

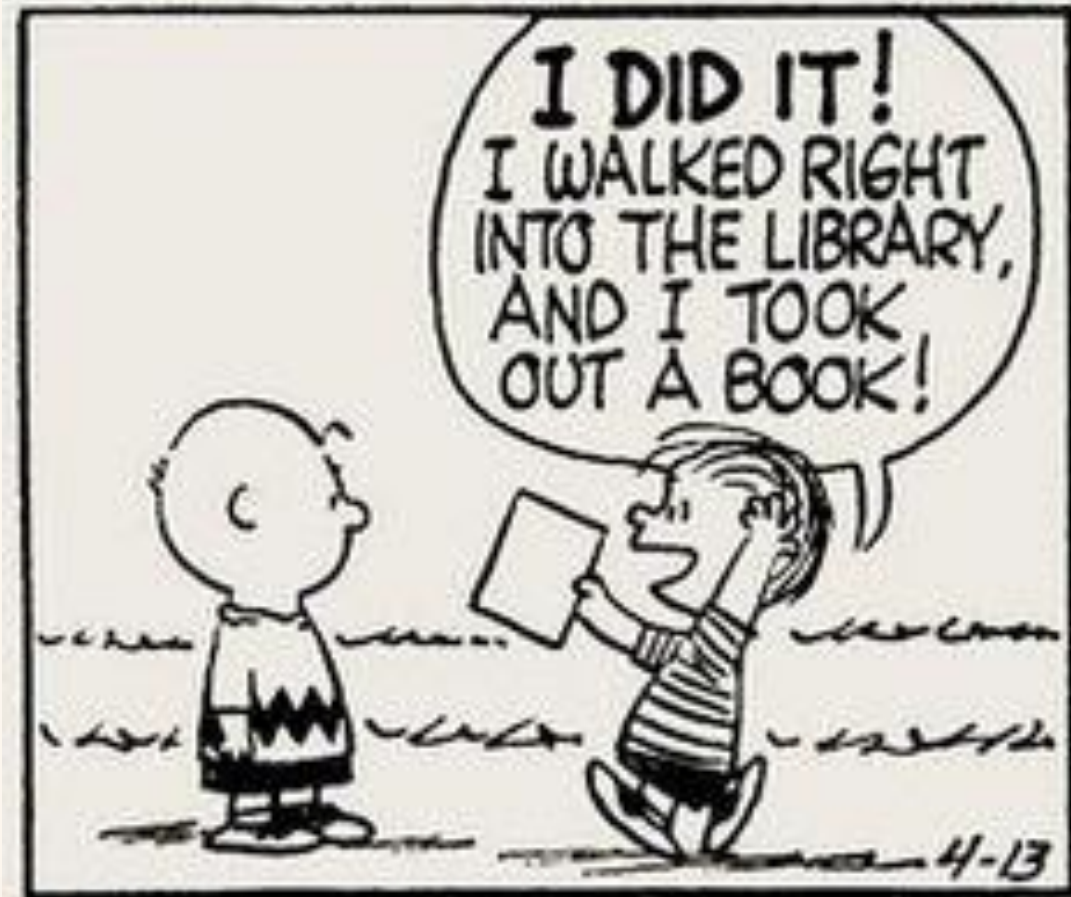


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Raising Ready, Steady Readers

English Language Department

Reflective Inquirers, Aspiring Advocates, Steadfast Leaders



Raising *Ready, Steady* Readers

- What is 'Reading'?
- The *Why* of Raising Readers
- The *How* of Raising Readers
 - i. *Ready* Readers
 - ii. *Steady* Readers

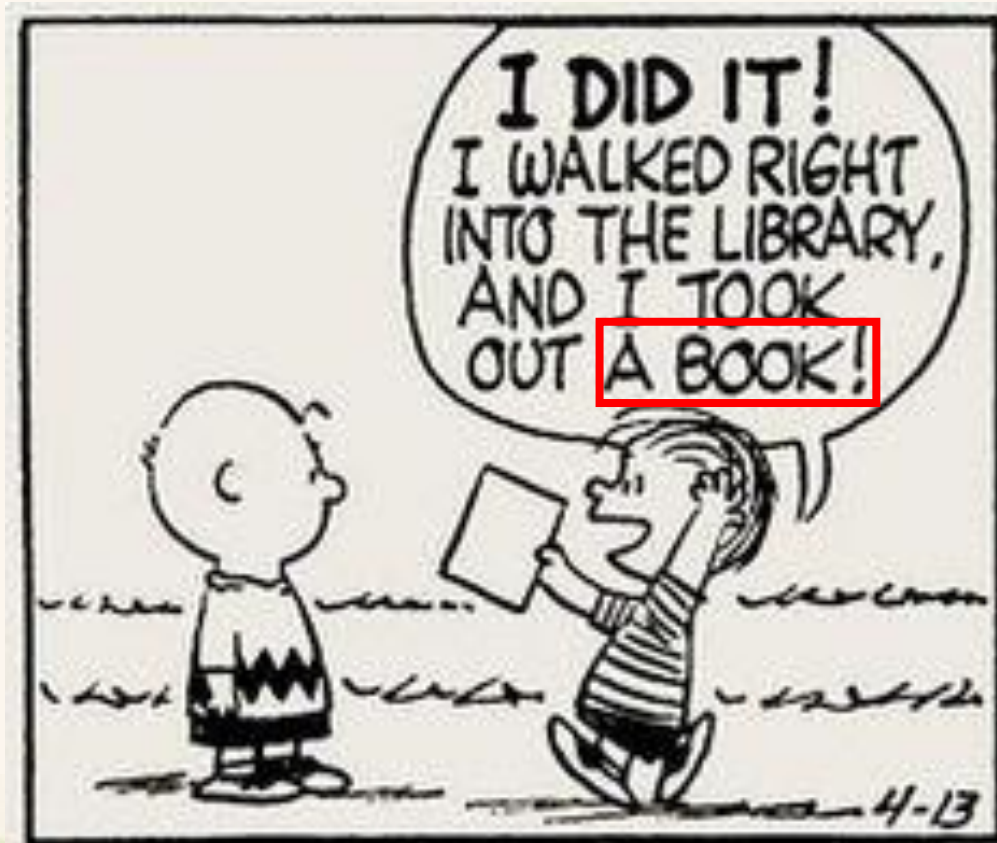


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What is 'Reading'?

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'Reading' = 'Reading a Book'?



What is ‘Reading’?

