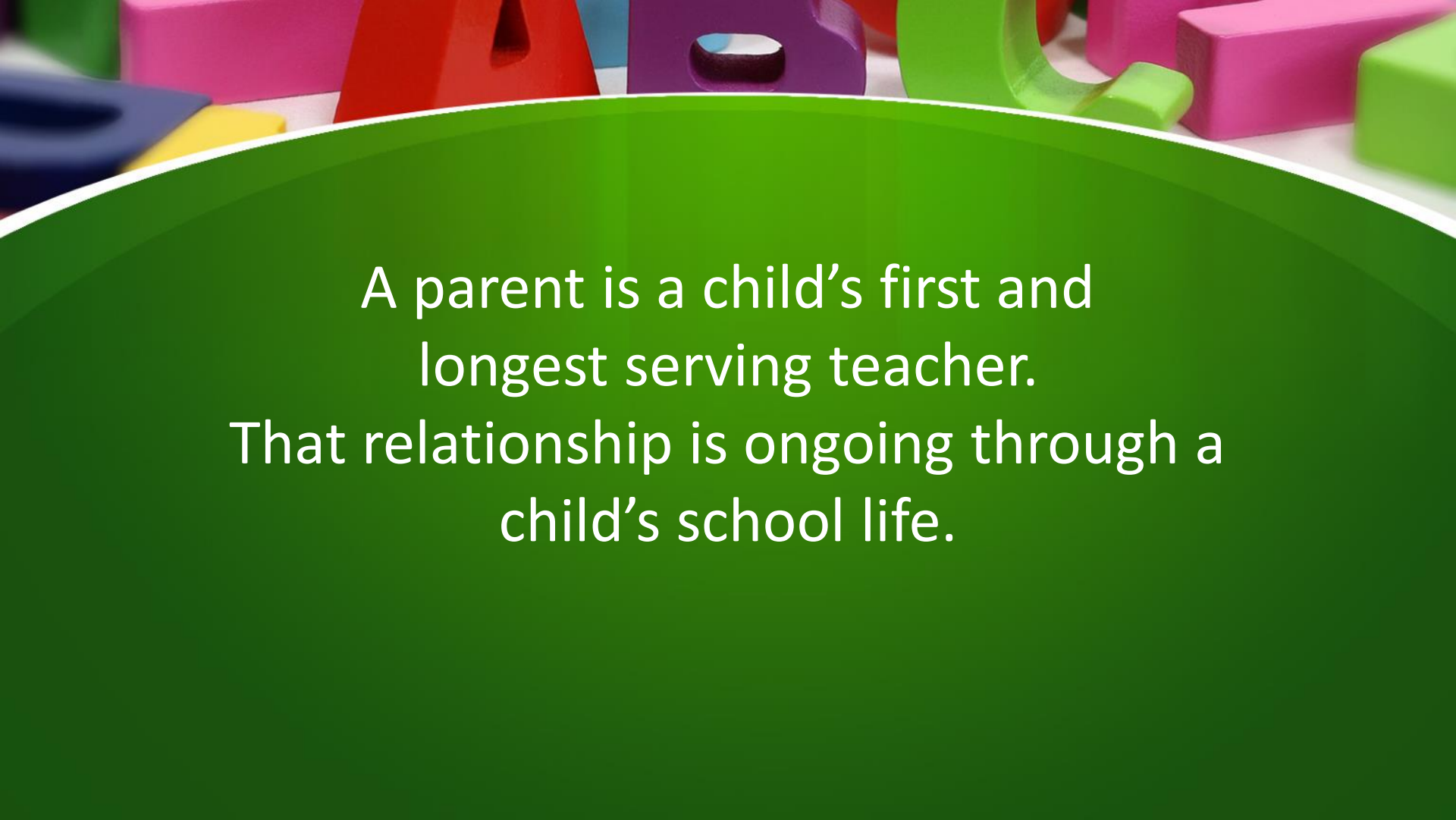




# Reading Comprehension Workshop

Parents in Partnership:  
Deansbrook Infant School.



A parent is a child's first and  
longest serving teacher.  
That relationship is ongoing through a  
child's school life.

A background image showing various colorful wooden blocks and letters, including a red 'A', a purple 'U', a green 'C', and a pink 'B', arranged on a white surface. The foreground is a dark green curved banner.

## In this workshop we aim to:

- Explain the process of reading.
- Discuss the importance of home reading.
- Share resources.
- Offer resources to use at home.
- Explain the elements of reading comprehension in Year 2.
- Support you to help your child with their comprehension skills.
- Improve the children's progress.

# Let's start with reading:

“If you are going to get anywhere in life you have to read a lot of books.”

