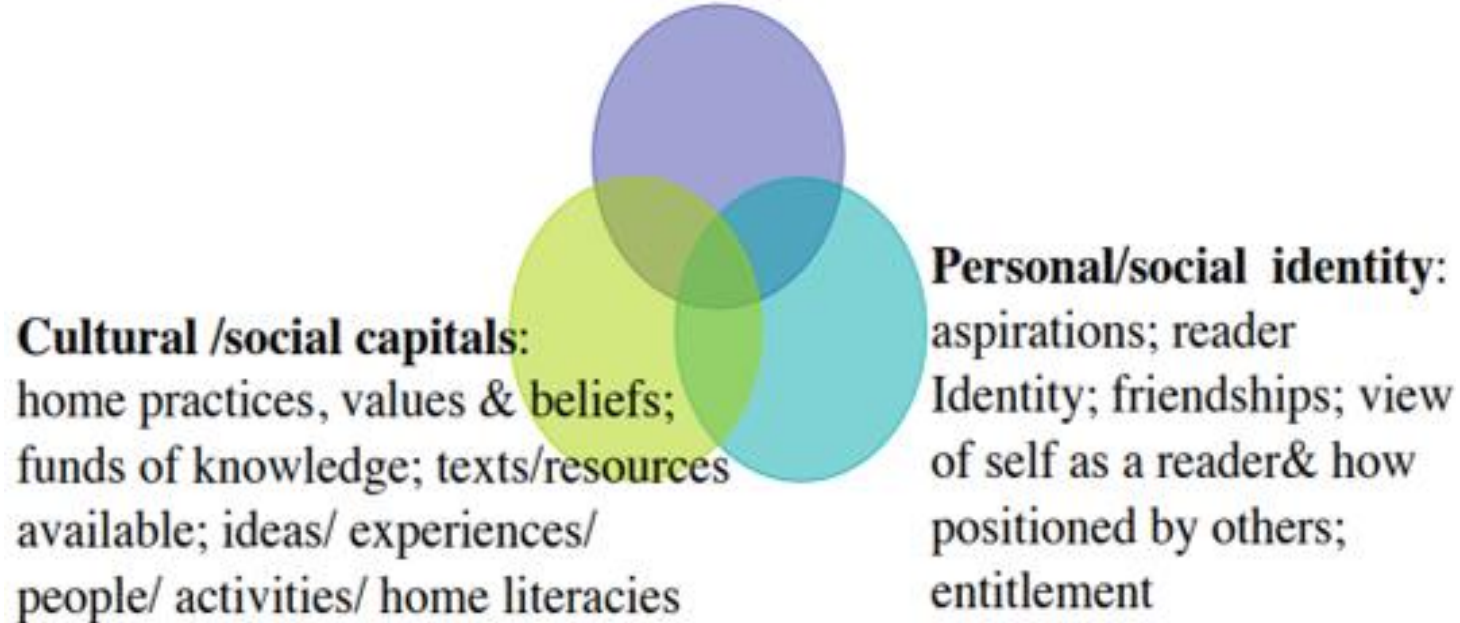


Reading approaches

The 3 domains which affect how a child reads.

Cognitive knowledge skills, phonological aware; phonic/alphabetic;
Decoding cues & strategies, concepts abt print; comprehension skills.



Teaching reading strategies

Before a child learns to read independently they must be taught about the skills and strategies in order to decode the print by themselves.

- Visual aids
- Phonic knowledge
- Blending
- Contextual predictions
- Common words

Visual aids & phonic knowledge

- The g*** pl***d w**h h** d*g in th* p**k.



Blending

- Blending cv – ba ca da

Then adding the final letter. Ba t ca n da d

- Onset and rime en ed

Then adding beginning letter to the en or ed family. H-en p-en t-en

- Blending cc fl gl dr br.

Then sounding out the final letters fl-ag dr ag on

- Introduce digraphs sh, th, ch as beginnings and endings.

Sh-ip wi-th ch –ur-ch

Contextual predictions

- The g*** is h***ing a ted** and bal****s. It is her b*****.



Common words

- The
- Come
- Said

Reading at the correct level

- 90-95% accuracy
- Below = too challenging
- Over = not challenging/ fun read
- 100 words to assess whether ready for next level
- Miscue analysis informs the teacher whether all or some cueing systems are being used
- Book banding – do not rush through, each level is asking more from the reader.

Listening to children read/ group reading

- NOT round robin
- Read independently and teacher listens in.
- Or assessing comprehension

Reading reminders

- Initial phonic sound
- Blend
- Picture cues
- Chunk words and sound out

d- i -sh

har- mon-i-ca

- Read on and come back

A cat wanted to c the tree.

- Does it make sense?

Comprehension

Reading is not just decoding but comprehension too. Where they can read the words but do they understand what they are reading?

- Inference & explaining why things happen
- Characters- feelings and their role, why they acted in that way.
- Setting
- Predictions
- Connections to own life

Talking about the texts

- 3 sharings – not affected by the 3 domains

Reading engagement

How children identify as readers and learners

Engagement comes from :

- Coherent curriculum – making connections
- Interesting texts
- Meaningful and varied tasks
- Social collaboration
- Intrinsic motivation – the love of reading without reward
- Choice

Development of Reading at Inchinnan Primary School

- Believe in their abilities as developing readers.
- Take control of their own reading by choosing their own books.
- Increase the desire to read, by providing a good range of appealing age-appropriate and accessible reading material.
- Become familiar with a range of texts and discover favourite authors, poets and texts.
- Make connections between their own experience and those in books.

HOW?

- Class libraries/ cosy corners
- vary reading tasks
- Use of easy reads
- Reading to the children in all classes
- ERIC time/ Accelerated reading/
- Get the text level right – miscue & star reading
- Engaging and purposeful texts
- Choice in texts
- Dive into reading
- Reading survey

Thank you