- Making meaning of texts
- Early literacy skills (e.g., alphabet knowledge, phonological awareness and word recognition strategies)
- Information and media literacy skills
- Positive reading behaviour and attitudes

Taken from <https://www.moe.gov.sg/-/media/files/primary/2020-english-language-primary.pdf>

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Progression of Skills from Primary 1 to Secondary 4E/5N

AREA OF LANGUAGE LEARNING	FOCUS AREAS	PRIMARY						SECONDARY				
		LOWER PRIMARY		MIDDLE PRIMARY		UPPER PRIMARY		LOWER SECONDARY			UPPER SECONDARY	
		P1	P2	P3	P4	P5	P6	S1N	S2N/1E	S3N/2E	S4N/3E	S5N/4E
Reading and Viewing	Reading and Viewing Closely	Develop beginning reading and viewing to achieve accuracy and fluency through word recognition and acquiring a positive disposition.										
		Develop close reading and viewing at literal and inferential levels by using prior knowledge, contextual clues and comprehension skills and strategies.			Strengthen close reading and viewing by using a range of comprehension, and information and media literacy skills and strategies to construct meaning from diverse and multiple texts.			Apply close reading and viewing skills and strategies, including representing the ideas in texts, to demonstrate comprehension of texts with more complex and ambiguous meaning.				
	Reading and Viewing Critically	Respond to implied meaning and make personal connections with texts read and/or viewed using higher-order thinking and metacognitive strategies.		Respond critically to and appreciate implied meaning in a variety of texts by applying analysis, judgement and metacognitive strategies, making the connections to integrate meaning in texts, and demonstrating awareness of how writers' style can influence meaning.			Respond critically to and more deeply appreciate implied and ambiguous meaning in more complex texts by actively applying analysis, judgement and metacognitive strategies in the reading and viewing process, connecting such knowledge to the texts and beyond, and demonstrating understanding of how writers' style can create impact and appeal.					
	Reading and Viewing Widely and Extensively for Different Purposes	Respond to a wide and extensive range of high-interest and age-appropriate texts, including selections of multimodal and hybrid texts, for different purposes – to examine the impact of different semiotic modes on text and meaning, to facilitate application of skills to other areas of language learning and subject areas, and for enjoyment.					Respond to a wide and extensive range of exemplary works appealing to adolescent readers and viewers, including combinations of multimodal and hybrid texts, for different purposes – to analyse and evaluate the impact of different semiotic modes on text, meaning and language use, to facilitate application of skills to other areas of language learning and subject areas, and for enjoyment and personal development.					

Taken from <https://www.moe.gov.sg/-/media/files/primary/2020-english-language-primary.pdf>

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The *Why* of Raising Readers

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1. Reading develops the brain.

- A study at Emory University in Atlanta (2014) shows brain changes associated with increased mental capacity to learn a language.
- It only takes 15 minutes a day to change the brain patterns.

THE STRAITS TIMES

LIFE

LOG IN SUBSCRIBE

Develop your brain - read 15 minutes a day

Like an exercise regime for fitness, a reading habit can help develop mental fitness



Akshita Nanda
Arts Correspondent

PUBLISHED SEP 22, 2015, 5:00 AM SGT

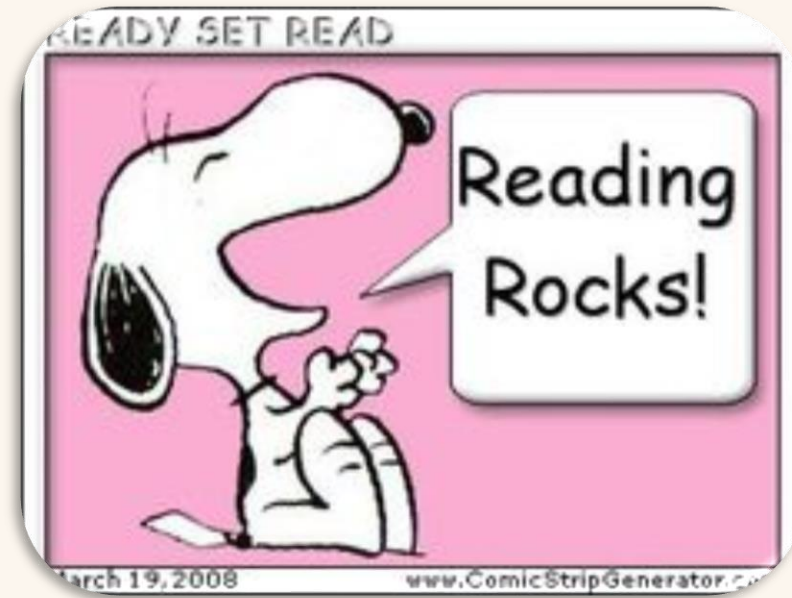


Two years ago, psychologists proved that reading novels heightens a reader's ability to empathise with and understand other people's emotions. Even reading potboilers can help. Last year, a study at Emory University in Atlanta showed that students who read the 300-page historical novel Pompeii by Robert Harris showed brain changes associated with increased mental capacity to learn language.



2. Reading develops verbal abilities.

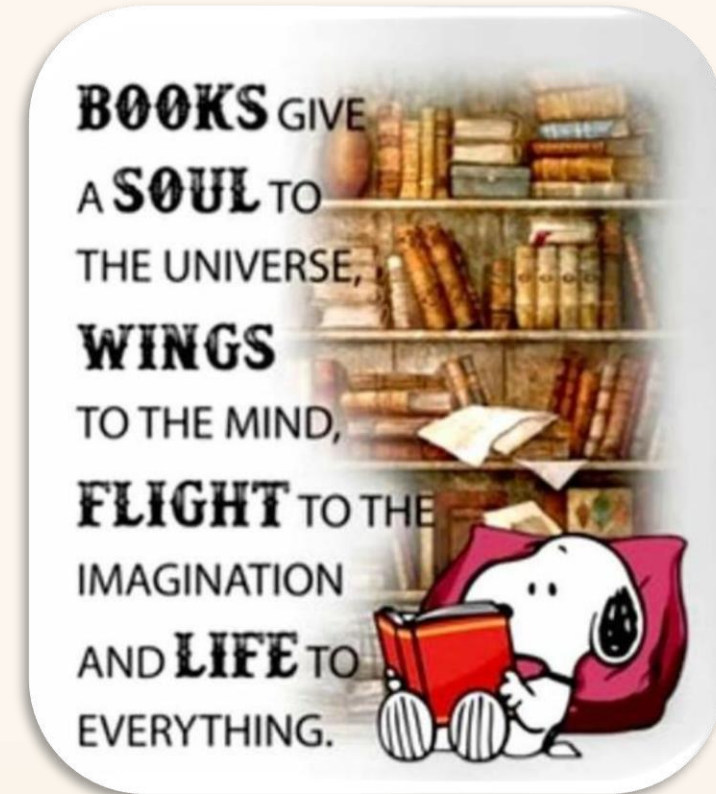
- Readers tend to have a more varied range of words to express how they feel and to get their point across.
- There is a higher level of vocabulary to use in everyday life.