– Roald Dahl





# Reading has two components

## Word Recognition (decoding)

- The ability to recognise words presented in and out of a written passage.
- The ability to apply phonic rules – blending phonemes to decode (c-a-t)
- High quality phonics work.

## Comprehension

- The process by which word information, sentences and conversations are interpreted.
- The same processes explain understanding of both spoken and written language.

# What Do We Want for Our Children?

To read for pleasure

To be able to  
choose what they  
would like to read  
for themselves

To be able to  
summarise  
what has been  
read.

To read with  
understanding  
(comprehension)

To read with  
expression

To have reasons for  
preferences in  
what they read

Th



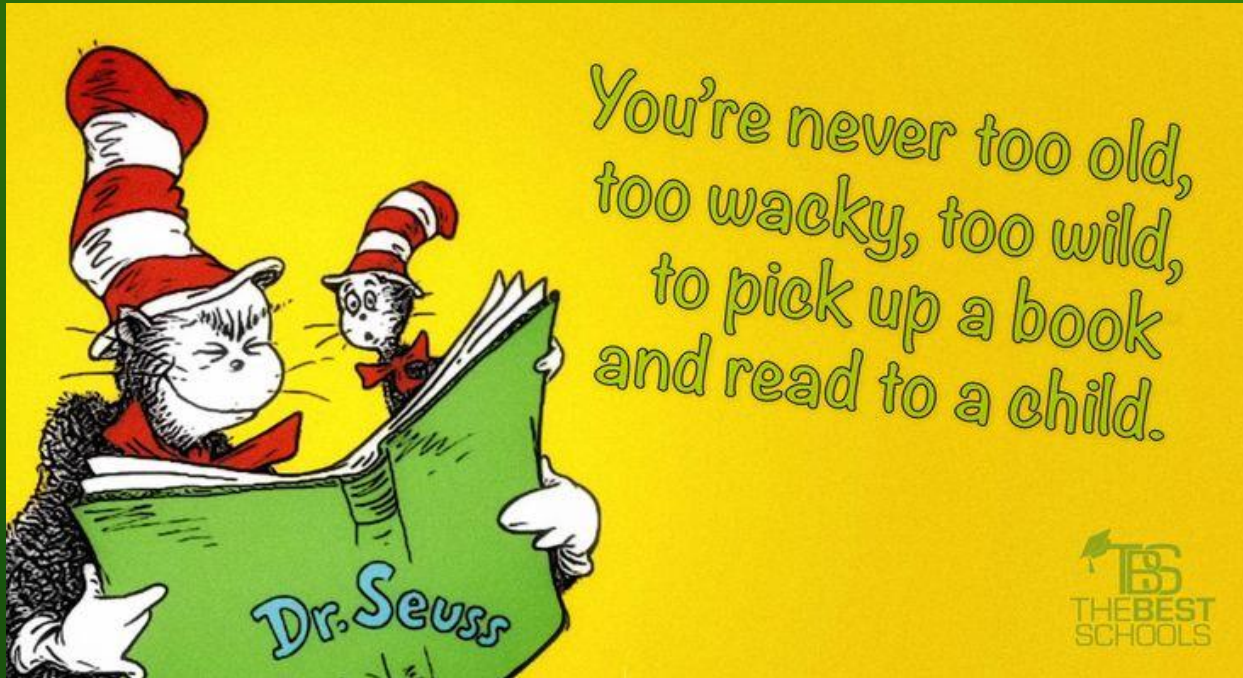
[Teachers TV: Parental Involvement - YouTube](#)



## Developing basic comprehension skills through reading with your child.

- Reading aloud with your child will help to build comprehension skills
- From emotion to comprehension
- Connect the book to your child's experience
- Go with your child's interests

# The wisdom of Dr Seuss!



Or too young...



# What the National Curriculum expects of your child:

- discuss the sequence of events in books and how items of information are related
- predict what might happen on the basis of what has been read so far
- make inferences on the basis of what is being said and done
- answer and ask questions about texts through information retrieval and regarding vocabulary

But... What does that mean?

## Its only just begun...

Learning to read is just the start of your child's literacy journey. From the early years of school they will be encouraged to **understand what they read** and really **engage with words** in their english lessons. Reading comprehension is also a big part of the end of Year 2 expectations.





# I can read really well!

In general, the management of behaviour in classrooms is not a function of the techniques of directly controlling behaviour –that is, desist style. Rather, it is a function of the techniques of creating an effective classroom ecology containing such variables as having a non-satiating learning programme, initiating and maintaining movement flow and aiming teacher actions at appropriate targets.

# Comprehension and Decoding!



I may have been able to confidently read (decode) the previous slide but I didn't really understand it!



## An Active Reader:

As children develop in their reading, they move from a “global” understanding to a “detailed” understanding.

And that's all there is to it!!!!



