



Oak Hill Academy
West London
an Aspirations Academy

Helpful Reading Strategies

Parent Workshop

What is our vision?

Our Reading Aspirations...

- Promote a whole school Reading culture
- Ensure Reading is at the heart of everything
- Build a Reading Community

Building a Reading Community...

- Making time for Reading
- Celebrating Reading
- Building a love of Reading

What is our vision?



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Power of Reading

- Love of Reading in children is one of the most powerful ways of improving academic standards.
- Enabling all to become truly independent readers improves chances both in school and beyond

"The more that you read, the more things you will know, the more that you learn, the more places you'll go."

- Dr. Seuss.

Reading at Oak Hill



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- Phonics
- Whole class reading (class novels)
- Focused reading activities (content domain lessons)
- Independent reading
- Reading across the curriculum
- Accelerated Reader/STAR Reader
- Lexia

Reading skills



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Reading requires two skills...

Phonics & Word Recognition

The ability to blend letter sounds (phonemes) together to read words

The ability to recognise words presented in and out of context

Understanding

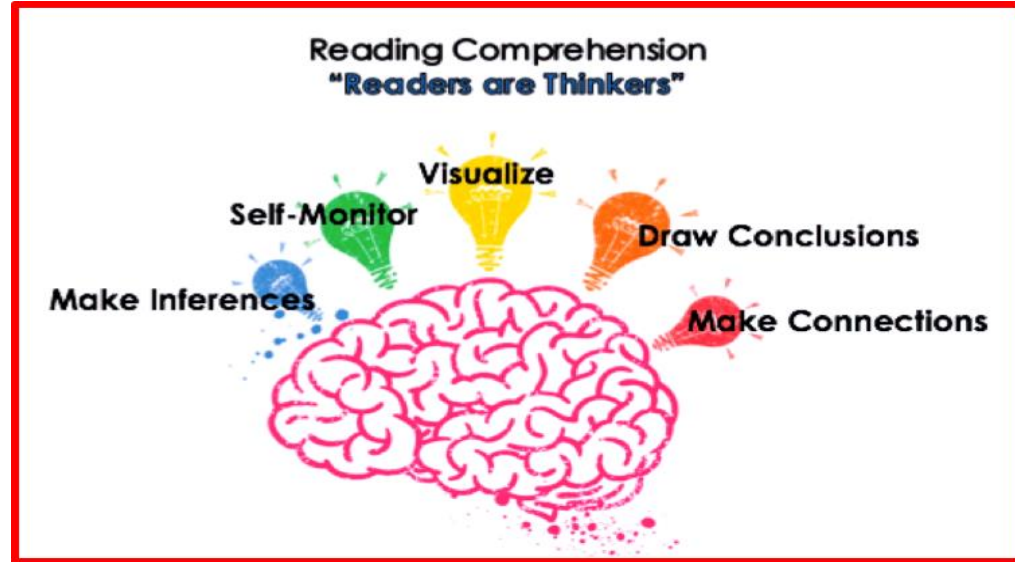
The ability to understand the meaning of the words and sentences in a text

The ability to understand the ideas, information and themes in a text.

Reading skills

Being able to read does not mean you understand what you read

- Your child might sound like a good reader but may not necessarily understand what the text means
- Best way to develop understanding is to talk about texts



Reading at home



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- Make reading visible
- Talk about books
- Sit and listen
- Respect choices
- Encourage reading at bedtime (and at any time!)
- Visit the library



Reading with your child



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- Explore different texts
- Shared reading
- Read slowly
- Talk about what is happening...what might happen next?!
- Leave the story on a cliff-hanger!
- Encourage reading at bedtime



Reading at home



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- ❖ Use Phonics first

What sound does the word begin with? Can you say the sounds in the word? Blend them together.

- ❖ Read to the end of the sentence

What would make sense?

- ❖ What is the text about?

What might fit here?

- ❖ Does it sound right?

- ❖ Look at any



Beth let her pet bunny go.

❖ It ***** across the road

“What is the first sound?”

❖ It **h******* across the road.

“What would make sense for the bunny to

❖ It **hopping** across the road.

“Does that make sense?”

❖ It **hopped** across the road.

*Develop fluency by
reading that page/
paragraph again.*


Reading strategies



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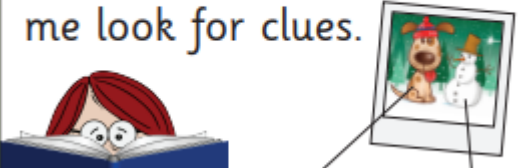
Reading Strategies
I sound out and blend the phonemes.

"c - ar - p - e - t"
"car - pet"
"carpet"




Reading Strategies
I use the pictures to help me look for clues.

The **dog** built a **snowman**.




Reading Strategies
I look for smaller words hiding inside bigger words.

teacher
teacher




Reading Strategies
I can cut words up into syllables.

thun der ing
thundering




Reading Strategies
I read on to see if I can make sense of a word I don't know.



Reading Strategies
I look to see if the word looks similar to one I already know.

could would
I **should** go and...




Reading at home



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Reading Strategies


I go back and read a word or sentence again if I don't understand it.



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Reading Strategies


I listen to the words as I read them, to see if they make sense.



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Reading Strategies


I know when I've made a mistake and I go back to try and put it right.



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Reading Strategies

I use the punctuation to help me make sense of what I am reading.




Help! Please, can you help?

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Reading Strategies


I imagine what is happening and create a picture in my head.



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Reading Strategies

I ask questions that will help me if I don't understand.



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Quality questioning



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Closed Questions...

- ❖ Do you like this book?
- ❖ Do you like this character?
- ❖ Is this a good story?
- ❖ Do you like this kind of story?

**Limits child's
responses/thinking**

Vs.

Open Questions...

- ❖ What do you like about this book?
- ❖ What do you like about the characters?
- ❖ Why do you think this is a good story?

**Deepening child's
responses/understanding**

Discussions about reading



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Content domain reference	
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

Source: English reading test framework 2016 National curriculum tests Key stage 2 Eof test

Discussions about reading



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Questions to encourage discussions when reading

Explain the meaning of words

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc?

Retrieve information/identify key details

- Where/when does the story take place?
 - What did s/he/it look like?
 - Who are the characters in the book? |
 - What do you think is happening here?
 - What happened in the story?
 - What part of the story do you like best?
-

Discussions about reading



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Who would you rather....

Be stuck in a lift with?

Become the Prime Minister?

Tell a secret to?

Share your lunch with?

Go on an adventure with?

Why?

Discussions about reading



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Which would . . .? or Which is . . .? Why?

Which would **plod**:

- Frankenstein in a castle or a ghost in a castle
- A heavy man or a skinny man
- A girl who was really tired or a girl in a race

Which could make you scream **frantically**: a kitten purring or a snake hissing?

Which is more **absurd**: a dog wearing glasses or a dog snoring? Why?

Reads 20 minutes each day
1,800,000 words



Reads 5 minutes each
day
282,000 words



Reads 1 minute each
day
8,000 words



Key points



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Choose a quiet time and give your child your full attention

Give support (if required) using strategies

Explain the meaning of new words

Use open questions to talk about the texts

Have fun!

“Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds.”

Any questions?