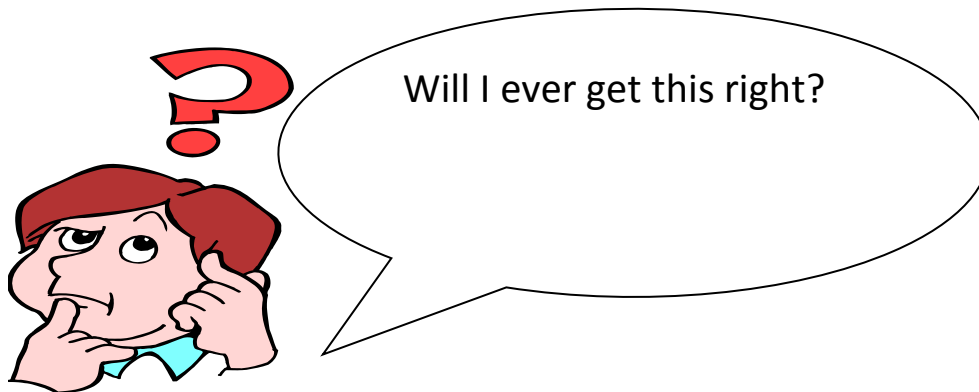


## **Session 1: Setting the Scene**

### **Preparation:**

1. Welcoming room with suitable number of chairs for parents and presenters.
2. Tea and coffee. This can be done at either at the beginning to break the ice or at the end to give parents a chance to talk over what they have been doing.
3. Pie chart (Appendix 1).
4. Hieroglyphic sentences (Appendix 2).
5. Book with text and pictures for role play e.g. ‘I don’t want to go to bed!’ Magi Publications.
6. Role Play (A):           Getting the setting right (book, TV/radio)  
                                  Exemplar script (Appendix 3)
7. Role Play (B):           Importance of praise (book)  
                                  Exemplar script (Appendix 4)
8. Handout:                 Sharing a Picture Book.
9. Selection of books for the children to choose to take home.
10. Record sheet to note what books have been taken home (Appendix 5).



## SHARED READING – PARENT GROUPS

### Procedure:

#### 1. Introduction

##### 1.1 Welcome

##### 1.2 Introduction of course presenters.

##### 1.3 Reassurance that invitation to participate in the group was extended to all parents of children in the nursery class. No focus on particular children in that class.

#### 2. Development of workshops

##### 2.1 Pre-school parent groups arose from parental requests following Paired Reading groups for older children, where parents felt that the principles and information would have been very useful if provided at an earlier age.

##### 2.2 The pre-school groups were developed by a team comprising learning support teacher and nursery nurse from school, speech and language therapist and psychologist. The resulting groups were subsequently trialled and revised with a number of parent groups of nursery aged children.

#### 3. Overview

##### 3.1 The main focus of the group will be:

- i. to focus on developing a positive working partnership between you and your child which will stand you in good stead throughout your child's school career.
- ii. to look at ways to help your child to build a solid foundation of pre-reading skills through enjoying books and some fun games together.

The main skills we will be concentrating on are:

- Getting the setting right
- Choosing the right book
- Vocabulary building
- Concepts about print
- Rhyme
- Rhythm (or syllables)
- Initial sounds
- Environmental print

##### 3.2 Parents have an enormous role to play as educators of their children. School factors are thought to contribute 15% towards academic achievement while family factors contribute 85%. **Show Pie Chart** (Appendix 1).

## SHARED READING – PARENT GROUPS

- 3.3** A child who has been read to daily for 30 minutes from 6 weeks of age would have more than 1000 hours of book experience on entering formal education. (This is more than most of us do so don't get discouraged if you didn't start reading to your child at the age of six weeks. What we do from now on is what is important.) A school teacher will then begin to teach that child to read spending perhaps 2 hours per day – approximately 360 hours per year with his/her attention divided between 20+ pupils. So the child with no or very little book experience before entering school will be at a great disadvantage.

### **4. What we are NOT going to do**

- 4.1** What we are not going to do is to teach you to be replacement teachers.
- 4.2** Let's look at some of the skills that the teacher has, ones that he/she has been especially trained for:

**Use hieroglyphic sentences** to highlight reading conventions. Laminate sheet with translation on the back (Appendices 2a,b).

- Which way up
- Where to start
- What direction
- Check on some words
- Sound symbols
- Shape of words
- Spaces defining words
- Two or more letters making one sound etc

This is part of the teacher's contribution – so what about us parents?

### **5. What we ARE going to do**

- 5.1** As parents, we have a unique understanding of our child, and have in fact as much to offer as the teacher but in a different way.
- 5.2** Studies have shown that children who grow up in families where books are read to them and with them are at an advantage where reading is concerned. Since the ability to read affects all of the other school subjects, these children remain at an advantage throughout their schooling.
- 5.3** As a parent, the way you respond to your child when sharing a book together, and later when hearing reading, has been shown to play a very important part in how well he/she reads and how confident he/she can be with books. Children respond to their feelings. If they feel good about sharing in a story or book, they will want to do it again. This good feeling will encourage them later as they move into independent reading

## SHARED READING – PARENT GROUPS

- 5.4 First you must get the setting right.

**Role Play (A):** Getting the Setting Right (or use video of role play!)

**Demonstrate lack of attention, disruption by use of radio, newspaper etc.** See exemplar script (Appendix 3).

Did this ring any bells with you? Encourage comments from the group.

- 5.5 Young children find it very difficult to filter out distractions such as the TV, radio, washing machine, other children etc. and concentrate only on what someone is saying to them or reading to them. We need to organise a special time and a special place.

How do you think that this can be achieved? Encourage parents to share ideas or suggestions. What problems would they encounter? Again encourage parents to share the problems that family life might bring to this.

- 5.6 As well as finding the right time and place, we also need to generate the right atmosphere. Make it a happy time and be enthusiastic and positive. Look for opportunities to give praise. Eg. ‘clever boy’, or ‘that was really smart to notice that’, ‘you remembered, clever girl’ etc.

- 5.7 **Role Play (B):** The Importance of Praise (or use video of role play!)

Parent and child sitting close together. Atmosphere warm and relaxed. Child in charge as far as possible eg. Child choosing book, turning pages etc. Parent praising child regularly.

See exemplar script (Appendix 4).

Encourage comments from the group.

## 6. Summary

- 6.1 The importance of, and practice in, ongoing praise and encouragement while you enjoy books with your child will be an important part of the meetings that follow. We will also be looking at other ways you can help your child to develop the necessary pre-reading skills that will help your child to learn to read more easily – namely good vocabulary skills, rhyme and rhythm.

- 6.2 Bring the children in and introduce yourself to them. Tell them that they will be joining us every week for the next five weeks. Tell them that when they come, we will be sometimes playing games and choosing books for them to read at home with their parents.

- 6.3 Distribute handout: **Sharing a Picture Book**

## SHARED READING – PARENT GROUPS

- 7**      Ask the children to choose a book to take home and write down which book they have chosen (Appendix 5).
- 7.1**    Children are returned to nursery class.
- 7.2**    Discussion over tea and biscuits.