

Session 4: Supported Reading and Evaluation

Preparation

1. Organise seating as before.
2. Name badges (if still needed).
3. Ensure new books are available, and the 'old' ones returned: to be noted on the record sheet – bear in mind this is the final session, in terms of how you get the books back. Schools may wish to continue the 'book lending facility' in some capacity after this final session.
4. Suitable books for role-play.
5. Supported Reading Handout.
6. Session 4 handout: Supported Reading advice sheet.
7. Arabic Script with some English words and letter sounds (Appendix 4).
8. Evaluation sheet (Appendix 12).
9. Optional: Alternative/Supplementary Evaluation Questions (Appendix 13).
10. Paper for taking notes from feedback.
11. Reading Together 1st Steps Certificate/special stickers (not included).
12. Tea/coffee.

READING TOGETHER 1ST STEPS - PARENT GROUPS**1 Introduction****1.1** Welcome everyone**1.2** Recap on last session

- Look and Say
- Phonics
- Real Reading

1.3 Invite any comments about the content of last session, and about the books their child chose**1.4** Detail the agenda for this session

- Supported Reading
- General discussion on 'anything' to do with reading development
- Evaluation

2 Supported Reading**2.1** *Activity:* Refer participants to the Arabic script material once more. Use the example that contains some English words and sounds (Appendix 4). Invite the whole group to read this aloud. Emphasise how this is an easier task for them now than it might have seemed at the initial session. We are able to use sight vocabulary, context, clues from individual letters, vocabulary, familiarity of the content, and praise to aid the process of reading. Invite discussion**2.2** We demonstrated to you last session an approach which we call 'Supported Reading.' Once your child gets started with reading, a well-researched and successful approach to developing a child's reading is through Supported Reading. It is not as easy as it might seem on the face of it, so we want to spend some time on the detail.**2.3** Uses include:

- For a preschool child showing signs of wanting and being ready to learn to read.
- For a child who has started school but lacks confidence or some of the skills necessary for independent reading.
- For older children whose reading is not fluent. It aims to build confidence and not focus on mistakes.

READING TOGETHER 1ST STEPS - PARENT GROUPS

- 2.4** Once upon a time there was a boy who found reading very hard:
'If only when I got stuck, the words could speak out loud.'
Supported Reading does just this!
- 2.5** Supported Reading has 2 main components:
Simultaneous and Independent Reading
- 2.6** Simultaneous Reading: what is it?
- Parent and child read together
 - Point to the words as you read, so that you give the idea of direction (omit this support if you feel it's not needed, or let your child do the pointing).
 - Parent adjusts the pace to suit the child; don't go too fast.
 - Parent provides a model of correct reading at the same time as the child is making his attempts to read for himself.
 - The child is expected to pronounce all the words with the parent allowing time for a second attempt at failed words.
- 2.7** Benefits include:
- During simultaneous reading, children are frequently able to pronounce unfamiliar or complex words that they could not read unaided, adjusting their pronunciation continuously and rapidly to the parent model.
 - Pressure is taken off the child in terms of anxiety, or being put off by the 'difficult' words he sees lying ahead in the text. It takes away any embarrassment of not knowing the answer when the adult asks: 'what does that word say?'
- 2.8** Independent Reading
- Child reads out loud on his own
 - Child is praised for correctly read words, or part words (the praise being given in a way that does not interfere with the reading process: eg 'yes, good', 'well done'). Later you can acknowledge in more detail 'I liked the way you managed to work out this particular word – how did you do that?' or 'Wow! I didn't think you'd get that word!' The child never gets told off.
 - Spontaneously corrected errors are likewise applauded.
- 2.9** Moving from one to the other
- Child is instructed to signal at any time during simultaneous reading if he wishes to change to independent reading (eg a knock on the table; a gentle tap on your shoulder). This change is under the control of the child.

READING TOGETHER 1ST STEPS - PARENT GROUPS

With early readers the adult sometimes has to judge when to drop out from reading simultaneously and leave the child to read independently.

- Reverting to simultaneous reading automatically occurs whenever the child makes an error: the procedure is that the parent gives the correct version of the word; the child repeats it, and reading is continued in simultaneous mode.
- Reverting to simultaneous reading automatically occurs when the child is stuck at a word for 4 seconds: the procedure is that the adult reads the word to the child; the child then repeats it, and reading is continued in simultaneous mode.

2.10 The benefit of intervening in this way is that it prevents prolonged non-productive effort, and continuity of the story is maintained. Contextual clues (remind the audience about Real Reading which was discussed in the previous session) are part of the decoding process as well as the sounding out of words.

2.10 What makes this different from the traditional way of listening to your child reading?

- Your child is reading a story, not just a series of words
- It develops fluency from the start
- Reading becomes possibly more enjoyable for both child and adult
- The child experiences success
- More books are experienced
- There is a reduced emphasis on error correction
- This approach helps develop a bridge between an adult reading to a child, and a child trying to read to himself

2.11 *Activity:* Presenters to role-play Supported Reading just as they did at the previous session, then reverse roles. A rhyming book in particular may help illustrate the role of familiarity and prediction in reading, and provide greater opportunities for the early reader to join in more easily. Hold discussion.

Issue Handout on Supported Reading

2.12 Optional: that the school might offer a future opportunity for any parent to practice this approach with their child, initially supported by a member of the teaching staff.

2.13 Children to join their parents, return last week's book, and are invited to talk about what's been happening at home with the books. As this is the final session, it may be that no new book is issued.

READING TOGETHER 1ST STEPS - PARENT GROUPS

- 2.14** Thank the children for their contribution to the group and distribute the Reading Together 1st Steps Certificates. Children return to class.

3 Conclusion

- 3.1** Briefly run through the topics covered.
- 3.2** Invite questions to do with any aspect of the workshops, and reading development in general. ‘What difference has it made for you?’
- 3.3** Distribute evaluation sheets (Appendix 12) for completion (provide pens). Alternative/supplementary questions are provided in Appendix 13, if required.
- 3.4 Thank parents for their contributions to the workshops.**
- 4** Tea/coffee (and sticky buns!) and informal discussion.