3. Reading enables one to gain perspectives and experiences.

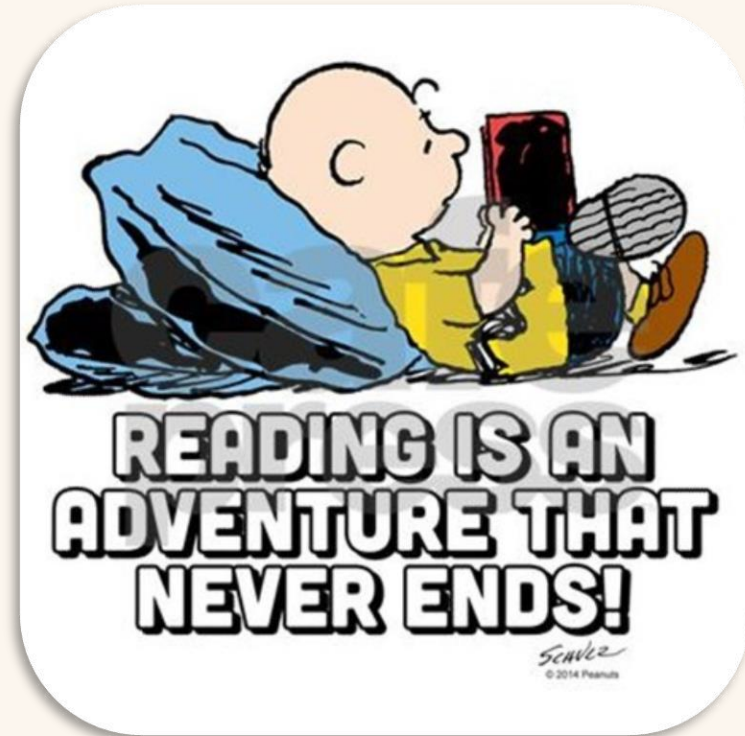
- This helps in expressing ideas and opinions in spoken and written language.
- This also enables us to gain life skills e.g. coding skills, communication skills, character building





4. Reading improves concentration.

- Reading involves closing off the outside world and immersing into the text.
- Over time, attention span will be strengthened.
- Silent reading is beneficial.





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Ready, Steady **The *How* of Raising Readers**

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The *How* of Raising **Ready** Readers

- Read More

1. Make Reading a Habit

2. Develop Early Literacy Skills



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Read More – Make Reading a Habit

- Silent reading before lessons
- Reading during EL lessons
- Regular visits to the school library
- Molly Bus Visits (requires NLB library membership)



Make reading a habit at home.

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Read More – Develop Early Literacy Skills

- EL Lessons
 - Letter sounds
 - Word identification strategies e.g. rhyming words, blending and segmentation of sounds
 - Visual cues



Reinforce the skills at home.

P1 TERM 2

UNIT 5: CROCODILE TEA

Part 4

Differentiated Focus Lessons (DFL)

These lessons are carried out when the students are withdrawn daily for the P1 Learning Support Programme. Do note that all lessons on word study and extensive reading, i.e., Lessons 1 – 6, should be completed.

Word Study 1 (1 period)

Learning Objectives:

1. Match sounds to their corresponding letters/ letter patterns, i.e.,
 - Vowel-Consonant-e (VCe), e.g., late, five, hive, fine, nine
 - inflectional suffix, e.g., sneezed, snapped
2. Write accurately using knowledge of grammar and vocabulary, e.g., age-/year level-appropriate high-frequency words, including non-decodable words and function words

late, five, hive, fine and nine

- Using the words *late*, *five*, *hive*, *fine* and *nine*, guide the students to notice that the 'e' at the end of the words is silent and that it makes the first vowel say its own name. Refer students to the following resource from the Student Learning Space(SLS):

Title of resource	Web address
Magic 'e' Rule for Reading and Spelling	https://vle.learning.moe.edu.sg/my-library/lesson/view/66accf77-3151-4a7f-9b92-3da9fe3e6b87

Read More – Develop Early Literacy Skills

- Learning Support Programme (P1 & P2)
- Reading Remediation Programme, RRP (P3 & P4)
- School-based Dyslexia Remediation Programme, SDR (P3 & P4)



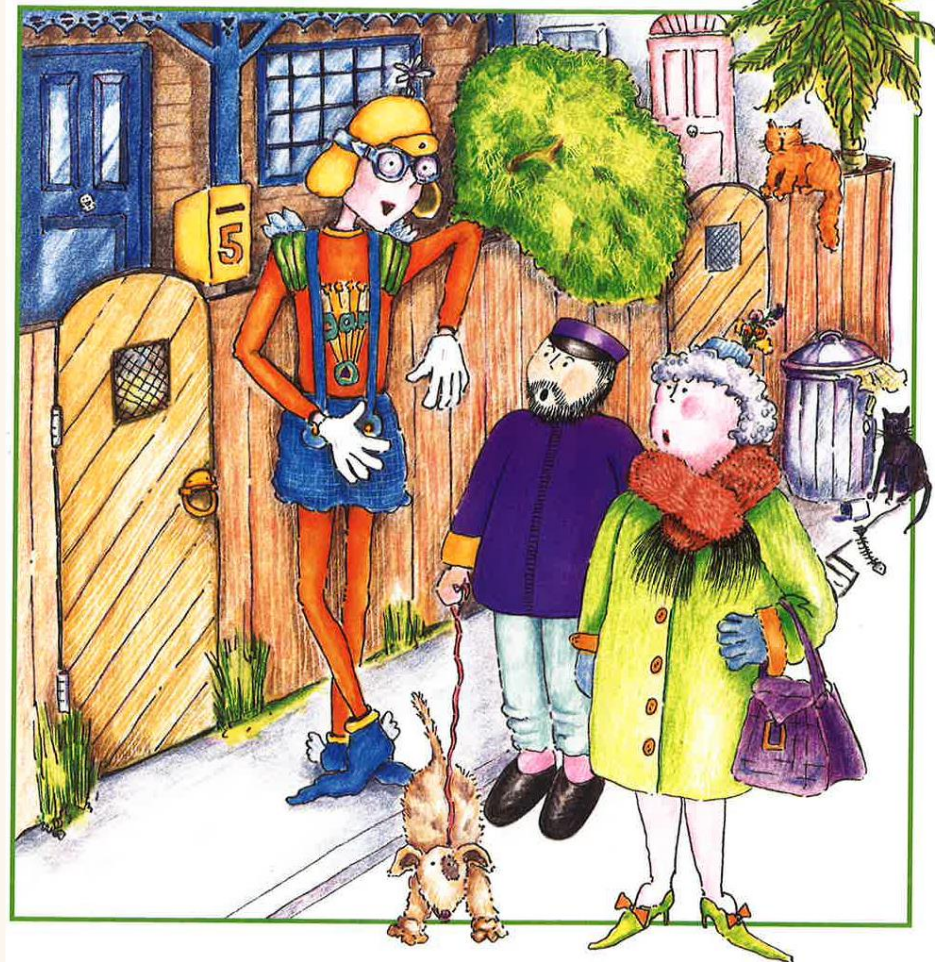


Activity – Early Literacy Skills

Let's read a story together.



