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FERN GREEN PRIMARY

P1/P2 PARENTS' WORKSHOP 2022

Reading and Word Recognition Skills



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Objective :

- To share reading strategies and resources teachers use during English lessons

Outline :

- What is Reading?
- Reading Strategies
- Reading & Spelling
- Reading as a Habit and Hobby



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What is Reading?



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How do children read?

Is reading a natural process such as learning to speak?

If adults surround children with good books, will children pick up reading on their own?

Is reading a series of strategic guesses based on context?

Should children be taught these guessing strategies?

Research has shown:

Reading is not a natural process and a guessing game.

Written language is a code.

- Certain combinations of letters represent certain sounds.

Teaching young children how to crack the code

- Systematic phonics is the most reliable way to make sure that they learn how to read words.

INTRODUCTION: 21ST CENTURY COMPETENCIES

The English Language Syllabus 2020 for the Primary level focuses:

- the promotion of extensive reading; and leveraging oracy, reading and writing skills to develop knowledge and independent use of the language.

Specific Aims of *EL Syllabus 2020*

The overarching aim of the *EL Syllabus 2020* is to develop effective and affective⁶ language use in students in the following areas:

- 1. Listen to, read and view critically and with accuracy, understanding and appreciation a wide array of literary and informational texts in standard English⁷ from print, non-print and digital networked sources.**
- 2. Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures.**
- 3. Use standard English grammar and vocabulary accurately and appropriately, and understand how speakers/writers put words together and use language to communicate meaning and achieve impact.**
- 4. Use English with impact, effect and affect.**

Progression of skills from P1 to P6

AREA OF LANGUAGE LEARNING	FOCUS AREAS	PRIMARY					
		LOWER PRIMARY		MIDDLE PRIMARY		UPPER PRIMARY	
		P1	P2	P3	P4	P5	P6
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.			
	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.			
	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.					

Progression of Reading:

Children generally go through the following phases (Chall, 1983; Ehri, 1995) when learning to read:

Pre-reading

- ▶ Use visual cues to make sense of print in the environment.

Initial reading

- ▶ Decode words and recognise some words by sight.

Fluent reading

- ▶ Understand and make meaning of the text. Children need experiences with oral language and a variety of texts

Reading

Preschool	Kindergarten	Grade One	Grade Two	Grade Three
Many preschoolers can identify the beginning and ending of books and stories and enjoy picture books and pattern books.	Many Kindergartners understand the orientation of print, pretend read and read environmental print.	Most readers begin to construct meaning with print.	Most readers begin to read using predominantly print cues.	Most third graders make a transition from easy readers to chapter books.



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Reading Strategies

Phonological Awareness

Phonological awareness is about understanding the sound structure of spoken language.

Generally, children begin with an awareness of large units of sound.

(i.e. words, syllables, onsets and rimes) and progress to smaller units of sound (Trehearne, 2003; Hall, 2006):

- phonemes (e.g., /k/, /a/, /t/)
- onset and rime units (e.g., /k-at/)
- syllables (car-pen-ter)

Phonemic Awareness

Phonemic Awareness refers to the specific ability to focus on and manipulate phonemes,

e.g., through blends, segmentation, etc.

Phonemes

Consonants

*/s/ /t/ /p/ /n/ /c/ /k/ /h/ /r/ /m/ /d/
/g/ /l/ /f/ /b/ /j/ /w/ /v/ /y/ /z/ /ks/
/kw/ /sh/ /ch/ /wh/ /ng/
/th/ (voiced & unvoiced)*

Vowels

*/er/ /ar/ /or/ /aw/ /oi/ /ow/
/oo/ (long & short sounds)
/a/ /e/ /i/ /o/ /u/ (long & short sounds)*

Letter Recognition

Alphabetic Knowledge

- ☐ Letter shapes
- ☐ Letter names
- ☐ Letter-writing ability (Handwriting)

Book and Print Awareness

- ▶ Developing book and print awareness helps children to understand the conventions of written English.
- ▶ Print awareness refers to the understanding that print carries meaning for the reader and can be read aloud.

