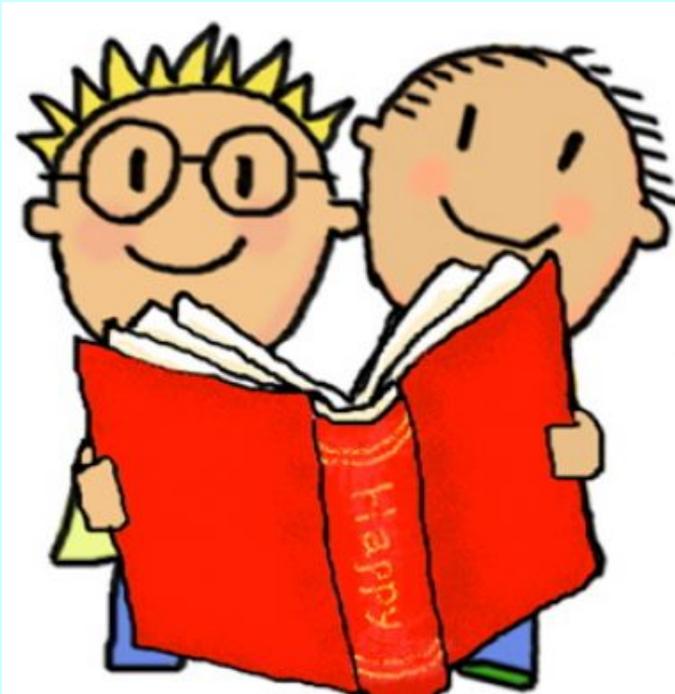


Time 4 Reading Time for Talking

Set your child on the pathway to reading for life!



'Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all.'

Children's and Young People's Reading Today
National Literacy Trust 2012

Content of the session

- Introduction to the Time 4 Reading initiative and schools awards
- Your child's reading journey from phonics to bookworm
- Setting the scene for reading and what to look for
- A word about boys
- Any questions?



Time 4 Reading School Awards

- Part of the South Gloucestershire Year of Reading campaign
- Schools can receive awards at bronze, silver and gold levels
- National reports confirm that reading underpins success and provides pleasure and understanding as well as inspiration in our lives



Your child's reading journey from listener to reader

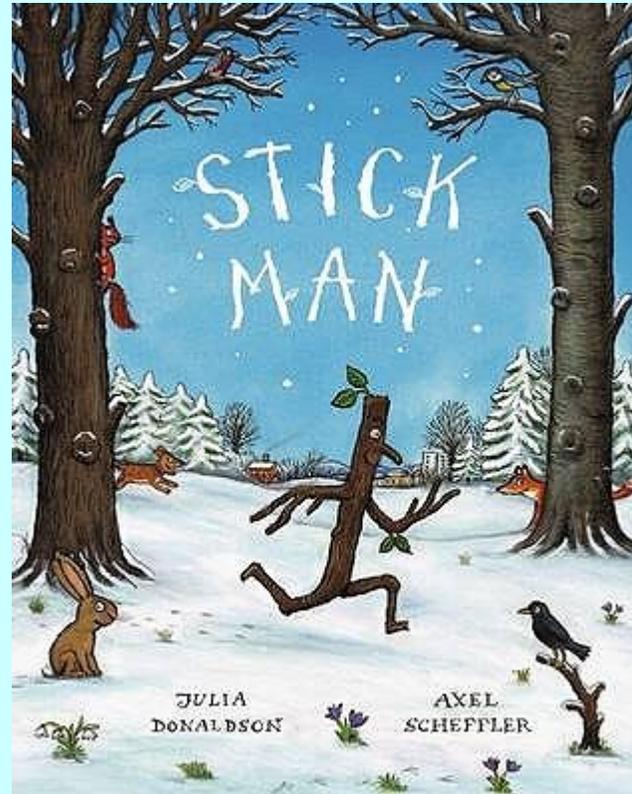
Reading starts as a conversation around a book, that opens worlds and leads to many more conversations, opening more worlds...

It is also a journey that takes time and encouragement to ensure that each child moves along in their own unique way.

The end goal is the same for every child: to be a reader for life.



Now, let me tell you a story...



What are your earliest memories of becoming a reader?

Step 1 - Developing an understanding of phonics

Children need to understand that letters represent sounds, that sounds make words and that words are grouped together to make sentences, which in turn make sense.

They use their phonic knowledge to blend sounds and they start to understand that some words are tricky and cannot be sounded out.