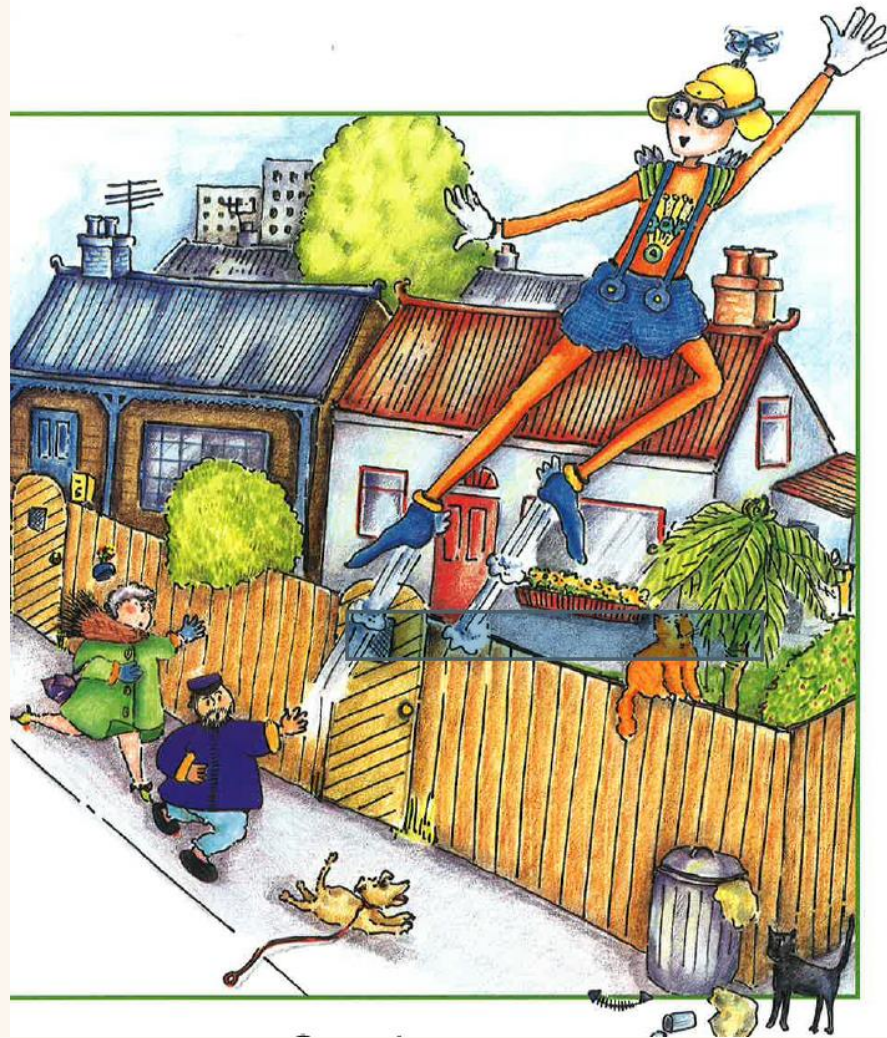
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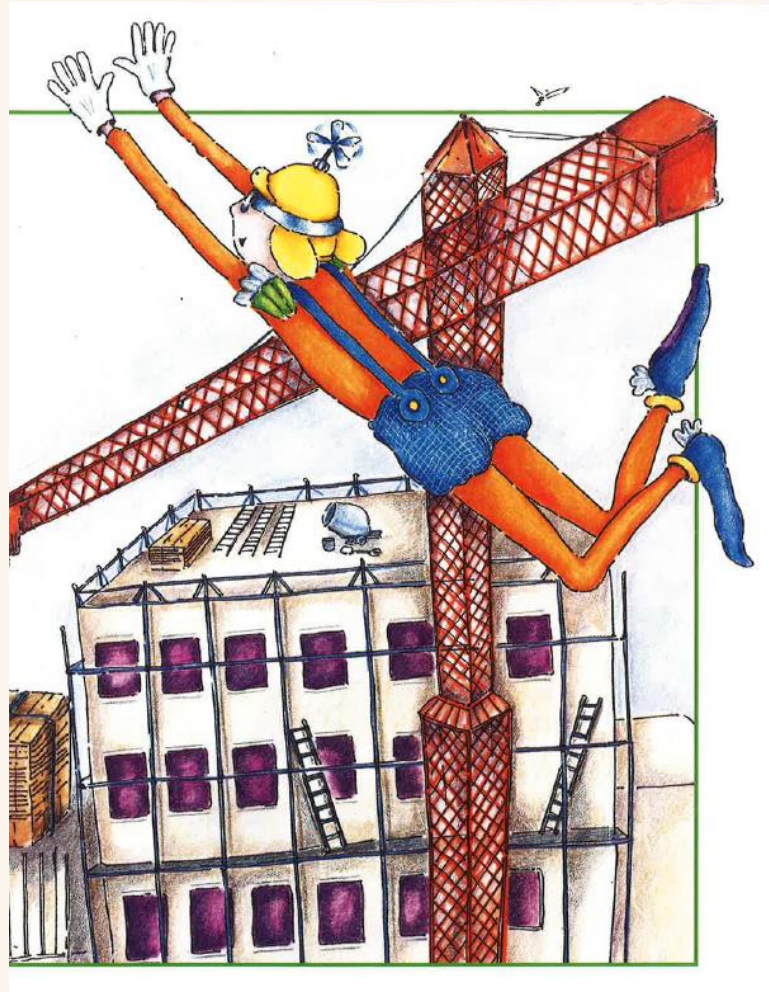
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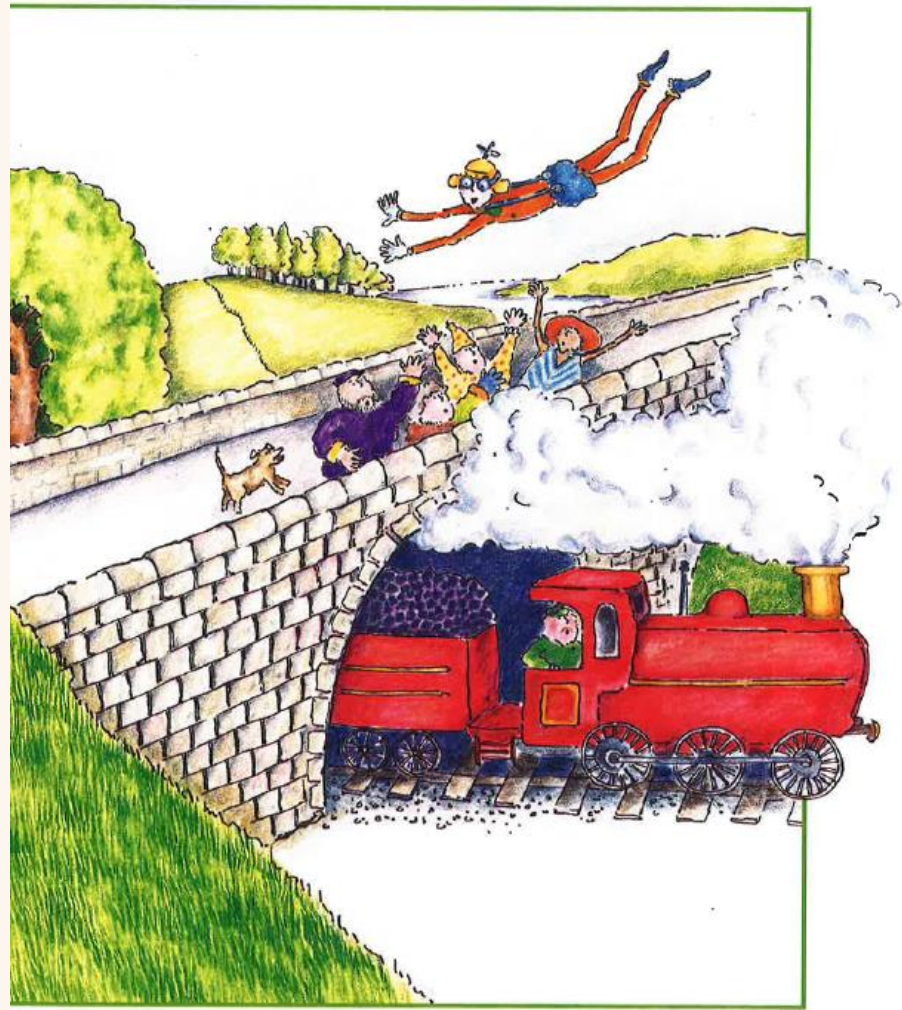