# Information retrieval



“Let’s get the dinner on shall we?” said Matthew’s mum.

“What are we having, Mum?” Matthew asked her.

“Cottage pie and peas,” she replied cheerfully.

# Prediction



What do you think the boy will do to the candles?

---

---

Why do you think he will do that?

---

---

Tick **one** thing that the boy's friends might do next.

walk away     sing a song

play a game     go home

# Prediction 2



Wilf had a large box.  
“This is my birthday present,” he said.  
Everyone looked inside the box.  
“What is it?” asked Chip.  
“It looks like a submarine,” said Biff.

“It’s a kind of submarine,” said Wilf.  
“It explores the sea bed.”  
“That’s right,” said Wilma. “It goes to the bottom of the sea.”  
“What a brilliant present!” said Biff.

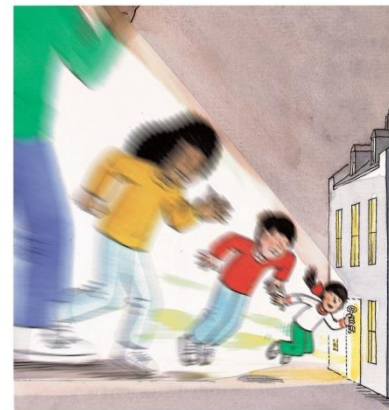
2

3



The submarine looked like a car. It had big windows and it had headlights.  
Wilf put the headlights on.  
“It’s brilliant,” said Chip.

4



Biff looked at the magic key. Suddenly it began to glow. It was time for a new adventure.  
“I wonder where the key will take us,” said Wilf.

5



# Vocabulary

What does this word tell us about...?

Which word did the author use to describe...?

Can you think of another way of writing...?

How can we work out what this word might mean?

Why did the author write this word in capital letters?

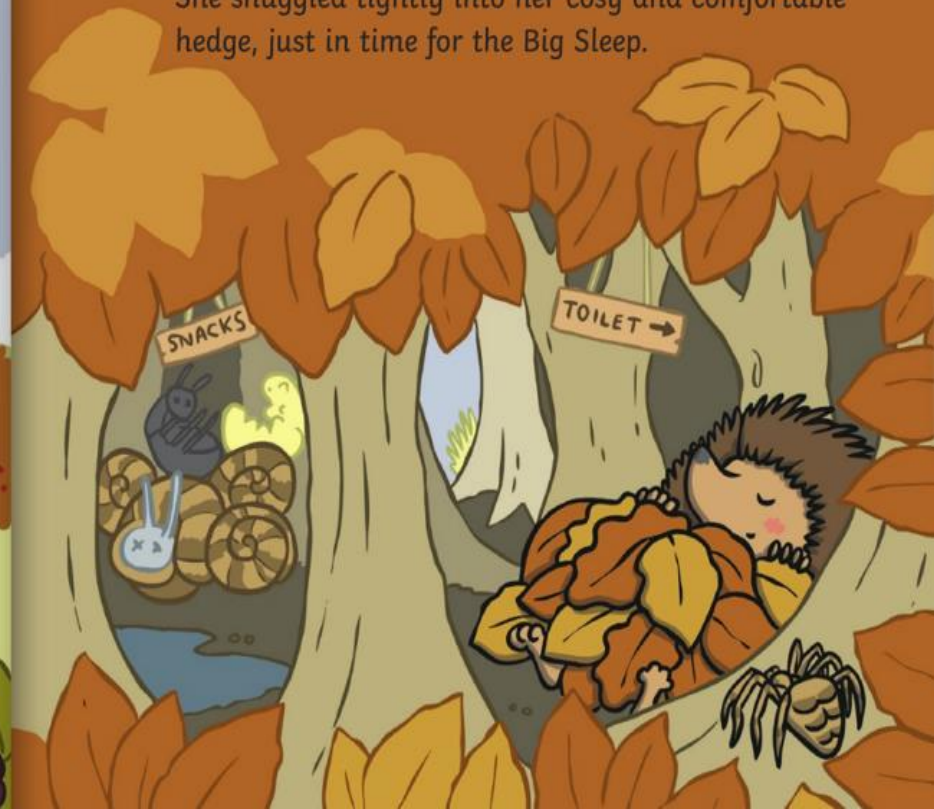
Can you find any adjectives in the text?

“Goodness me!” snorted Hattie the Hedgehog. “It’s half past September already. I haven’t got time to play! I must finish my hibernation checklist.”



As the leaves grew crispier, and the air colder, Hattie worked hard to prepare her winter home.

She snuggled tightly into her cosy and comfortable hedge, just in time for the Big Sleep.





Read this page from *Don't Hog the Hedge* and answer the questions as a class.

