

# Literacy Workshop

For Early Stage 1 and Stage 1

Wednesday 12<sup>th</sup> September

# Reading at MPS

Decoding Strategies

## Ways to Take Action & Solve Words

**ALWAYS...**

- Make Sense
- Sound Right
- Look Right

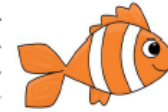
### Eagle Eye



Look at the picture.

Think "what is in the picture that starts with the beginning letter?"

### Lips the Fish



Get your mouth ready!

Say the beginning sound.

### Stretchy Snake



Slowly stretch each letter sound to make the word.

ship = sh ||| p

### Chunky Monkey



Break the word into chunks you already know.

m at

fl at

spi at ter

### Tryin' Lion



Try to re-read the sentence.

Think "what makes sense?"

### Skippy Frog



Skip the tricky word.

Read to the end.

Go back & try it again.

### Flippy Dolphin



Flip the vowel sound.

Try the long & short sounds.

### Careful Caterpillar



Carefully read the whole word.

Think about all the word parts.

Think about what makes sense.



## MPS - Magic 8 Comprehension Strategies



<p><b>1</b></p> <p><b>Making Connections</b></p> <p>Successful readers make strong connections between prior knowledge and the new information presented to enable a deeper understanding of the text.</p> <ul style="list-style-type: none"><li>• Text to Self</li><li>• Text to Text</li><li>• Text to World</li></ul>	<p><b>2</b></p> <p><b>Predicting</b></p> <p>Successful readers activate what they currently understand or misunderstand about the topic and use this knowledge before, during, and after using clues in the text. Cues such as pictures, illustrations, subtitles and plot enable them to constantly think ahead and also refine, revise and verify those predictions or forecasts about the text.</p>	<p><b>3</b></p> <p><b>Questioning</b></p> <p>Successful readers ask questions about the text and the author's intentions. They seek information to clarify and extend their thinking before, during and after reading. Thick (inferential) and thin (factual) questioning techniques are used to elicit who, what, when, where, why and how to clarify understanding.</p>	<p><b>4</b></p> <p><b>Visualising</b></p> <p>Successful readers create images in their minds that reflect or represent the ideas in the text. These images may include any of the five senses, including intuition (internal feelings) and serve to enhance understanding of the text.</p>
<p><b>5</b></p> <p><b>Inferring</b></p> <p>Successful readers use information from a text to understand ideas the author does not tell us. They infer why things happen, why characters behave the way they do and how characters are feeling. They explain their findings and provide supporting details to develop a deeper understanding of the text.</p>	<p><b>6</b></p> <p><b>Main Idea</b></p> <p>Successful readers identify the most relevant information in the text and develop a main idea statement based on who or what the paragraph is about. They use the illustrations as well as key words and phrases to support their understanding of the text.</p>	<p><b>7</b></p> <p><b>Summarising</b></p> <p>Successful readers create a shortened version of the original text which includes all the main ideas and important details. They identify key elements and condense important information into their own words during and after reading to consolidate meaning.</p>	<p><b>8</b></p> <p><b>Evaluating</b></p> <p>Successful readers judge, justify and/or defend their understandings to determine the importance of ideas based on a stated criteria.</p> <ul style="list-style-type: none"><li>• Fact and opinion</li><li>• Compare and contrast</li><li>• Cause and effect</li></ul>



## Questioning

Good readers ask questions before, during and after they have read a text.

Sometimes the question is answered in the text.

Sometimes you also have to use your prior knowledge to help you come up with the answer.

Asking and answering questions helps you look for information, which helps your understanding.

### Questions to ask...

- I wonder why, where, when, how, if, who ...?
- What is going to happen next?
- What does the author mean?
- Do I already know something about this topic?
- What would you do if ...?
- What might happen if ...?
- Would you agree ...?



## Visualising

When authors write, they use words to describe things. The words make a picture in your mind.