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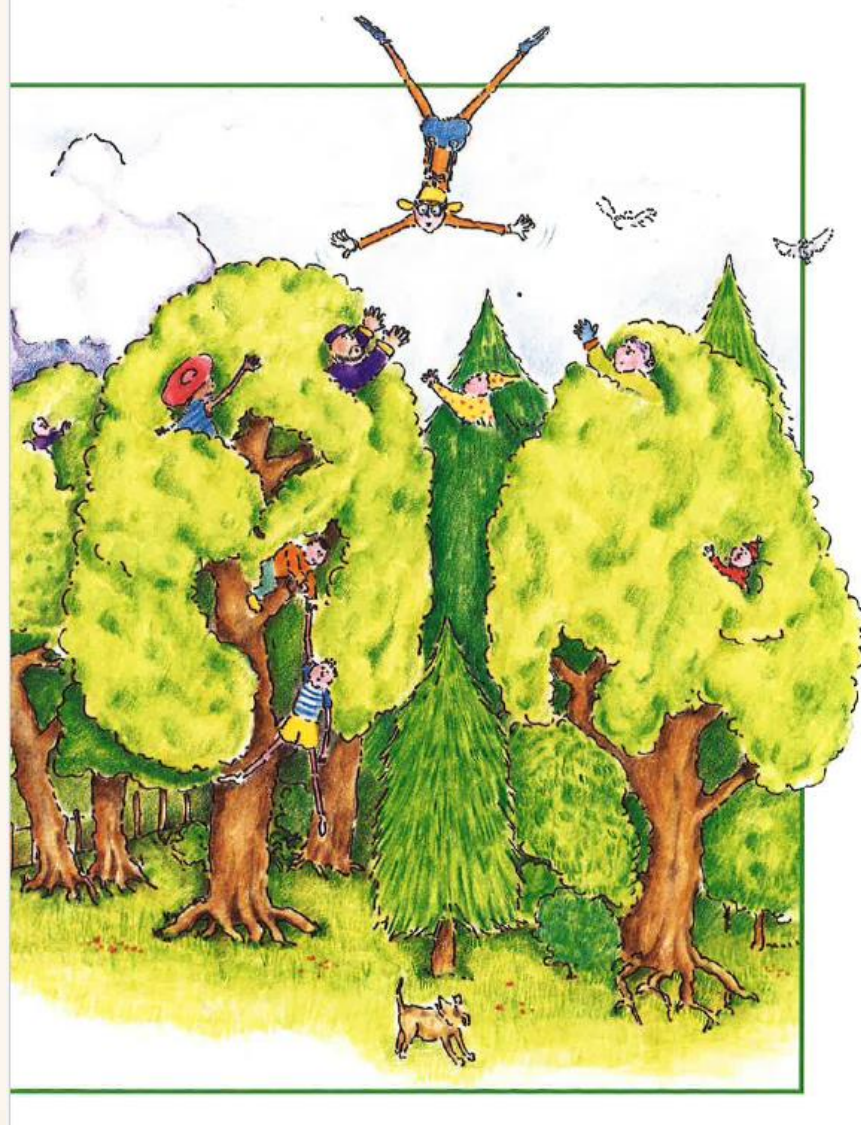


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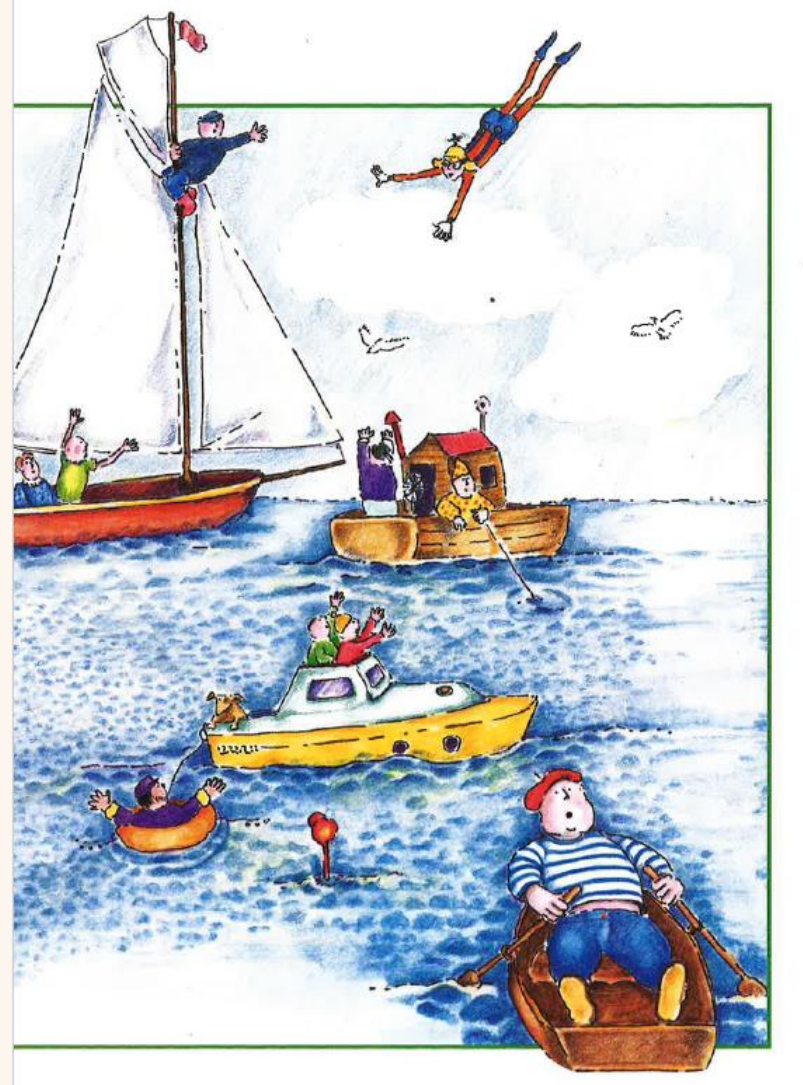
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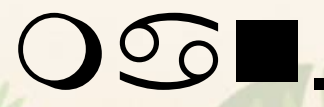


