



Key Stage 1 Reading workshop

Friday 26th February 2024

Mrs McVean

"Everyone is
a reader...



Some just haven't
found their favorite
book yet."

10 ways to become a better reader...

1. Read 2. READ

3. Read

4. read

5. READ

6. Read

7. Read

8. read

9. Read



10. READ



You can find magic
wherever you look. Sit
back and relax, all you
need is a book.

- Dr. Seuss

The more that you
read, the more things
you will know.

The more that you
learn, the more
places you'll go.



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A CHILD

who READS will be an
ADULT
who
THINKS.



- Unknown

Aims of the session

- 0 To inform you how we teach reading in key stage 1
- 0 To understand some of the key reading and comprehension skills children need
- 0 To provide you with helpful strategies you can use to support your child with reading at home

Teaching reading in KS1

- 0 Guided Reading is a teaching technique teachers use to support and develop children's reading and their comprehension of different types of texts

We teach and recap reading strategies that the children can use to help them understand the text

These are strategies that we encourage the children to use at home too!

KS1 strategies are weighted towards decoding and include:

- 0 Sounding out new words using their phonic knowledge
- 0 Splitting up longer words
- 0 Practicing high frequency words
- 0 Syntactic cues - the position a word holds in a sentence will cue the listener or reader as to the word
- 0 Contextual cues – children using their knowledge of a text type to help them to decode unfamiliar words

Teaching reading in KS1

- We then focus on different types of questions about the text to develop their comprehension skills and the meaning of the text for themselves

* See Assessment focus handout given out.

Teaching reading in KS1

We are now going to read 'Peace At Last' by Jill Murphy.

Throughout the story, we are going to refer to our decoding strategies so that you can see these 'in practice' and also think about how we would ask a wide range of questions about the text.

Teaching reading in KS1

High frequency words we will come across in our story:

*

hour	Mr.	anymore
went	didn't	began
said	Mrs.	either
would	are	

The children might then 'hunt the word' in the text

Activity

o Can you think of a question for each comprehension skill for the pages in the book?

You may even ask questions about the picture as pictures are important for supporting key comprehension skills, such as inference skills, in KS1

Supporting your child

- 0 The guided reading strategies and techniques can be used when reading with your child at home
- 0 (Remember to take a AF hand out with question ideas before you leave)
- 0 The handouts of ideas for developing your child's decoding skills

- 0 Choosing quality and current books for your child to read
- 0 It's a good idea to shadow national book awards for example:

www.lovereadings4kids.co.uk

High Frequency words and tricky words

We are going to be handing out a table of 200 HFW

High frequency words are quite simply those words which occur most frequently in written material, for example, "and", "the", "as" and "it".

They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence.

Some of the high frequency words can be sounded out using basic phonic rules, e.g. "it" is an easy word to read using phonics.

However, many of the high frequency words are not phonically regular and are therefore hard to read in the early stages. These words are sometimes called tricky words

So how do children learn tricky words?

Practice!

Silly sentence game

- 0 Use one set of word cards. Spread the word cards out face down. Pick 3 cards and turn them face up, say the words as they are turned up...
- 0 over water have
- 0 Try and make up a silly sentence that includes all 3 words on the cards.

Helpful Hints

- 0 Little and often
- 0 Fun short bursts of reading every day will make a bigger difference to fluency than reading for long periods once a week.
- 0 A mix of reading with and reading to children
- 0 Reading for purpose
- 0 Don't feel that children should only be reading the material we send home. Encourage them to read labels on food, words on screen, comics etc.
- 0 Comprehension - it is really important that children are asked questions about what they are reading to ensure understanding.
- 0 Reading records
- 0 Applying strategies

The Reading Assessment Focuses – teaching strategies & questions to ask

AF	
2	Retrieval - Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
	<ul style="list-style-type: none"> • Encourage children to describe, retell, locate • Model the above, making references to, and quoting from the text • Ask recall and simple comprehension questions during Shared and Guided Reading
3	Deduce, infer or interpret information, events or ideas from text.
	<ul style="list-style-type: none"> • Encourage children to compare, contrast and infer • Model the above by making reference to, and quoting from the text • Ask analytical and synthesis questions • Plan activities to develop children's cognitive and interpretive strategies

Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

4

- Make very explicit links between reading and writing – especially the ways in which texts are organised
- Model the language needed to comment upon author's use of structure, organisation, grammar and presentation
- Use genre checklists to highlight the layout features of different texts
- Ask analytical questions and questions requiring synthesis. During shared and guided reading sessions, focus on aspects of structure and organisation, e.g. paragraphs, labels, navigational features such as sub-headings, titles etc
- Use structural organisers, e.g. story maps, charts etc
- Were you surprised by the ending?
- How did you think it would end/should have ended?
- How are the beginning and ending of the story similar?
- What would happen if the order of events was changed?
- What kind of a text is this? How do you know? What will it be like? What can I expect of a book of this type?
- List the words that tell you what order to follow eg first, then.
- What is the main event of the story? Why do you think this?
- What is the purpose of the pictures?
- How does the layout help the reader?
- Some of the text is printed on a dark background. What effect do you think the designer wanted to achieve by doing this?
- How does the way the title is written encourage you to read the?
- In the leaflet, how have the different parts of the been made clear?
- What are the lines in the photograph for?
- How do you know the order to follow the information in the text?
- Why have these words been made to stand out?
- Why are these words smaller but still in bold print?
- Why are some words in the glossary printed in italics like this?
- At the end of the story the author leaves you guessing about what will happen next. What do you think will happen next? Why do you think this?
- Why is this paragraph in bold print?
- What are the subheadings for?
- Why has some of the information been presented as a table?
- What is the purpose of the writing in the boxes?
- What do the arrows show you about the structure of the text?

Explain and comment on the writers' uses of language, including grammatical and literary features at word and sentence level.

5

- Model and encourage the use of author intent prompts, e.g. 'It makes me imagine...'
- Ask analytical questions
- Plan activities to encourage children's semantic strategies
- Use reading journals to collect and comment on imagery
- I wonder what the writer intended by using these words?
- What do these words mean and why do you think the writer chose them?
- How has the author used adjectives to make this character funny?
- What do the physical descriptions of characters tell us about how they are feeling?
- Look at the verbs/adjectives/adverbs, what do these words tell us about.....?
- By writing the line in this way, what effect has the author created?
- What do these words tell you about?
- Which word encourages you to read the?
- What does the word *scrambled* tell you about the way Legs got dressed?
- Why do you think the author has mentioned a lot in the story?
- Explain what you think this phrase adds to the story.
- Why did the author choose this title?
- What is the effect of writing in the past/present tense?
- Why do you think the writer has chosen to use the words?
- Why do you think the author has written this sentence in this way?
- Which author's style did you enjoy the most? Why?
- Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text?
- How do these phrases help to make the description effective?
- How does the author make the appear frightening?
- Which part of the story best describes the setting?
- Which words and /or phrases do this?

6	<p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text to the reader.</p> <ul style="list-style-type: none"> • Include purpose of text type on genre checklist • Ask application, analytical, synthesis and evaluation questions, encourage children to elaborate on their responses, following the teacher's example • Model and encourage the use of author intent prompts <ul style="list-style-type: none"> • Can you think of another story that has a similar theme eg good over evil, weak over strong, wise over foolish? • I wonder why the writer has decided to....? • What was in the author's mind? • Why did the author chose this setting? • How would the views put across in these texts affect your views on....? • What makes this a successful story? What evidence do you have to justify your opinion? • Could it be better? Is it as good as.....? • What effect does it have on you as a reader? • Why do you think the writer wrote that description? • What is the author trying to tell you about.....by writing this section in? (eg short lines) • What was the most exciting part of the story? Explain your answer as fully as you can? • Which illustrations did you find most useful? • Do you think that the writer believes that exist? How can you tell that the writer has this opinion? • What are the main contrasts the poet makes in the third and first parts of the poem? • What impression ofdoes the first paragraph give you? In what ways is the second paragraph different? • The texts try to make you care about Which do you think is the most effective? Why? • What is opinion about? • If was alive today would he be arguing for? • What do you think makes this a successful story? Use evidence from the text for your answer?
7	<p>Relate texts to their social, cultural and historical contexts and literary traditions.</p> <ul style="list-style-type: none"> • Ask questions that require children to call upon their knowledge of traditional stories to link ideas between texts • Encourage children to link popular culture and stereotypes to characters and themes in their reading • Use knowledge of history and outdated beliefs and attitudes to comment on texts • Ask questions to encourage children to apply their knowledge and understanding of social dynamics to situations in their texts <ul style="list-style-type: none"> • Do you know another story, which deals with the same issues eg social, cultural, moral issues? • What would this character think about.....? (Possibly a present day issue) • Do you know any more stories like this? • Have you ever read a book with a similar theme to this one? • What does this remind you of? • What does it make you think of? • Do you know any more stories like this? • Does this story remind you of any personal experience/something that has happened to you? Describe it. • Have you ever been in that situation? What happened? • How would you have felt in the same situation? • What might you have done instead? • Can you compare to a person who has frightened you? • How would you feel if you were treated like? What would you do? • What do you think would have happened if.....? • Are there any familiar patterns you notice eg familiar story structure, imagery? • What kind of a text is this? How do you know? What will it be like? What can I expect of a book of this type? • Many traditional tales have messages. What do you think this story is trying to tell us? • Which stories have openings like this? • Do you know any other texts with similar issues or themes? • Do you know another story with these characters in? • Can you think of another story where the main character has problems with their family?