Creating a picture in your mind or drawing the picture on paper can help you understand what you are reading. This strategy is called visualising.

### Language to use when visualising

- In my mind I can see ...
- I can imagine ...
- The movie in my head shows ...
- The image I see in my head is ...
- I can just taste the ...
- I can feel the ...
- I can hear the ...
- I can smell the ...



## Inferring

Inferring is being able to 'read between the lines'. The author may not have written something they want you to know. You need to use the clues in the text and your own prior knowledge to help you understand.

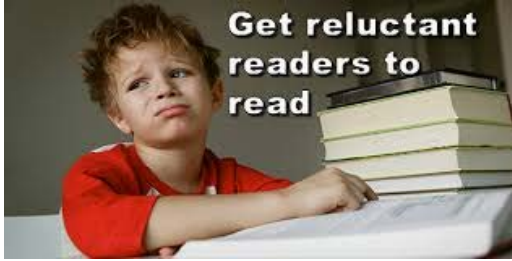
### Language to use when inferring

- Reading between the lines, I think...
- I already know that ... so I think ...
- I think the author is really saying ...
- The author's clues were ...
- I think what's really going on is ...
- I wonder if ...
- I wonder why ...



# Comprehension Posters

Get reluctant readers to read



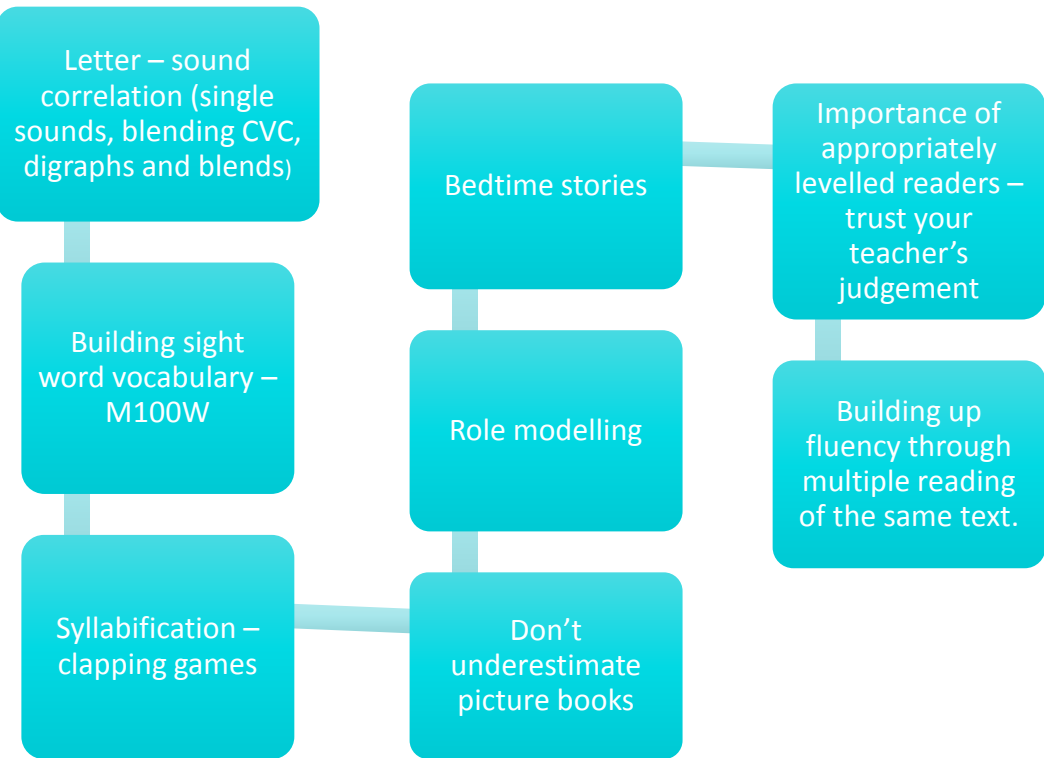
books for young,  
**ADVANCED  
READERS**



How to support  
the students at  
home?