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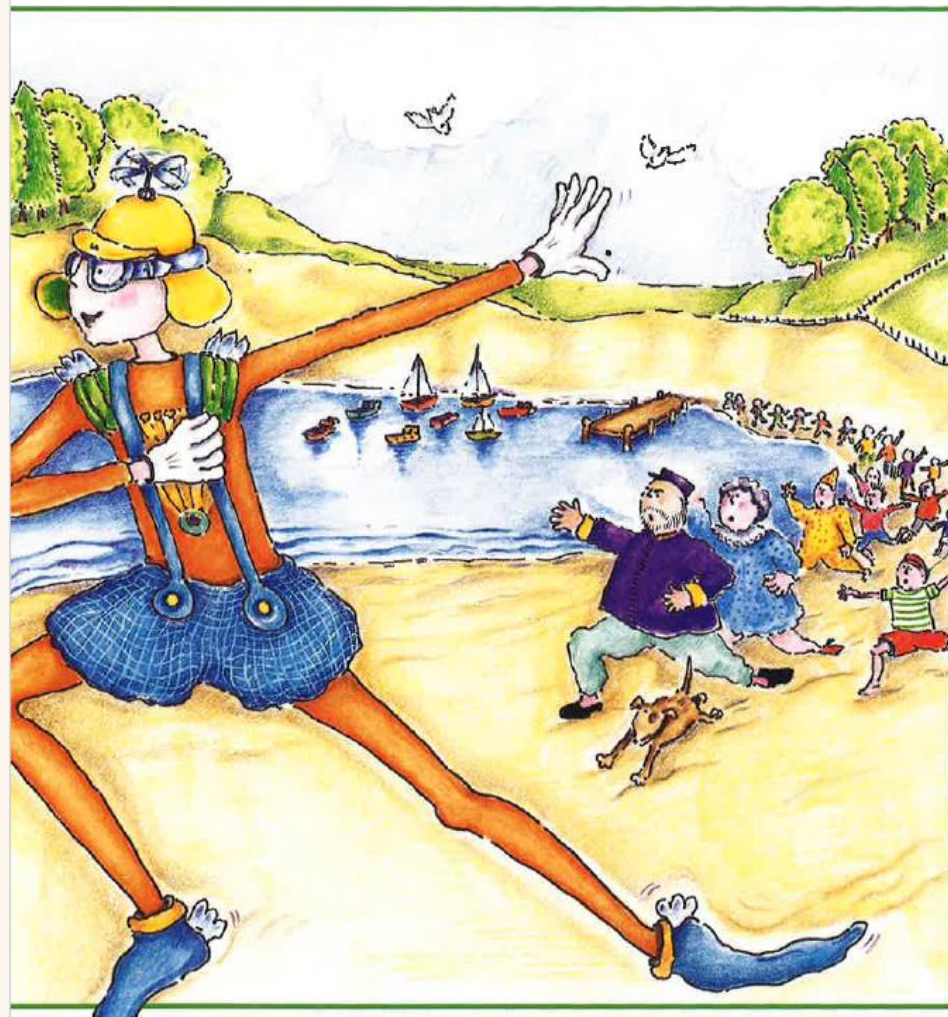
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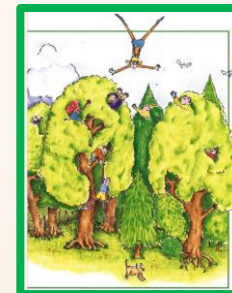
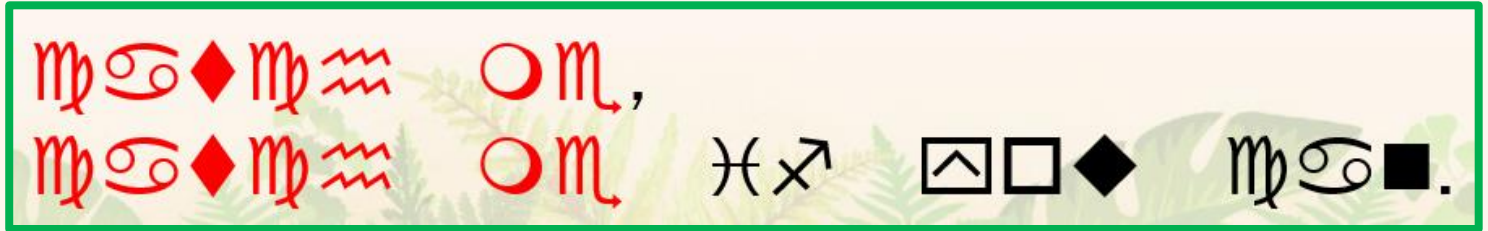


Activity – Early Literacy Skills

How did you manage to read the story?

Activity – Early Literacy Skills

- studying the patterns
- decoding the symbols
- rhyming words (trees / seas)
- examining visual cues (pictures)
- tapping on prior knowledge
- reading together (track if necessary)



Reinforce the skills at home.



Activity – A Solution-focused Approach

How did you manage to read the story?

VS

Why can't you read the story?



Activity – A Solution-focused Approach

How did you manage to read the story?	Why can't you read the story?
<ul style="list-style-type: none">• Think of strategies that were used, and they can be used again• Celebrate success; affirmation	<ul style="list-style-type: none">• Focus on the inability to do• Demotivation

The *How* of Raising **Steady** Readers

1. Read Widely

- Read a Wide Array of Texts
- Use the 5-finger rule

2. Read Together



Read Widely - Read a Wide Array of Texts

Texts that our students read in school and during the school holidays:

- Picture books
- Storybooks
- E-books
- Information books
- Newspapers
- Magazines



Make them available at home.





Read Widely - Read a Wide Array of Texts

- Choosing the 'right' books
 - a. 5-finger rule
 - b. Interests
 - c. Reading levels



Reinforce this rule with your child.