In books, words are represented in print, also known as text. Pictures are important. They tell the story and give children vital clues, which the children begin to talk about when prompted by an adult.



Step 2 - Growing in confidence

Once they have an understanding of phonics, children read from word to word.

They might start to interrogate the pictures more closely to gain an understanding of the story or information in a non fiction text.

They start to use some expression in their voice as they respond to punctuation as they read. They are enthusiastic when texts really hold their interest and talk about the narrative and the information that they find.



Step 3 - Taking off! (The danger zone)

Children read words on sight, including tricky words that cannot be sounded out. They read with fluency and expression, reading ahead to use and respond to punctuation in their reading voice.



Children can answer simple retrieval questions by making reference to the text.

They are developing higher order reading skills such as inference and can answer questions such as 'how do you know that..?'

They start to understand the conventions of print and how these help them to understand a range of fiction and non-fiction texts.



Children can offer their own opinions on a text and explain their reasoning.

They can explain events and information in a text in the light of their own experiences.



Children at this level still need to experience texts which are above their own reading age so that they can continue to develop as readers. Sharing books and having reading conversations will help them to continue to develop as readers and researchers.

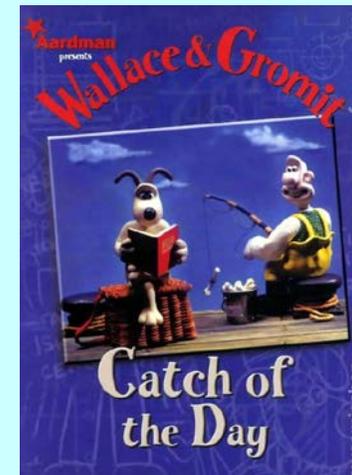


Over to you!

Think about the questions that you could ask your child about the book extracts that you have.

The extracts are at different levels and could be from books which are read by your child or read to your child.

They are from fiction and non fiction texts.

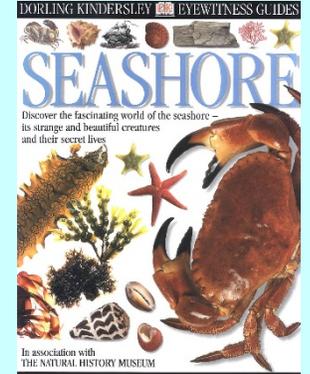


Things to think about - Fiction

- What kind of story is it?
- Where does it take place? When does it take place?
- Who are the characters and how do they feel? Do their feelings change? How do you know?
- How does the punctuation affect the way we read?
- Why is some writing in different fonts, capital letters, arranged differently on the page?
- Why has the author chosen to use particular words? What impact do they have?
- Are there any patterns or story words?
- Can you give this book a star rating?

Things to think about - Non Fiction

- What is this book about? How do you know?
- How do the pictures help us?
- What do we use to help us find particular information?
- What kind of pictures are there? Why are different kinds of pictures used?
- Can you read the information in this table?
- Why is there a glossary?
- What is the difference between a contents page and an index?
- How is the text organised? How does this help us? Is there a pattern in the page layout?



How can I set the scene for reading?

- Set aside at least 10 minutes every day, five days a week, to hear your child read. It is important to establish a reading routine. Make sure that your child has your full attention during this time so that he or she can maintain focus and feel special. Praise your child for effort and good reading behaviours.
- Read to your child every day. Choose books that interest him or her and value any comments made. Remember, it is fine to revisit old favourites if that is what makes your child happy.
- Be a reading advocate - show your child how much you enjoy reading yourself. Talk to them about your own reading choices and favourite authors.



A word about boys

Boys and girls are different.



- Boys are less likely to talk about what they are reading
- Boys choose different books to girls and tend to go more for humour, science fiction, action, even horror!
- Boys' interest in a topic really does seem to make a difference to their understanding so it really is worth choosing books that match their interests and hobbies.

So...

- Give plenty of specific praise and be super-positive
- Get your son talking and encourage him to explain his reasoning by using open questions
- Encourage him to be independent and think for himself in all things
- Show him that dads read too!

A reading challenge for your child and for you

Take up the 10 minute a day reading challenge and help your child to become a gold level Bromley Heath Bookworm.

Support your school in achieving success in the Time 4 Reading initiative...



Any Questions?

For more information on helping your child to read go to
www.oxfordowl.co.uk

Remember, there's Bug Club too!