# Supporting Struggling Readers



# Advanced Readers



EXPOSE TO VARIETY OF  
MEDIUMS; THE CLASSICS,  
FILMS, PLAYS, NEWSPAPER  
ARTICLES



THE DET RECOMMENDED  
WEBSITES



ONLINE STORIES; FAMOUS  
ACTORS READING STORIES  
OR PARTS OF STORIES

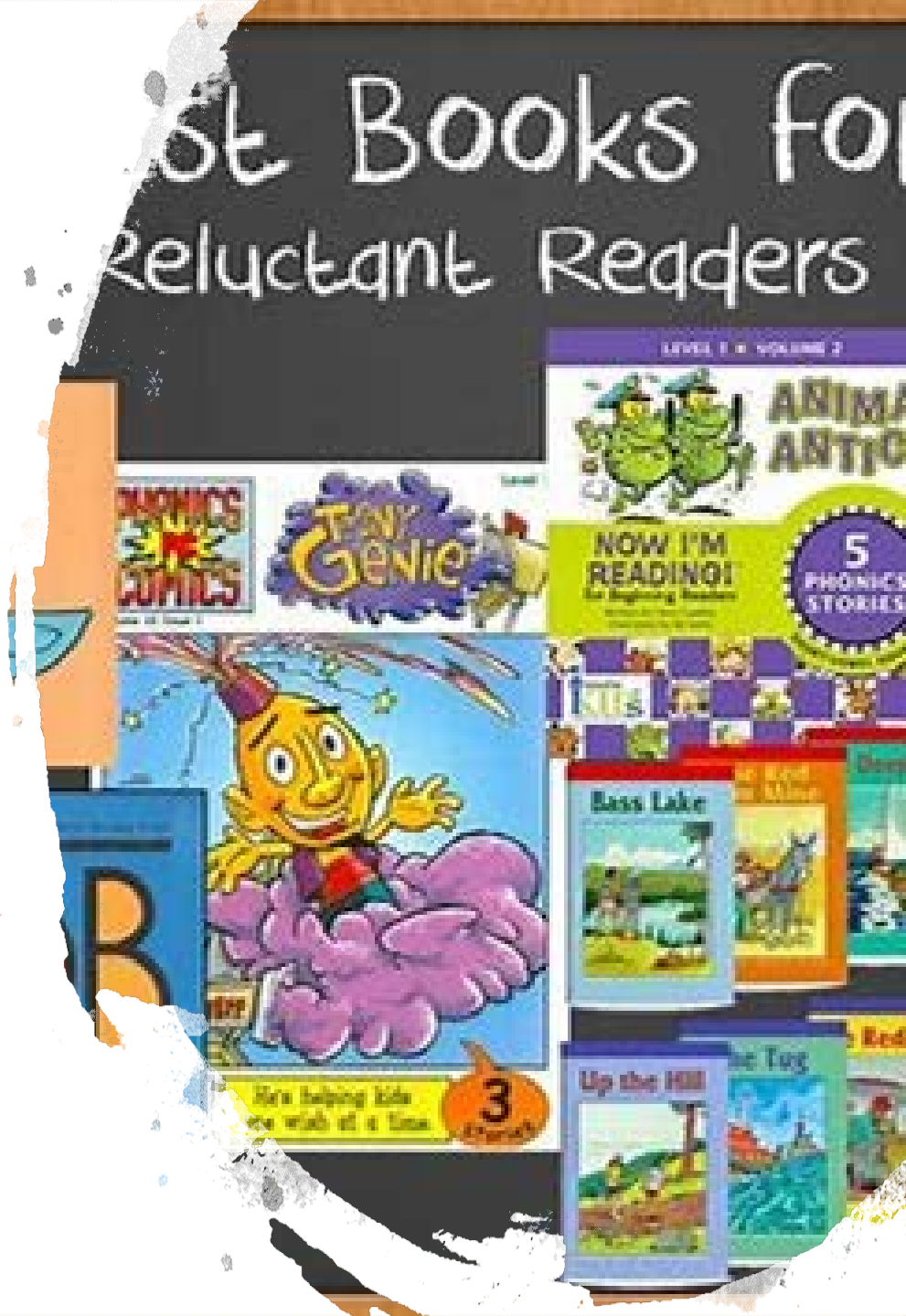


FURTHER STUDY OF CLASS  
TOPICS TO EXTEND  
TECHNICAL VOCABULARY  
AND KNOWLEDGE



# Supporting Reluctant Readers

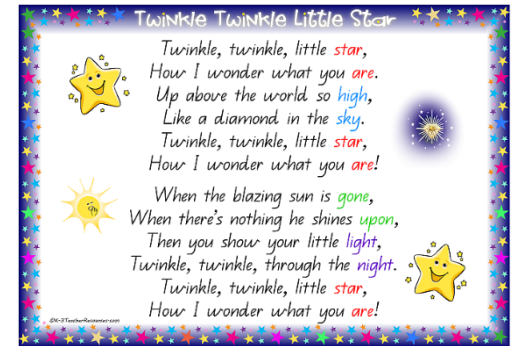
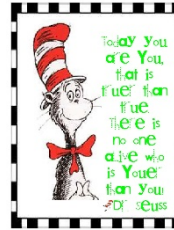
We need to help students find their love of reading. Show children that reading is a fun experience not a chore. First thing is to make reading part of the day - shared stories, family oral stories and modelling reading behaviour.



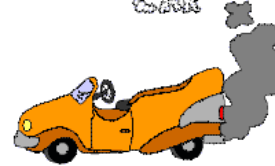


# Here are some fun things to help inspire children to read...

- Play games -board games, Charades, Guess Who? Family game time
- Real life experiences, Print is everywhere encouraging children to read signs, maps, posters, cooking, shopping, reading the take out /restaurant menus, reading Pinterest boards, DIY's
- The power of Nursery Rhymes – rich in vocabulary and rhyming helps with fluency
