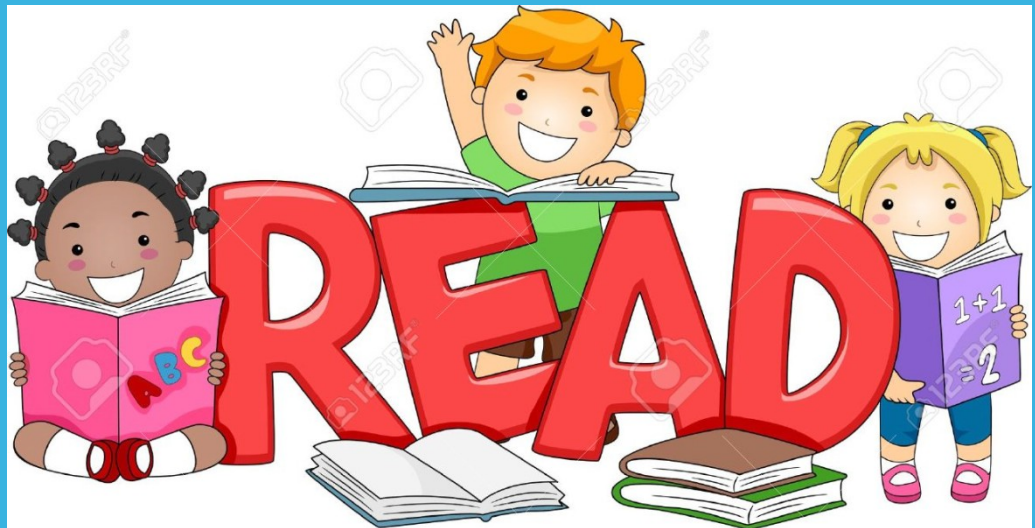



# FOUNDATION STAGE READING WORKSHOP

OCTOBER 29<sup>TH</sup> 2015



# EARLY READING

- **Listening to stories**
  - **Looking at the pictures in books**
  - **Noticing words around them**
  - **Joining in with a story being read to them**
  - **Saying what is going to happen next in a story**
  - **Picking out particular words in a text**
- 

# READING ACTIVITIES IN SCHOOL

- Phonics sessions
- Shared reading with adult
- Guided reading in a group
- Sharing a story with a friend
- Independent reading in the Reading Hut
- Focused reading activities in school ie matching games, simple instructions to follow



## EARLY READING AT SCHOOL

- Picture books (no words) Big book and tapes
- Introducing the character names ie. Biff and Chip
- Introducing sight words
- Sets of words sent home to learn before each group of new books
- Group reading Ruth Miskin Ditties
- Heard by adults in school
- Books changed twice a week



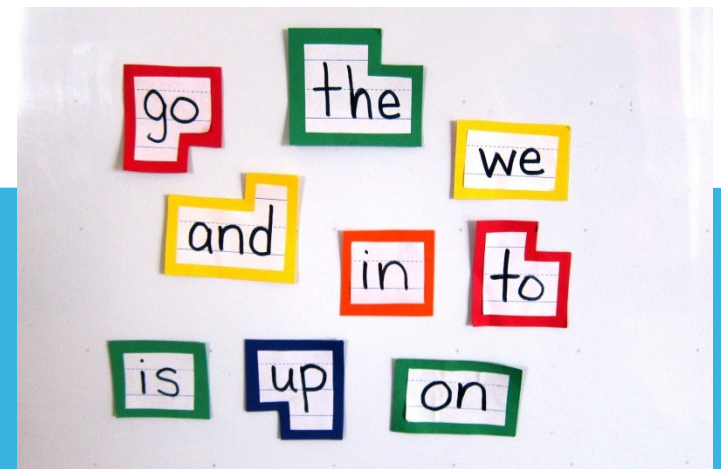
# READING STRATEGIES

- Looking at the pictures
- Using phonics knowledge
- Learning from memory
- Reading for meaning
- Reading sight words in text



# TIPS FOR LEARNING SIGHT WORDS

- Make it fun
- Not all sight words can be sounded out
- Talk about what the word looks like
- Play a pairs or hide and seek game
- Practice writing them
- Stick them around the house
- Spot them when shopping



# READING AT HOME

- **Make reading visible; have books available in your home**
- **Share books every day where possible**
- **Talk about the books you like to read**
- **Boys particularly need to see that reading is something men do!**




# SETTING THE RIGHT MOOD TO HEAR YOUR CHILD READ!

- Choose a quiet time and give your child your full attention;
- Talk about the book looking closely at the pictures, don't cover the picture up!
- Encourage your child to point at the words
- Explain the meaning of new words;
- Talk about the text using open questions.





# WHAT IF THEY GET STUCK?

- Use phonics first. What sound does the word begin with?
  - Look at the picture, does it help?
  - Can you say other 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?
- 

# EXAMPLE

John let his pet frog go.

It \*\*\*\*\*across the grass.

*What is the first sound?*

It **h**\*\*\*\*\* across the grass.

*What would make sense?*

It **hopping** across the grass.

*Does that sound right?*

It **hopped** across the grass.



# QUESTIONS???

Do you like this book?

Do you like this character?

It's a good story isn't it?

Do you like reading?

Are you good at reading?

Do you like this kind of story?

Change these questions so  
that the answers cannot be  
*yes* or *no*.

What do you like about this  
book?

What do you think of this  
character?

Why do you think this is a  
good story?

What's great about  
reading?

Why are you a good  
reader?

What is it about these  
stories that you like so  
m



# TALKING ABOUT THE BOOK

It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about ..... in your book?

What can you tell me about...?



REMEMBER...

