



READING 4 PLEASURE



Parent Workshop

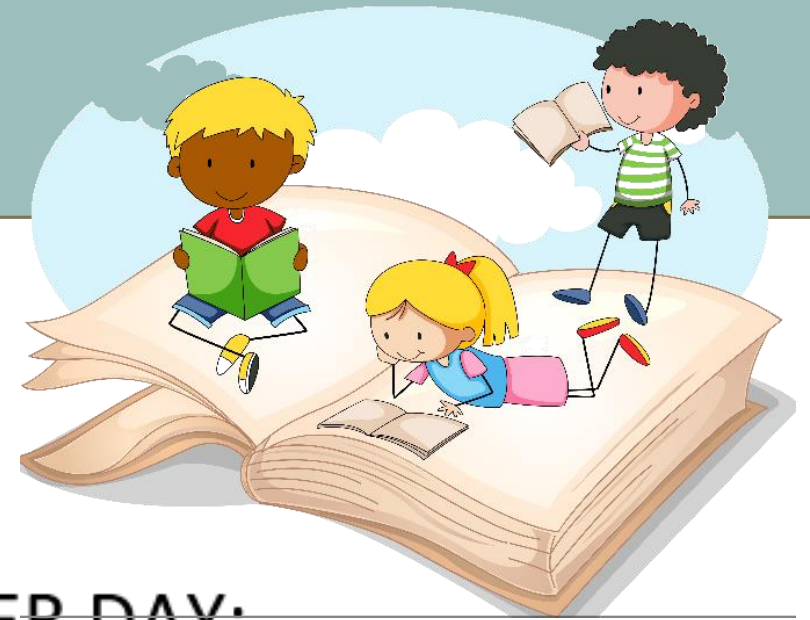
Why read?

- Life skill
- Improves focus and concentration
- Enjoyment and entertainment
- Gain information
- Improves vocabulary, imagination and memory
- Better understanding of the world






Interesting study...

A massive two-decade study found that just having a books in the home has a huge impact on your child's academic future.



BENEFITS OF READING 20 MINUTES PER DAY:



Student A	Student B	Student C
20 minutes each day	5 minutes each day	1 minute each day
3600 minutes per school year	900 minutes per school year	180 minutes per school year
800,000 <i>words per year</i>	282,000 <i>words per year</i>	8,000 <i>words per year</i>
		

Reading enjoyment:

Parent reading to child

Child reading to parent

Child reading to another child

Child reading by themselves



Reading progression:

Phonics

Picture books (no text)

Reading words and sentences

Reading stories with pictures

Reading chapter fiction and non-fiction books



Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

What are phonics?

Cracking the English Language code

- How many letters? **26**
- How many sounds (phonemes)? **44**
- How many spellings of the sounds? **144**