5 FINGER RULE
How to choose a JUST RIGHT book!

1. Find a book you want to read
2. Open it up to any page
3. Read the page, and count the words you don't know on your fingers

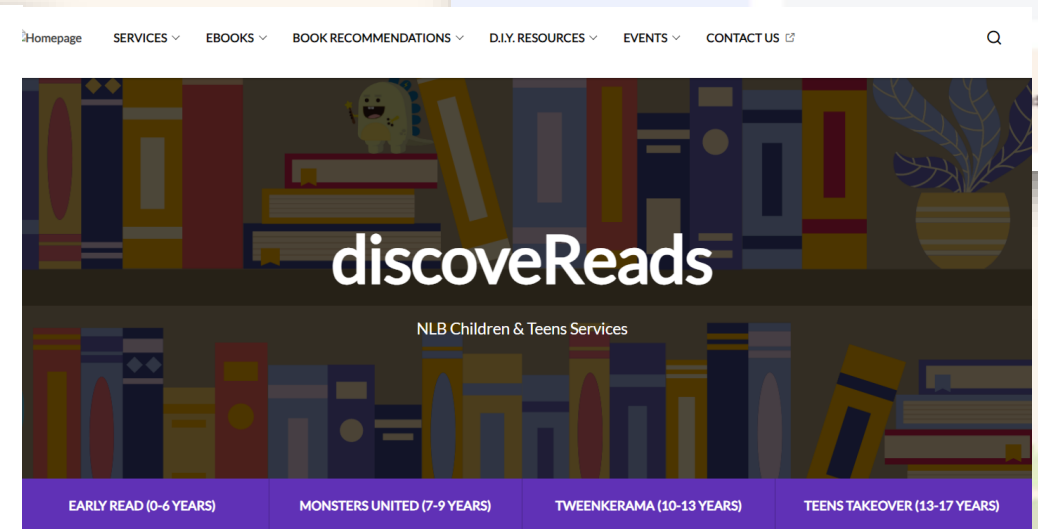
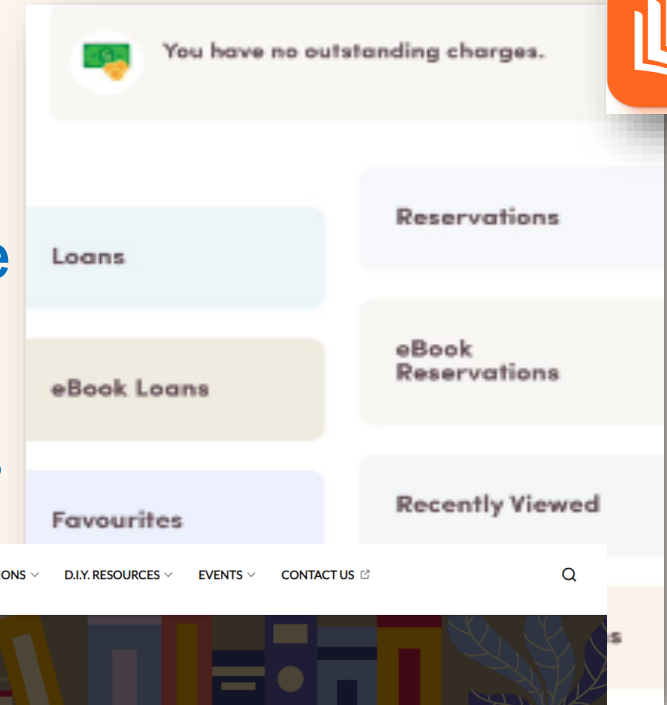
0-1 TOO EASY **2-3 JUST RIGHT**
4 CHALLENGE **5 TOO HARD**



Read Widely - Read a Wide Array of Texts



- Sign up for National Library Board membership via <https://account.nlb.gov.sg/> or visit any public library.
- Download the National Library Board mobile app for ease access to books.
- Visit NLB “discoverReads” site for book recommendations and resources.





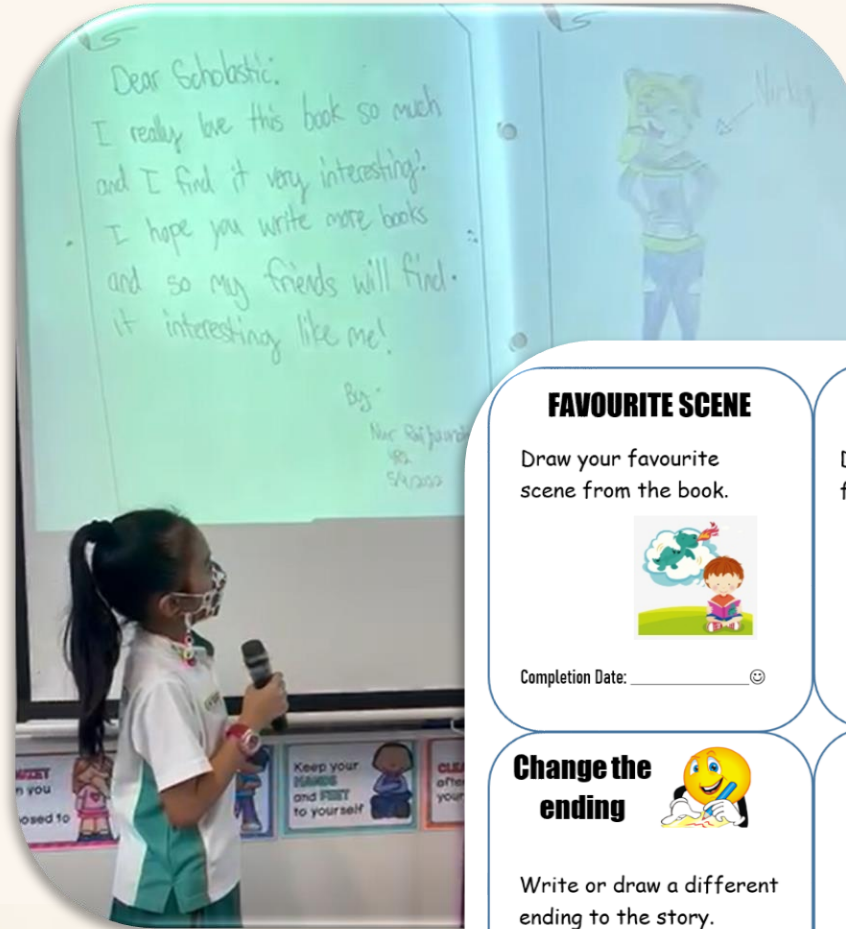
Read Together - Read and Talk about It

- Reading together with teachers and peers



Read Together - Read and Talk about It

- Book Talk Activities



FAVOURITE SCENE

Draw your favourite scene from the book.



Completion Date: _____ 😊

It's FUNNY!

Draw or write about the funniest part of the story.



Completion Date: _____ 😊



Let's share!

Read a book recommended by your friend. Write the title and draw anything from the book.

Completion Date: _____ 😊

Change the ending



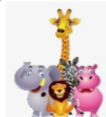
Write or draw a different ending to the story.

