

Listening to children read at Thorndon Park Primary

Parent Information Session

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Choosing a time

Look at your family schedule...

- Talk with the teacher about times that suit you both – mornings are usually a popular time to help
- Arrange a regular time, or check in with the teacher the day before
- Offer to help another teacher if times don't suit
- Use the class communication system- it's best to communicate times

Teachers expect you to

- Tell them when you are available
- Advise if you are unable to come on a prearranged occasion – use the class communication system
- Be willing to listen to any of the children in their class read
- Be friendly and encouraging with all children
- Keep yourself and the child safe

Teachers also often don't mind you volunteering without notice, however please be respectful if your help is not needed on the day. Sometimes timetables change, other parents have volunteered or all students are needed in the lesson without being withdrawn.

In Reception and Year 1 our focus is..

Building letter/sound relationship – **flash cards, sound books**

Blending (saying all the sounds together) – **word boxes or word lists**

Left to right movement when blending words/reading sentences – **finger pointing and swiping left to right**

Recognising non-decodable sight words – **sight word lists**

- When reading with Reception and Year 1 students you may be asked to help students revise sound and word lists
- This is **essential** reading skill practice

Tips when listening to a child read a book

Predicting

Look at the book, ask the child to read the title and discuss what the book might be about or where it is set.

"What do you think this book is about? Why? Who is/are the main character/s?"

"Have you ever been to...(the beach)?"

"Have you ever... (used a skateboard)?"

Ask an "I wonder" question

"I wonder what is going to happen with this character?"

"I wonder what the problem could be in this story?"

Starting to read the book

- Working out unknown words using sounds and blending strategy

“Use you sounds” “say the sounds and read the word”

- Using a finger to follow the words – good strategy if student loses their place.
- Re-reading whole sentence- if students are sounding out each word separately

“Great sounding out, now read the whole sentence”

Stuck on a word

When a child is stuck on a word and pauses,
resist telling them the word at first.

Leave about 5 seconds thinking time, then encourage them to sound out the word-

"Use your sounds" is a good prompt.

Provide extra help by sounding out the word for them to blend.

S-p-or-t is sport M-u-m is mum

T-ea-m is team p-l-ay is play

If the word is too difficult for them to sound out, tell them the word, ask them to repeat it and check they know the meaning of the word.



Errors

If the child makes errors or substitutes different words, stop the child at the end of the sentence and ask the child to read the sentence again carefully.

If errors are still being made, point to the error word/s and ask the child to re-read or sound out the word, then re-read the whole sentence. Check that the child understands the error word.

“Can you have another go at this word? Say the sounds, then blend the sounds together. That’s right, it’s (say the word).”

Do you know what that means? Now read the whole sentence with the word..”



Review and Check for understanding

- Check for understanding of words and storyline regularly, maybe at the end of each page or a few pages, depending on the length of text.
- Refer to the pictures (if any) after reading the text to build comprehension.
- See if the child can find things relating to the text in the picture.
- At the end of the text, ask the child to re-tell the story in their own words.

Can you tell me what happened in the story? What was the problem the main character had to solve? What happened in the end? How did the character feel in the end? Have you ever had that happen to you?

Competent readers

- Recognise many sight words and blend automatically
- Read at a steady pace
- Read phonic books or levelled texts

Expression

- Ask the student to respond to speech marks and punctuation by changing their expression.
- “Can you see the speech marks. This is what the character actually says.
- Can you use a different voice when the character talks?”

Review and check for understanding

- Sometimes students can read fluently but not understand what they are reading. Ask the child to pause and retell the action so far.
- “Pause there for a moment. What has happened to that character?” What is the problem they have to solve? What do you think will happen next?”
- If the student cannot re-tell the action so far, stop and review the story with them.



QUESTIONING WHEN READING

Talk about what you have read

Questions for comprehension

Re-tell the story in your own words

Why do you think the character did...?

How do you think the character felt when...?

When/where was the story set?

Have you ever...?

What do you think happens next in the story?

Do you know what _____ means?

Questions for Phonics

Tell me this word again

How many sounds are in that word?

What is the beginning/middle/end sound?

Find a word that begins with the ____ sound.

Find a word that end with the _____ sound.

Can you see any of your tricky words/sight words in this story?