

Session 3: Getting Started – Beginning Reading Introduction to Supported Reading

Preparation

1. Organise seating as before.
2. Name badges.
3. Ensure new books are available, and the ‘old’ ones returned / the record sheet of books previously borrowed.
4. Flip chart (optional).
5. Magnetic letters *or* letters which can be fixed with ‘Blu-Tack’ on a flip chart (without the pad) or on a blank sheet of laminated card with ‘Blu-Tack’.
6. Presenters to have identified (and rehearsed) a story for role playing supported reading.
7. Tea/coffee.
8. Liaise with school representative with regard to when the children are to join the session (also that even if a parent is unable to attend this session, their child still has the opportunity to come and select a book).

READING TOGETHER 1ST STEPS - PARENT GROUPS**1. Introduction**

1.1 Welcome everyone (check if anyone missed last week's session).

1.2 Recap on the last session:

- Getting the setting right
- Ways to share a book
- The importance of praise

1.3 Invite any comments about the content of last session, and the book their child chose; ask how they are getting on generally with sharing a book, getting the setting right, and giving praise.

'What's happened over the past week?'

'How has Reading Together gone?'

1.4 Detail the agenda for this session

- Getting Started – the beginning of independent reading
- Supported Reading – demonstration

2. Getting Started – the beginning of independent reading

2.1 Everything so far has been to do with reading, even though we have not talked much about how reading is taught. We did touch on this a little in Session 1 when we took you back to Primary 1.

Children have to learn that we read the left page before the right page, that we read from left to right across a line, and then sweep diagonally back, and repeat the process.

2.2 If your child is able or willing to join in, then read aloud together with the adult pointing to the words, the child reading fractionally behind the adult, or simultaneously if he can.

2.3 Use "easy books" with very few words so that your child can begin to "read" independently, by remembering a story he has heard often.

2.4 Put simply, there are three main ways to teach children to read: a combination of all three is appropriate.

- 2.5** One way is Look and Say (the whole word), forming a picture of the word, the first one is usually his name. You can help at home by, for example, making some single word signs and sticking them to household objects, such as 'television', 'chair', 'fridge'. Your child's teacher does this routinely in the classroom. Use lower case except for the first letter of a proper name (eg on our name badges). Invite comments about sight words; longer words do have more identifying features, so are not necessarily more difficult.
- 2.6** A second way is through Phonics: Children learn the different sounds made by different letters, and letter blends. Unfortunately, there are words in English, which do not fit the pattern.

Things a parent can do that help:

- Say letter sounds and ask your child to repeat them. When your child was a baby you probably went mummm; dadada. When the child became older, you may have referred to the 'p-u-b' or 'c-r-i-s-p-s' (presenter to demonstrate the difference between using letter names and sounds – highlighting the parental hope at the time that the child was less likely to catch on to your meaning if you used the letter names).
- Play I Spy, focusing on very simple regular words, and using the sound and not the letter. (Avoid words like 'sugar' and 'cereal', which are confusing). Exaggerate the initial sound.
- Once your child starts to acquire a knowledge of letter sounds, you can help them develop these skills by using homemade letters, or commercially produced magnetic letters. Homemade letters can be printed off a computer, or just make them yourself on cardboard, and use 'Blu-tack' on a piece of cardboard, for example. Form letter combinations, and involve your child in moving them around. First in making 2 letter sounds, and then 3 letter words (these can be nonsense as well as real words).
The letters 's', 'a', 't', 'i', 'p', 'n' make up more 3 letter words than any other six letters.

READING TOGETHER 1ST STEPS - PARENT GROUPS

Activity - Demonstrate using magnetic letters with parents. For example, invite them to form 2 or 3 letter blends; ie a-p, t-a-p, s-a-p. This provides opportunities to discuss left to right conventions, tapping out sounds, moving away one letter [at the beginning or end of a word] and introducing another letter. When the child constructs a word, he is also beginning to spell without the added complication of hand writing. The child learns by seeing and doing how words can be constructed and dismantled.

Emphasise the importance of saying and hearing the sounds correctly.

- 2.7** The third way is Real Reading, which uses context, clues, knowledge of how language works. It may help to understand this if you imagine yourself writing down, and then cutting up a long sentence, and putting the words in a strange order. You will find it harder to read fluently.

A programme known as 'Reading Recovery' has this as one of its steps.

You can help when reading a familiar book, by encouraging your child to finish a phrase (eg. once upon a.....).

3 Introduction to Supported Reading

- 3.1** Inform the group that the presenters are going to role play another approach to helping a child to read, but not go into it in any detail until the next session .
- 3.2** *Activity:* Co-presenters to role play supported reading – invite any comments.
- 3.3** Staff member to collect the children to join their parents. Invite discussion about the book they had. Return last week's book, choose a new book, have it noted, and return to class.
- 4** Tea/coffee, and informal discussion.