Phonics

Can you read these words?

fos

pirf

Onset Rime Blending

- Decode regular monosyllabic words.
- Combine the beginning of a spoken syllable and the sounds that follow
- Use monosyllabic words when working with onsets and rimes, e.g., c-at (cat)

Syllabication

- It is a strategy for decoding multisyllabic words by breaking up (segmenting) words into chunks or syllables.

STELLAR

Shared Book Approach (SBA)

- Model reading aloud
- Create a social experience
- Use questioning techniques to respond to the books

STELLAR

Shared Book Approach (SBA)

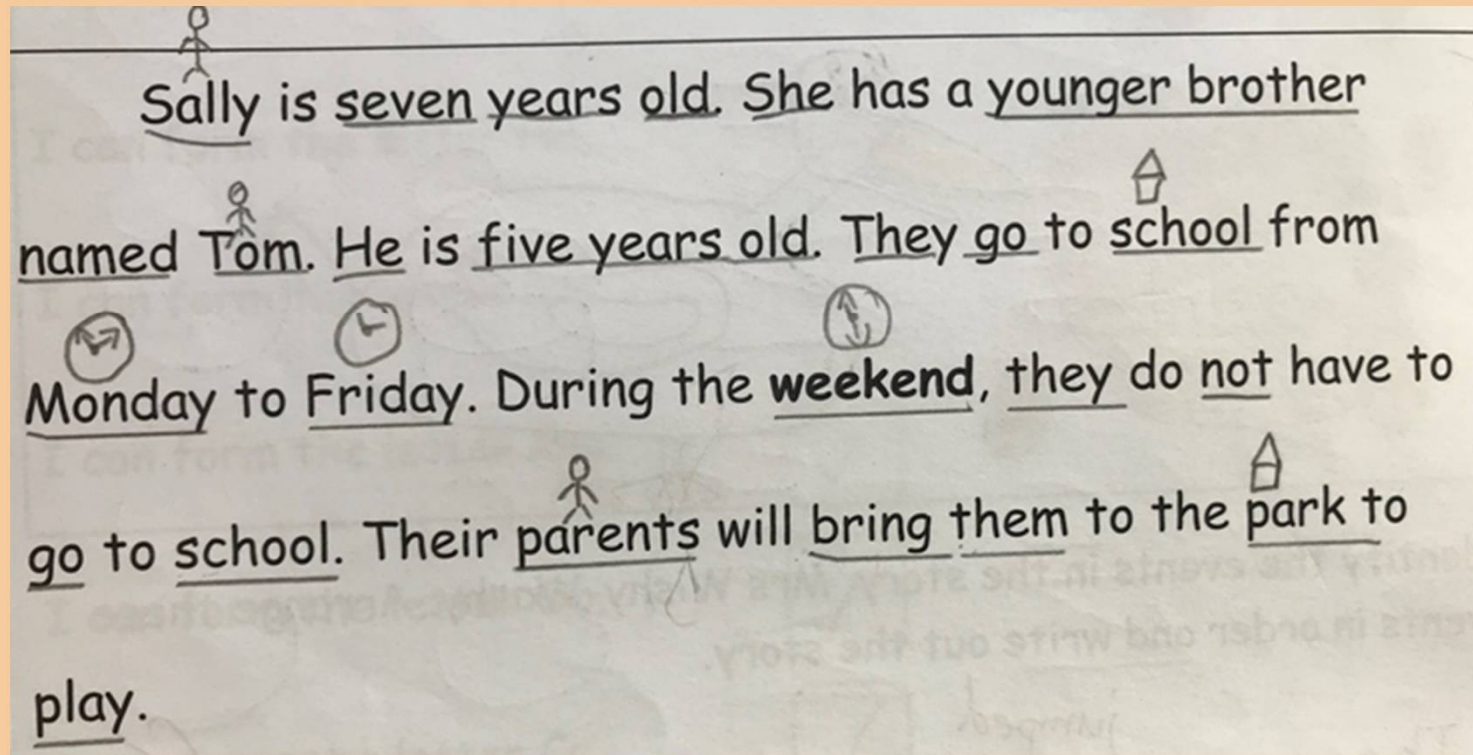
- Predictable books also develop students' oral and written language competencies.
- These books improve students' decoding abilities, comprehension and self concepts as readers.