- Poetry books are a great way for children to explore language and develop phonemic awareness. Dr Seuss books are always popular with the children. Tongue twisters .... compete with each other who can read Peter Piper the fastest!



## DAD'S RUSTY CAR



Twinkle twinkle chocolate bar,  
My daddy drives a rusty car,  
Push the starter, and pull the choke,  
And off we go in a cloud of smoke,  
Twinkle twinkle chocolate bar,  
My daddy drives a rusty car.

## Peter Piper

Peter Piper picked a peck  
of pickled peppers.  
A peck of pickled peppers  
Peter Piper picked.  
If Peter Piper picked a peck  
of pickled peppers,  
Where's the peck of pickled  
peppers Peter Piper picked?



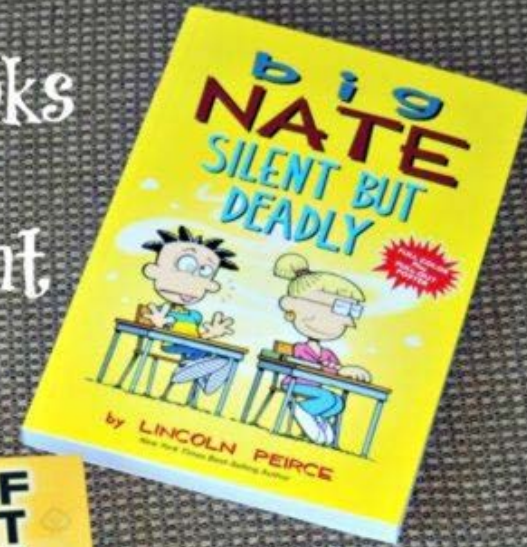


- Facetime or Skype a family member and read to them
- Listen to an audiobook and follow along
- Create a special reading place in a quiet area of the house
- Read to a sibling
- Take turns reading - you read a paragraph or page, your child reads the next
- Put on a favourite TV program or movie and put on subtitles and mute the sound
- Read in the dark or under bed covers with a torch
- Read with a magnifying glass
- Use a different accent/voices when reading
- Create a treasure hunt so your child can read the clues
- Make sure they are not tired or hungry when they are reading

