - tre – men – dous

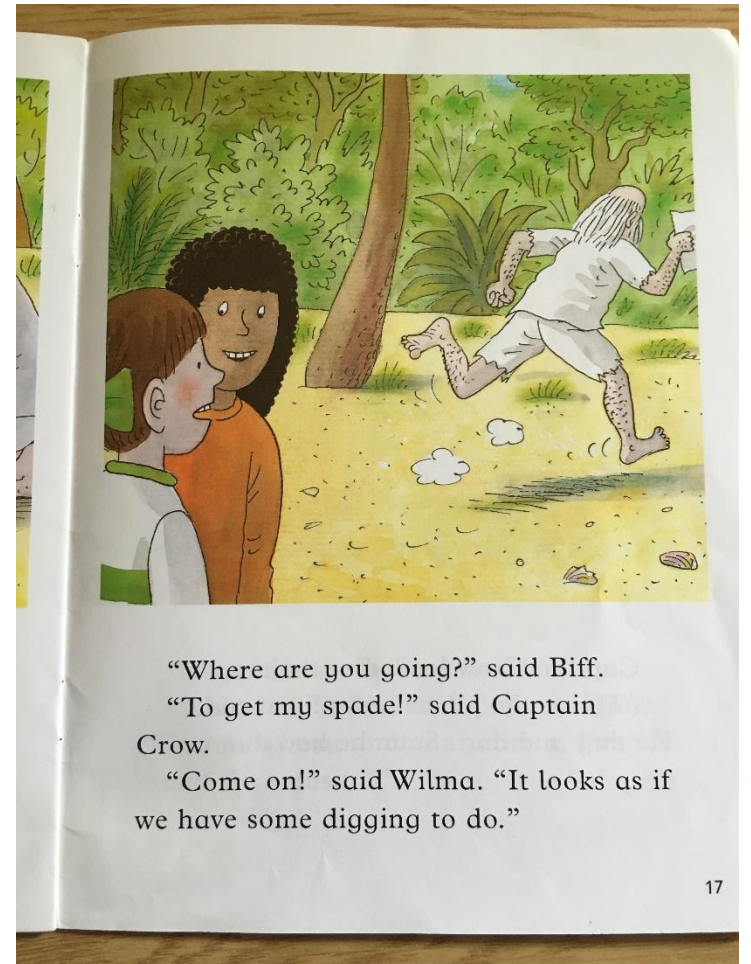
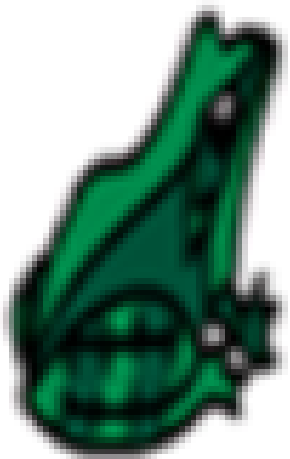
sounding and saying out loud each part of the word and then put the parts of the word together e.g. Birmingham – b-i-r bir, m-i-n-g – ming, h-a-m - ham





# Leap frog

- if a child can't get a word, rather than interrupt the flow and therefore the understanding of the text, encourage them to leave the word and read on. This can then put the word into a context and the child can go back and use the context clues to help them work out the word.



“Where are you going?” said Biff.

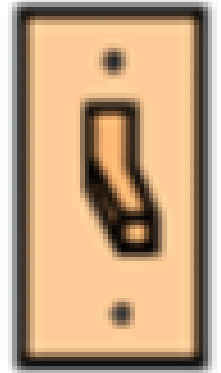
“To get my spade!” said Captain Crow.

“Come on!” said Wilma. “It looks as if we have some digging to do.”

## Switch

– encourage the child that it is ok to put in another word that fits in with the context – again allowing fluency and understanding to develop.

**Captain Crow looked at the map.  
“This is the place to dig,” he  
said. He dug and dug. Soon he  
had dug a deep hole.**



## Running start

– if the child has worked using lots of the above strategies on a page, before moving on it is good to go back and read that page quickly in order for their understanding of the story to develop and support further reading – giving context to work out new words on next page.



- Reading Record
- We do need to help the child move on from sounding out every single word they are not absolutely sure of – get them to have a go.
- Make reading part of daily routine – books, magazines, papers, signs in the environment, comics – let them realise reading is fun
- Sharing reading – page about
- You read, child follows – have to say the word you stop on
- Modelling reading – expression
- Pointing out punctuation – encouraging a wee pause at a comma and a bigger pause at a full stop.
- ORT Books

# Finding and Using Information

- Finds simple information in a text to learn new things or make sense of it.
- Makes choices based on what has been read or watched to learn new things.
- Recognises some words in the environment by their shape or feature.
- Shows an awareness of when to refer to fiction and non-fiction texts when using and choosing texts for a particular purpose.

# Understanding, Analysing and Evaluating

- Retells familiar stories in different ways for example, role-play, puppets, and drawings.
- Asks and answers questions about events and ideas in a text.
- Answers questions to help predict what will happen next.
- Discusses characters and events relevant to the text.
- Shares thoughts and feelings about stories and other texts in different ways.
- Relates information and ideas from a text to personal experiences.