STELLAR

Shared Book Approach (SBA)

- Predictable books repeat a phrase over and over so that students can learn about the rhythm in written language.
- Students can decode the words more rapidly because the words reappear in a familiar context.

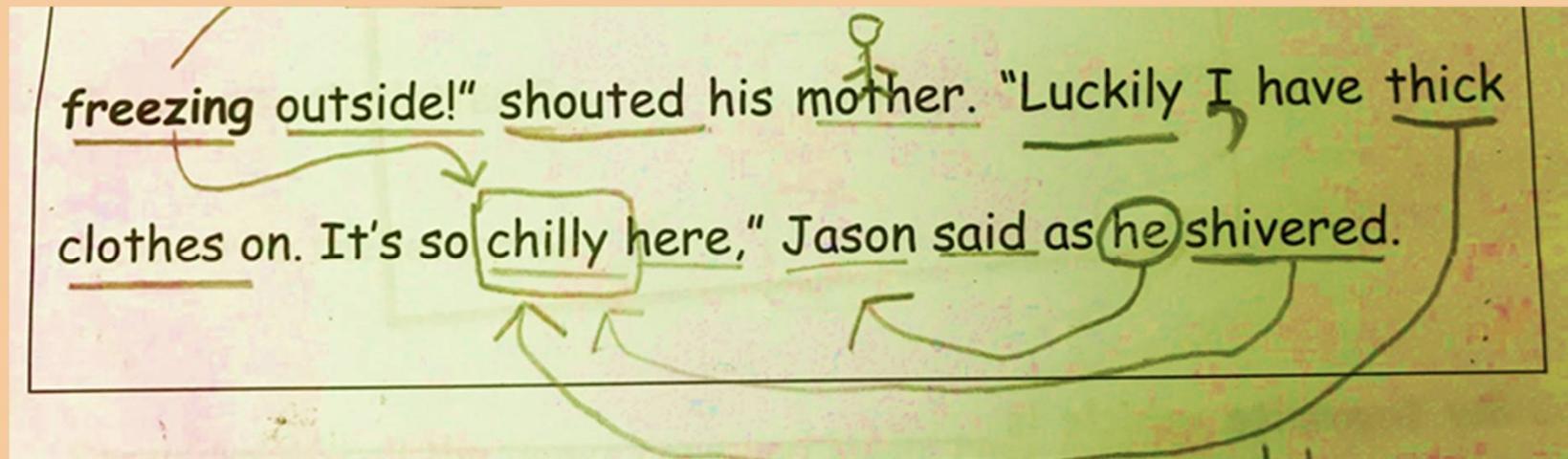
Surface annotation for P1/P2



Sally is seven years old. She has a younger brother
named Tom. He is five years old. They go to school from
Monday to Friday. During the weekend, they do not have to
go to school. Their parents will bring them to the park to
play.