# Boys and Reading

- Research shows boys are less likely to read than girls. Here are some ways to help.
- Make sure we find things they are interested in .e.g. Horrible Histories, Guinness Book of Records
- Male role models; dad, uncles, grandads so boys can look up to and copy reading behaviour
- Small steps, reading is a process and celebrate achievements
- Not viewed upon as a chore

## 5 Great Books for Reluctant Readers





# Useful Resources

<https://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf>



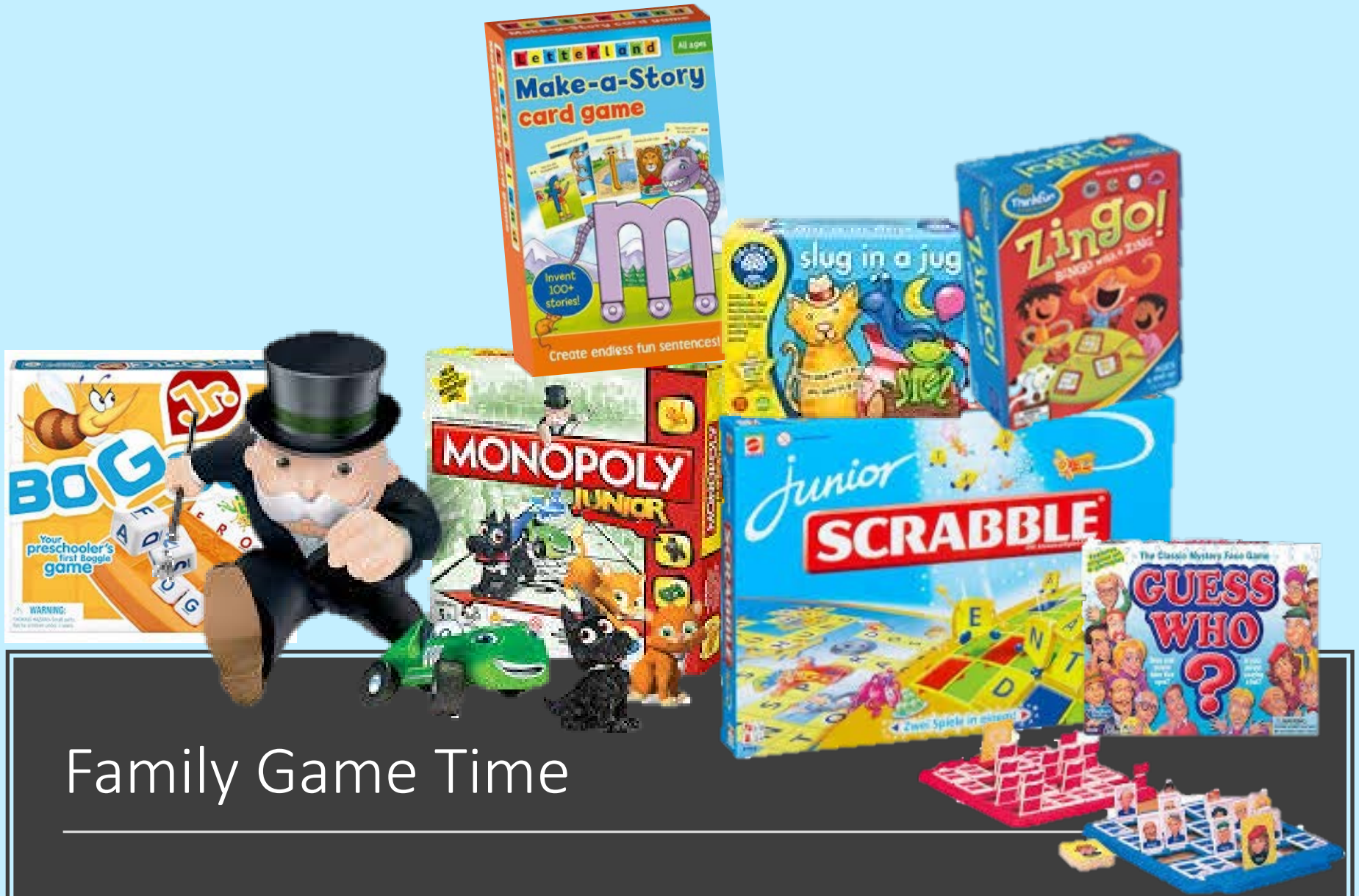
**SUGGESTED TEXTS**  
for the English K–10 Syllabus



