

# Reading Program 2021

A young boy with light brown hair, wearing a blue and black striped shirt, is sitting on a bed and reading a large open book. He is looking down at the pages with a focused expression. The bed has a patterned blue and white coverlet and a pink blanket. In the background, there is a white table with a lace tablecloth, holding a stack of books, a framed picture, and a vase with purple flowers. The room has a warm, soft lighting.

Succeeding in Reading

# Importance of Reading

Reading when young increases academic success down the road.

- Self Esteem
- Concentration
- Critical Thinking and Analysis
- Memory
- Vocabulary



# Current Shift in Thinking



Current	New
<p data-bbox="59 336 513 372"><u>Whole Language Approach</u></p> <ul data-bbox="92 383 865 596" style="list-style-type: none"><li>● Story and meaning driven practice</li><li>● Motivation by interesting texts</li><li>● New book most days and practice at home</li><li>● Builds comprehension and inference</li><li>● Works for around 75% of NZ Learners</li></ul>	<p data-bbox="987 336 1306 372"><u>Structured Literacy</u></p> <ul data-bbox="1020 383 1870 645" style="list-style-type: none"><li>● Skill and basic building block practice</li><li>● Motivation by success in mastery</li><li>● Same/similar book for days until mastered</li><li>● Focuses on sound and letters - decoding</li><li>● Predicted to be better for some of the 25% who are failing in the current system</li></ul>



# Approaches to Teaching *Reading and Writing*

## Whole Language

Best for:

- hands-on learners
- visual learners
- peer interaction learning

## Balanced Literacy

Best for:

- all learning types
- encompasses the best of whole language and phonics

## Phonics

Best for:

- auditory learners
- learners who thrive on structure

# Where Iti 1 - In Class

Small groups are seen each day. Books can vary in difficulty but may often be books they have had before. This helps to reinforce fluency and known words. There will be books in their reading folder to choose from.

In the beginning they learn about reading, such as the idea that words are read from left to right. By the time they are reading further on, they understand the stories they read, recognise many words, and can check that their reading sounds like talking.

Please don't get caught up on colour levels - your child will progress through them when they are ready.

We share picture books through the day and the children do buddy reading each day where they share books from their reading folder.

Sound/ letter/ word activities are set up as independent choices during reading time.



"If a child **memorises 10 words**,  
the child can only read 10 words.

But if a child **learns 10 sounds**,  
the child will be able to read 350  
three sound words, 4 320 four  
sound words and 21 650 five  
sound words."

Martin Kozloff, 2002

# Where Iti 1 - At Home

Read, read, read! Take time to read together and show your child that you read! Read to your child no matter how old they are. Read in your first language. Read a variety of material. Share the reading.

Reading to preschool-aged children has been shown to develop early literacy by building vocabulary and language skills essential for learning to read. The aim is to have read 1000 books before they start school.

When they bring home their reading books from school...

- Pause, Prompt Praise

Pause – allow enough time to see how your child will tackle a tricky word

Prompt – If they pause or appeal for help prompt them with strategies of looking at what the word starts with, re-reading, chunking a word or using picture clues. Allow a couple of attempts before providing the word

Praise – use positive feedback when a sentence is read correctly or attempts are made to work out a word

# The Sounds of New Zealand English





## Where Iti 2 & 3 - in class

- We have silent reading each day. Children have their own browsing box with books in to read - 3 different ways to read
- Group reading each day - children will have 1 - 2 books each week. Groups can be focussing on sounds, chunking, fluency, comprehension or retelling
- Follow up activities
- Shared story/ies each day with whole class
- Read around NZ being introduced



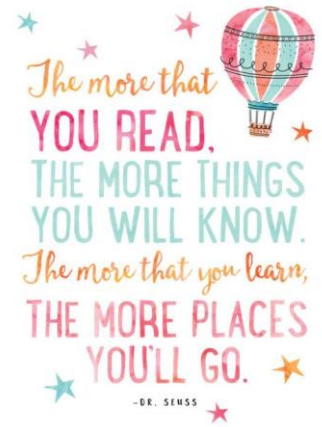
# Where It's 2 & 3 - at home

- Read everyday with your child - listen to and encourage learning readers, as you can see from the video there are so many sounds children have to learn and then put them into words
- Join the library in town and go regularly to get books to share with your children
- Use Sunshine Online and Reading Eggs at home