Drawing of symbols to identify the characters, the setting and the time

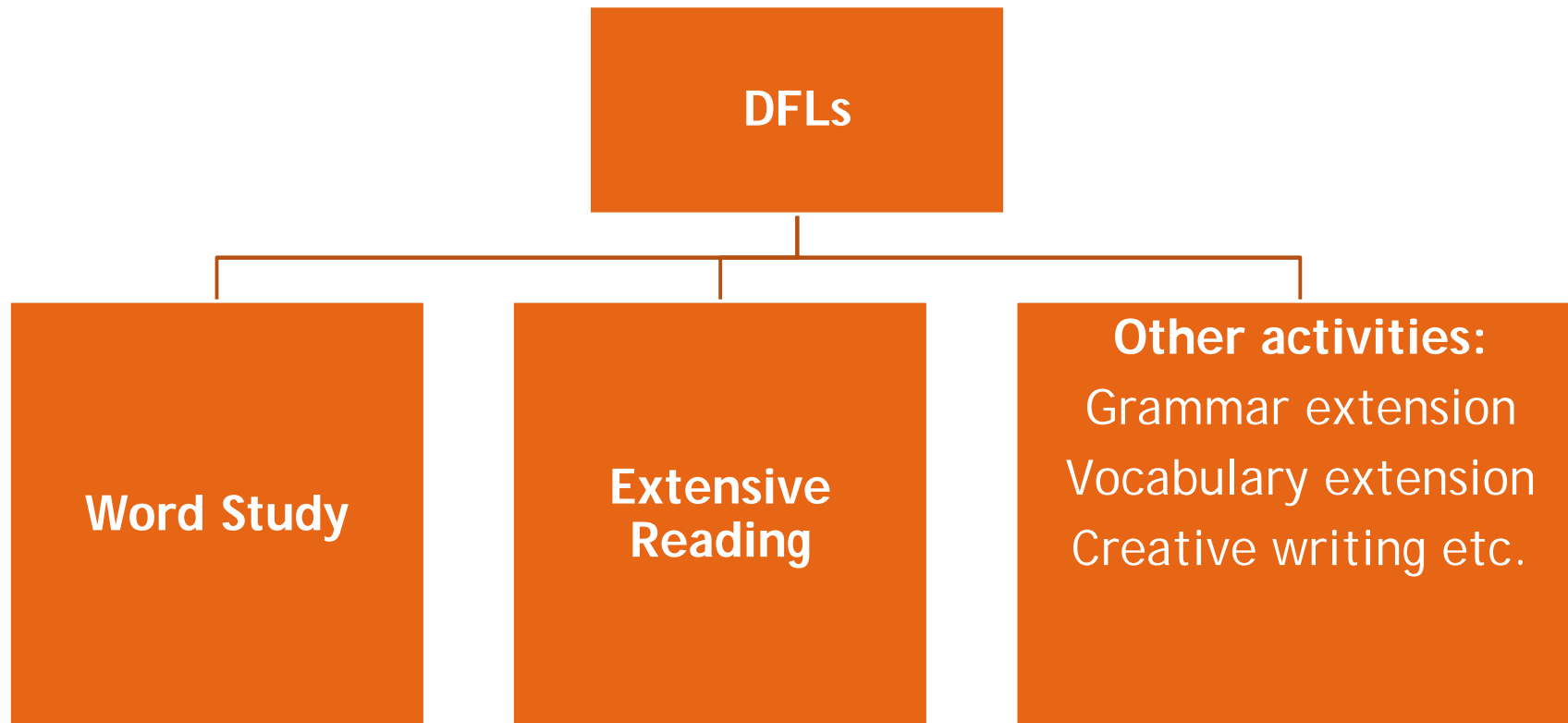
Surface annotation for P1/P2



1. Use arrows to link the pronoun 'he' with its referent.
2. Box the key vocabulary word.
Use arrows to link the contextual clues with the key vocabulary words.

Introduce word study lessons to develop word recognition skills

STELLAR: Differentiated Focus Lessons (DFL)



Differentiated Focus Lessons (DFL)

Word Study

- ▶ Word study lesson focus on developing word reading skills
e.g. letter sound correspondence, segmentation, blending and syllabication.



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Reading & Spelling

Teaching of Spelling Strategies:

1. Letter-sound correspondence (Phonics)
2. Syllabication
3. Spelling Rules
4. Look-Say Cover-Write-Check

Spelling Strategy #1

Use Letter Sounds

Spell the word 'man'

Segment the word 'man' - /m/, /ă/, /n/



Write the first sound /m/ (m)



Write the second sound /ă/ (ma)



Write the third sound /n/ (man)

Spelling Strategy #2

Syllabication

Spell the word 'rabbit'

Syllabicate the word 'rabbit' - rab / bit



Segment the first syllable 'rab' - /r/, /a/, /b/.