[DIY Reading games for kids - The Measured Mom](#)

Reading Games you can make in 15 minutes!





# Family Game Time

## Nursery Rhymes, Tongue Twisters and Poems

- Rich in vocabulary and rhyming helps with fluency and language development

### Re-reading favourite books

- Improves fluency and comprehension

### Picture Books and Visual Literacy

- Picture books are for everyone!
- Develops a student's ability to comprehend and communicate through images and multimedia

## Ask Questions

- Prior to reading, talk about the cover
- While going through the book, highlight key vocabulary, discuss the pictures and predict what might happen next
- After reading, discuss alternative endings, favourite parts, the morale, recap main ideas and summarise

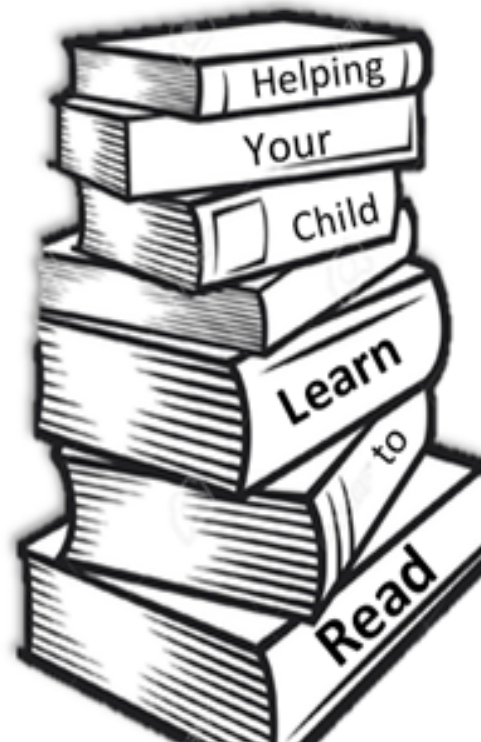
## Selecting the right book

- Look at interest areas
- Reinforce topics learnt at school
- Age appropriate and maturity level
- Reading level

<https://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf>

## Be an example

- Children learn by example
- Let your child see you read whether it be a cookbook, newspaper, novel, etc.



## Out and about

- Visit public libraries and book stores
- Make books/games part of the Christmas and Birthday wish list
- Road trips (read road signs, SAT NAV, I spy games)
- Read menus at restaurants
- Shopping trips (read shopping lists and find products on the shelves)

## Reading games to play with your child

- I spy
- Scrabble
- Monopoly
- Bingo games (letters, sound, sight words)
- Snap
- Zingo
- Apps (word wall, Starfall, Starfall gingerbread man)
- DIY reading games  
[\(https://www.themeasuredmom.com/10-diy-reading-games-for-kids/\)](https://www.themeasuredmom.com/10-diy-reading-games-for-kids/)
- DIY craft and Interests

## Make it fun

- Reading shouldn't be a chore!
- Make it a shared experience (bedtime stories)
- Part of your routine
- Learning to read should be done when the children are not tired (in the morning when they are fresh)
- Include games as part of family game night