# Room 4 – In Class

- Group reading daily – 1/2 books a week with related follow up activities
- Follow up activities include: language exploration, vocabulary work, spelling, comprehension questions and more
- Chapter chat – weekly must do's and can do's shared through google classroom followed by sharing their work on Twitter on Friday's
- Reading to daily – often linked to Chapter Chat book which has proven to be very engaging
- Sheena Cameron strategies explained, modelled and encouraged
- 'Reading around NZ' incentive to read more at home being used 2021
- Must do's and can do's displayed on TV during reading time



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

*- Dr. Seuss*

# Room 4 – At Home

- Make time to read EVERY day
- Encourage 'Reading around NZ' & show interest in their progress
- Read with & Read to – it is important that they see you enjoy reading as well
- Go to the library, choose a book together that you can read to them and help them to search for books they will be interested in too

## Reading At Home...

Can Make A HUGE Difference!



### Choose Books That Are At An Appropriate Reading Level For Your Child

- 📖 Use the five finger rule. Open the book to any page and ask your child to read. Put up a finger every time your child does not know a word. If you have put up more than five fingers before the end of the page, this book is too hard for your child.
- 📖 Choose books that match your child's likes and interests.



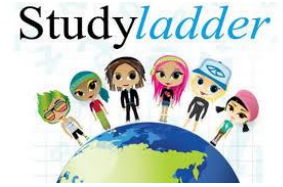
Keep plenty of reading materials in your home: books, magazines, newspapers, and comic books. Children enjoy having a variety of reading materials!

### Make Reading A Part Of Your Family Time!

Family time is so important... Why not make reading part of this valuable time with your kids? Here are some tips for integrating reading into our daily family activities:

- Read bedtime stories
- Play a board game
- Visit your local library
- Read a recipe and cook something yummy together!
- Create a comfy reading space in your home.
- Put your child in charge of reading the grocery list at the store.

# Room 5 reading- In class



**Four days a week-** group chapter reading with the teacher or independently - related follow up activities- ~~three~~ activities a week.

**Activities look like-** comprehension, spelling, character analysis, chapter summaries- building on inference skills, questioning skills

Sharing what you are reading each day, with someone else in your group or another person in the class- what you read, what you learned from what you read., questions about what you are reading. ( keeping you honest!)

Using Sheena Cameron reading linked activities to support what we have read and our focus in reading.

**Class read on a Friday-** share and pull apart the a text, fiction and non - fiction texts. (kiwikids, Epic, Studyladder, paper)



# Reading in Room 5- At home



Reading daily at home to and with your child (when can) sharing and talking about the text if possible. If it's a routine, you are more likely to do it.

Reading anything that captures interest- comics, chapter books, online, kids news, magazines, things that are current. ( sharing these is great for engagement too).

**Epic books**- they can access this at home as well as at school and there are set reads here as well- you can see what they are reading, for how long and get an idea of what they enjoy reading on their own.

**StudyLadder**- again a great at home tool, that kids can access in their own time.





# Room 6 - In Class

- Workshops that the children opt in to, grouped to start with
- Focus on comprehension strategies and research based skills
- Must Do, Can Do's - shared through google classroom
- Use read theory and epic independently
- Read to the Moon as an incentive system/encouragement to read
- We do novel studies in some terms too



READTHEORY



384,400 km

**CAN WE  
READ  
TO THE  
MOON?**

# Room 6 - At Home

- Read every night if they can - a routine where they have bedtime then lights out time and they read in between
- They can read anything - comic, non fiction, online, newspaper anything that hooks them in and they enjoy
- Check in on how their read to the moon is going
- Read together if you can



384,400 km

**CAN WE  
READ  
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