Spell the first syllable 'rab'.



Segment the second syllable 'bit' - /b/, /i/, /t/.

Spell the second syllable 'bit'

Spelling Strategy #3

Use Spelling Rules

Spelling Rules

'q' is always followed by 'u' (e.g. quick, queen, quack)

No English word ends in 'j' (e.g. brij)

'ck' is at the end of a short word, after a short vowel
(e.g. back, pick)

'dge' is at the end of a short word, after a short vowel
(e.g. bridge, fudge)

Double 's', 'l' and 'f' at the end of a short word (e.g. floss, hill, puff)

Spelling Strategy #4

Look-Cover-Write-Check

Teaching Spelling (Sight Words)

Look-Say-Cover-Write-Check

1. Look

- Look closely at the word.
- Pay attention to its visual features like shape and length.
- Look out for any patterns, groups of letters that go together, or words within words.

2. Say

- Say the word carefully.
- Orally spell the word.

Teaching Spelling (Sight Words)

Look-Say-Cover-Write-Check

3. Cover

- Cover the word or close your eyes.
- Picture the word in your mind.
- Say the word to yourself again.
- Orally spell the word simultaneously writing out each letter with the index finger of your writing hand either in the air or on the table.

3. Write

- Write the word down without hesitating.

Teaching Spelling (Sight Words)

Look-Say-Cover-Write-Check

5. Check

- Check to see if the spelling is correct.
- If the spelling is incorrect, repeat steps (1) to (5).
- It may take a few attempts to get it right.

Sight Words LS6.5

We Are Learning To (WALT): read the sight words.

Put a ✓ for the words that you can read.



Words	Date: ____/____/____	Date: ____/____/____
may		
let		
use		
these		
right		
present		
tell		
next		
please		
leave		

Your child can use ‘Look-Say Cover-Write-Check’ to learn the spelling of the sight words in the EL booklet.



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Reading as a Habit and a Hobby

Supporting Your Child

- ▶ Develop a reading habit.
- ▶ Encourage your child to choose “Just Right” books.
- ▶ Listen to your child read.
- ▶ Make reading fun :)