Phonics Phases: Phase 2

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f,ff l,ll ss

Phonics Phases: Phase 3

Letters

Set 6: j v w x

Set 7: y z, zz qu

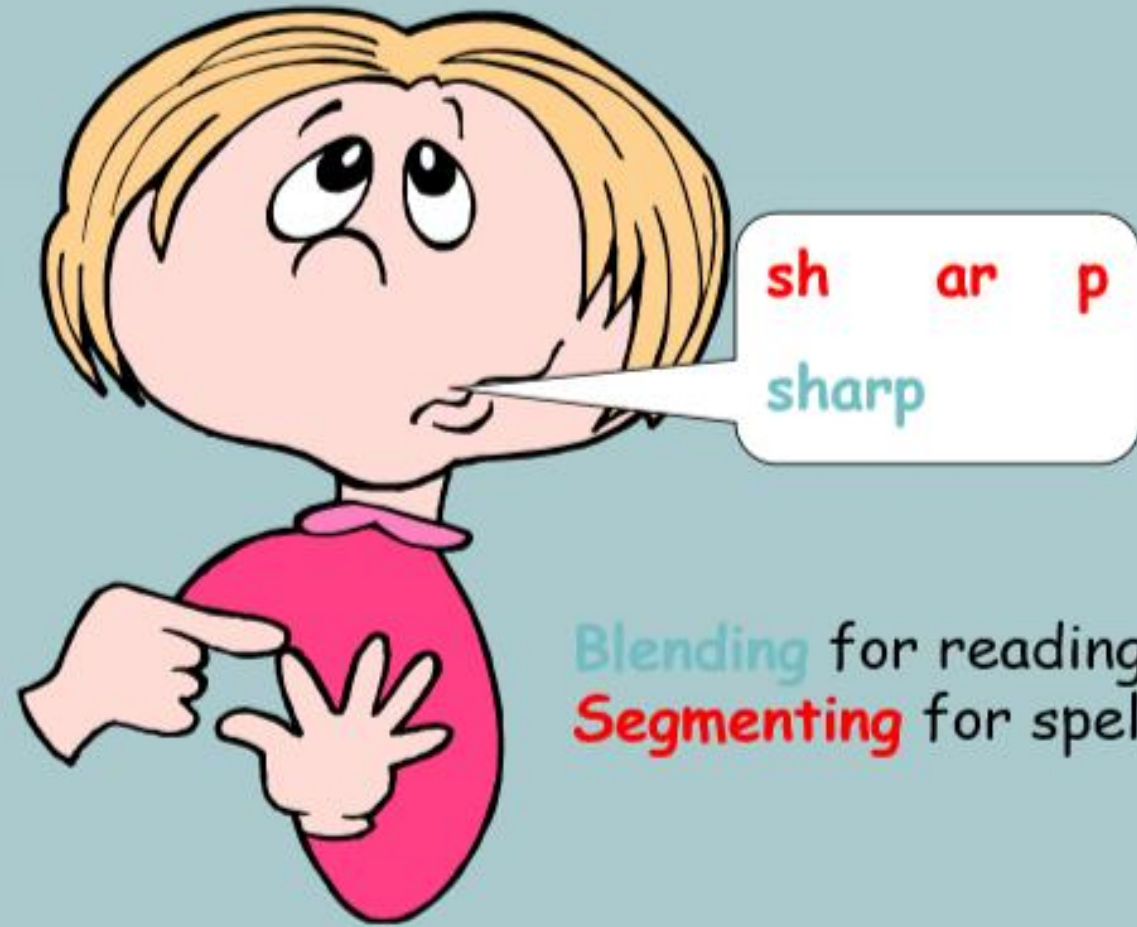
Consonant digraphs: ch sh th ng

Vowel digraphs: ai ee igh

oa oo ar or ur ow oi

ear air ure er

Blending and Segmenting



Blending for reading and
Segmenting for spelling

Phonics Phases: Phase 4

- can blend adjacent consonants in words and apply this skill when reading unfamiliar texts, (CCVC, CVCC, CCVCC)

step list clap grasp strap

- can segment adjacent consonants in words and apply this in spelling

Phonics Phases: Phase 5

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
		au Paul	u-e rule

Phonics Phases: Phase 6

Reading

Learn some of the rarer phoneme-grapheme correspondences.

Develop ability to recognise digraphs as representing one sound.

Children should become fluent readers during this phase and develop a range of comprehension strategies.

What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

How to use these strategies at home

John let his pet frog go.

It ********* across the grass.

What is the first sound?

It **h******* across the grass.

What would make sense?

It **hopping** across the grass.

Does that sound right?

It **hopped** across the grass.

How to question:

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?

Change these questions so that the answers cannot be *yes or no*.

- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

Talking about books:

It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about in your book?

What can you tell me about...?

Promoting Reading in School

Reading Challenges

Mystery reader

Recommendations

Al Ain English Speaking School



مدرسة العين الناطقة بالإنجليزية

'Achieving Excellence'

Can you complete the 'Emirates' Read-a-thon?

Dear students,
Following on from the success of previous reading challenge 'Emirates Read-a-thon'.

Research has proven that children who read for pleasure and happy throughout their lives and an average read of vocabulary, fluency and comprehension.

HOW TO TAKE PART:

- For each 20 minutes of reading completed, student or attraction of the Emirate they are visiting. Reading for the students to whizz round the UAE in just 30 days!
- There are seven stages to complete – 1 for each along the way, please ask your teacher to sign each completed stage.
- Once the Read-a-thon is complete, hand the form to the class teacher. There will be certificates and Honorary diplomas received for completion of the challenge.

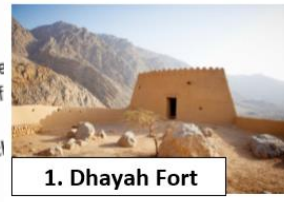

Stage 1 – A visit to Ras Al Khaimah

Place to visit	Date	Time
Dhayah Fort		
Wadi Shawka		
National Museum		
Jebel Jais		

AAESS 'Emirates' Read-a-thon

Stage 1: Ras Al Khaimah



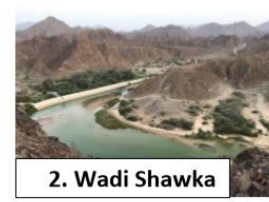



Ras Al Khaimah Coat of arms

Area: 2,486 km²
Ruler: Saud bin Saqr Al Qasimi
Population: 416,600 (2018)

Ras Al Khaimah is the northernmost emirate of the United Arab Emirates. It's known for its Arabian Gulf beaches.

Jebel Jais, on the city's outskirts, is the highest peak in the UAE, at 1,934m, and is home to the world's longest zip line.



Useful websites:

<https://www.booksfortopics.com/yeargroups>

<https://www.booksfortopics.com/key-stage-book-lists>

<https://www.oxfordowl.co.uk/for-home/>

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

<https://www.goodreads.com/genres/childrens>

<https://magrudy.com/>