Completion Date: _____ 😊

Free Choice!



Completion Date: _____ 😊



Animal book

Read about an animal and draw the animal. You may write about one interesting fact about the animal.

Completion Date: _____ 😊



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Read Together - Read and Talk about It

- EL Fiesta Week



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Read Together - Read and Talk about It



- Walk the talk by reading with your child (e.g., shared or independent reading)
- Talk the walk by sharing about what you have read with your child.



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Reading is good for us too!

FOR SUBSCRIBERS

Why reading books is good for society, well-being and your career

Studies show a range of psychological benefits from book-reading, including increasing your capacity for empathy and reducing stress.

Meg Elkins, Jane Fry and Lisa Farrell

Taken from <https://www.straitstimes.com/opinion/why-reading-books-is-good-for-society-wellbeing-and-your-career>

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Reading is good for us too!

1. Reading has benefits over social media scrolling.

Reading	Social Media Scrolling
Reduce stress, being prescribed as a treatment for depression i.e. bibliotherapy	Cognitive overload, declining mental health, fear of missing out

2. Reading is a strong marker of curiosity – a quality prized by employers such as Google. It also helps build curiosity e.g., learning new things, finding out about new ideas

Taken from <https://www.straitstimes.com/opinion/why-reading-books-is-good-for-society-wellbeing-and-your-career>



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Tips to get back into reading

1. Carry a book at all times or leave books around the house in convenient places.
2. Schedule reading time into your day. 15 to 20 minutes is enough.
3. If you are not enjoying a book, try another. Don't force yourself.

Taken from <https://www.straitstimes.com/opinion/why-reading-books-is-good-for-society-wellbeing-and-your-career>

4. Read online articles too (e.g., Harvard Business Review, Straits Times)
5. Read e-books and audio books using the NLB mobile app.





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The *How* of Raising ***Ready and Steady*** Readers Summary

Read more

Read widely

Read together

Reflective Inquirers, Aspiring Advocates, Steadfast Leaders



Who Am I?

I am your constant companion.

I am your greatest helper or heaviest burden.

I will push you onward or drag you down to failure.

I am completely at your command.

Half the things you do you might just as well turn over to me and I will be able to do them quickly and correctly.



I am easily managed - you must merely be firm with me.

Show me exactly how you want something done and after a few lessons, I will do it automatically.

I am the servant of all great individuals and, alas, of all failures, as well.

Those who are great, I have made great.

Those who are failures, I have made failures.



I am not a machine, though I work with all the precision of a machine plus the intelligence of a human.

You may run me for a profit or run me for ruin – it makes no difference to me.

Take me, train me, be firm with me, and I will place the world at your feet.

Be easy with me and I will destroy you.

So who am I?



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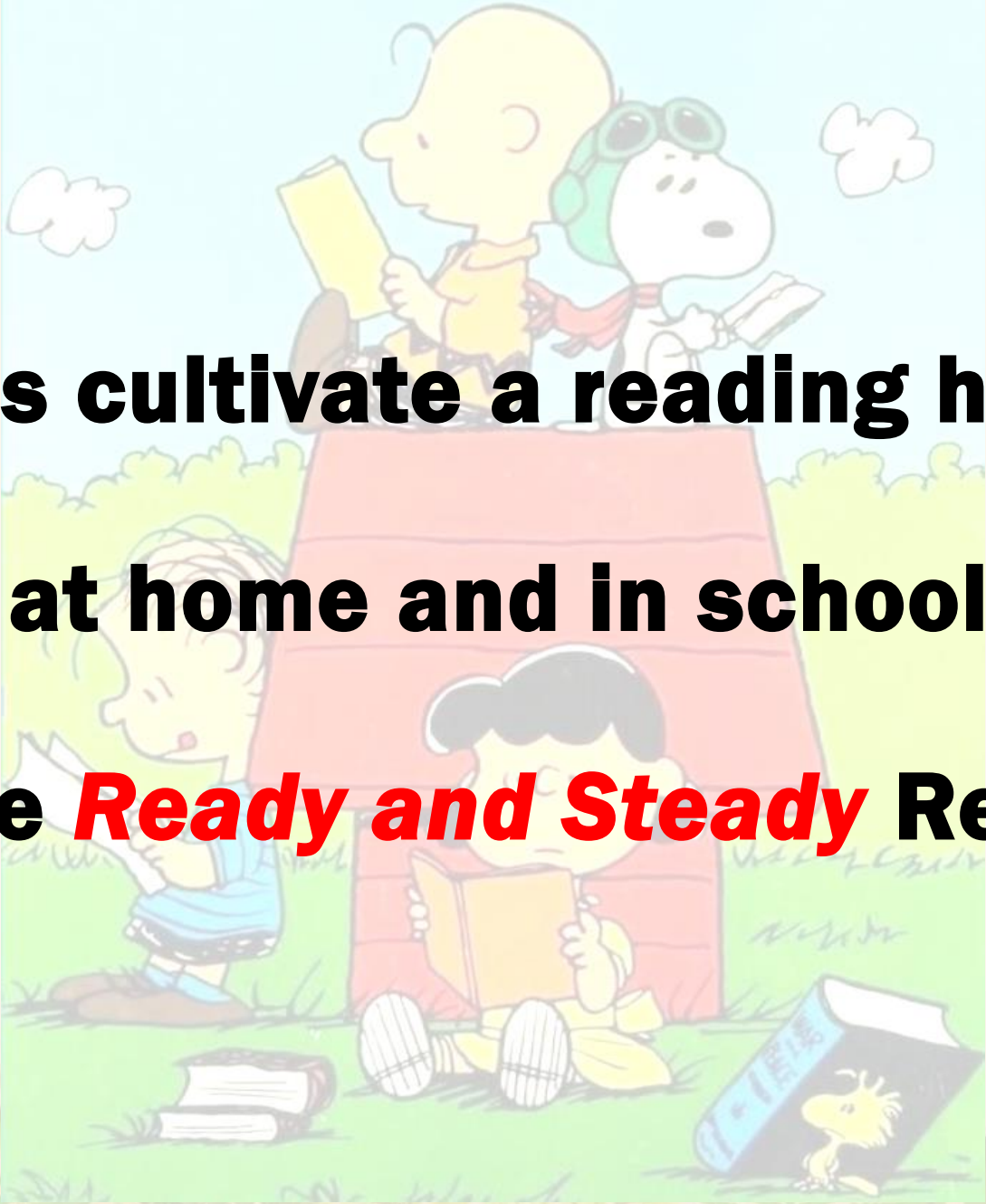
I am **HABIT.**

Taken from The 7 Habits Of Highly Effective Teens by Sean Covey

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**Let's cultivate a reading habit
at home and in school
to raise *Ready and Steady* Readers!**

Reflective Inquirers, Aspiring Advocates, Steadfast Leaders



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Thank
You

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