Set Reading Goals

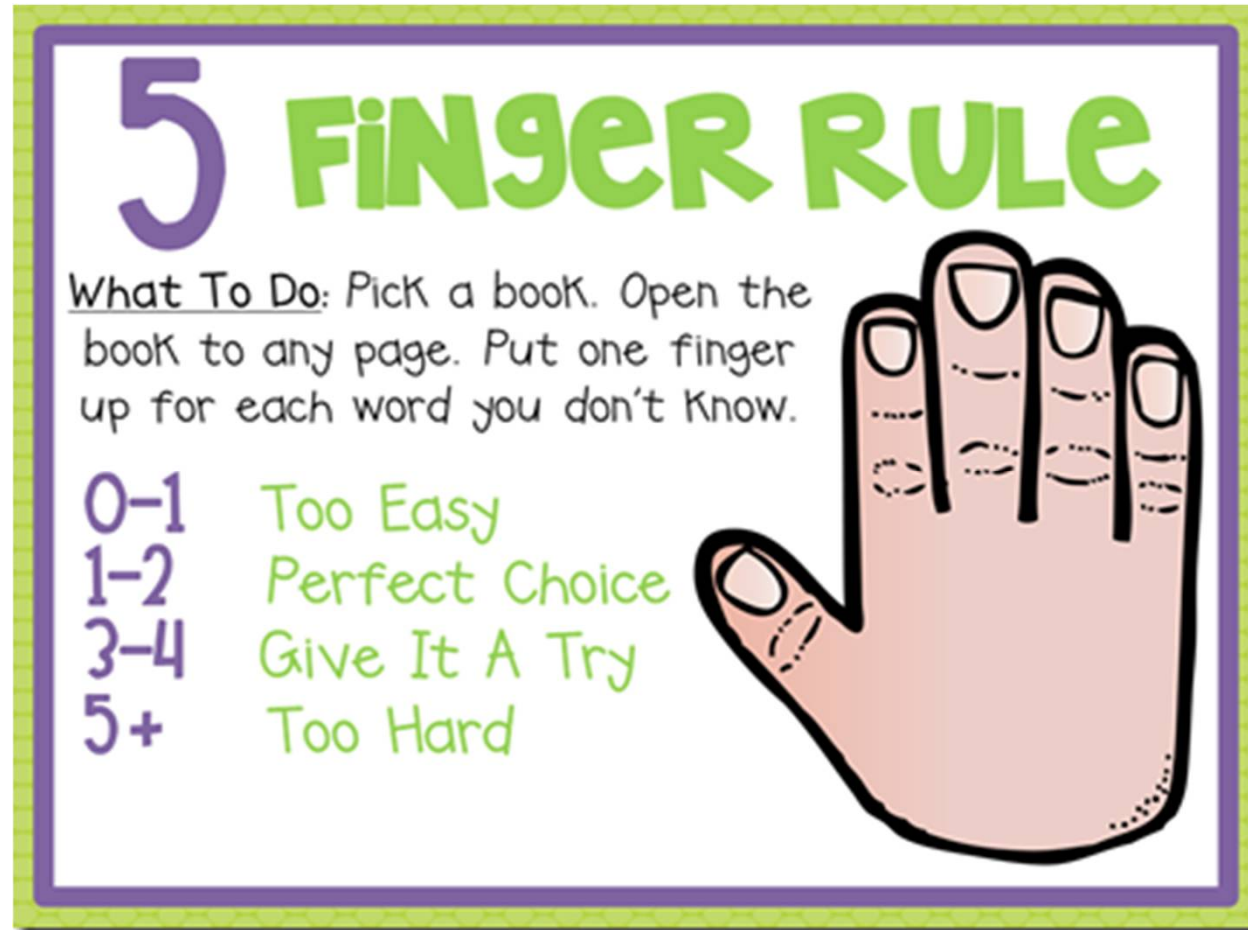
- ▶ **I want to read for 30 minutes every day.**
- ▶ **I want to read 4 books in one month.**

Set Reading Goals

- ▶ **I want to read one book from 3 different genres in one month.**
- ▶ **I want to read 2 fiction and 2 non-fiction books in one month.**
- ▶ **I want to move on to reading chapter books by Term 3.**

Choosing “Just Right Books”

5-finger Rule



Reading is Lots of Fun!

- develops your child's language and literacy skills
- highlights interesting words and phrases
- develops comprehension skills and broadens general knowledge.
- makes books easily available to you child
- finger-tracking for at-risk readers

Reading extensively with different ...

- ❖ Topics,
- ❖ Genres
- ❖ Formats
- ❖ Media – print, video, audio, etc.

It is necessary to introduce kids into the world of books that is rich in topics, genres, fiction, non-fiction, historical fiction) and formats (short story, chapter book) as it develops their reading skills and expands their world knowledge. (Fontas and Pinnell 2001)

Wordless Picture Books

Tips from NLB on Wordless books

- ▶ **1.Take a Picture Walk** through the book with your child. Simply look at the details in each page and talk about what you see.
- ▶ **2.Model the story-telling for your child.** Use the pictures to create a story. Read the story a number of times. Each time you read the book, develop a different storyline.
- ▶ 3.Without showing the title of the book to your child, use the illustrations to **create a story together**. Ask your child to create a title of their own for the book.
- ▶ 4.At certain points during the book, **invite your child to predict what will happen** on the next page

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(use Google Chrome)

to find out which your child's
favourite genre by completing
the Reading Interest Profile
Game today!

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MONSTERS UNITED (7-9
YEARS)

TWEENKERAMA (10-13 YEARS)

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