*Hattie worked hard to prepare her winter home.*

What does the word *prepare* mean? Tick **one**.

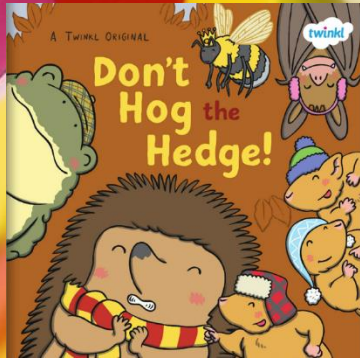
get ready      fix      get rid of      buy

Find and copy two words that the author uses to describe Hattie's hedge.

*as the leaves grew crispier*

What does this phrase mean? Tick **one**.

The leaves are harder to eat      The leaves are getting drier  
The leaves are getting hotter      The leaves are disappearing



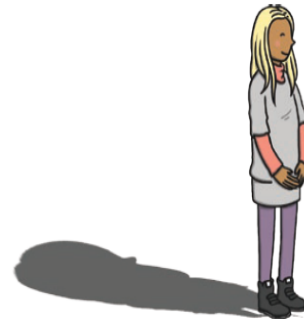
# Sequencing

## My Little Friend

I have a little friend,  
Who goes everywhere with me.  
He can be as short as a daisy,  
Or as tall as an old oak tree.

My friend is very sticky,  
In fact he's stuck like glue.  
I can run just like the wind but  
He is still stuck to my shoe!

We play all day in the sunshine,  
I pretend that he's my horse.  
He goes to bed when the lights are out,  
He's my shadow, of course!



# Inference and deduction



What's in the box?





# Inference and deduction





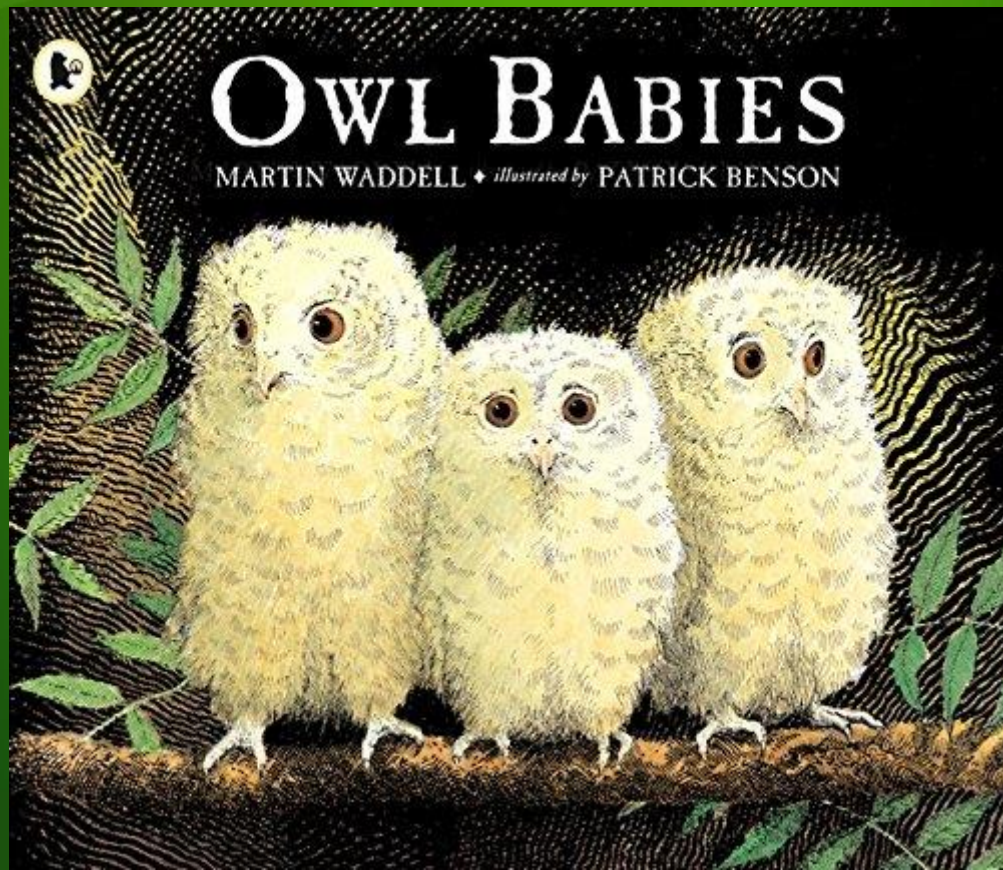
# Inference and deduction

## **Inference**



*What is happening in this picture?  
How does the child feel about it?  
Why isn't the child wearing a top?*

# Opinion





Now the children  
are going to join  
us for some  
activities.

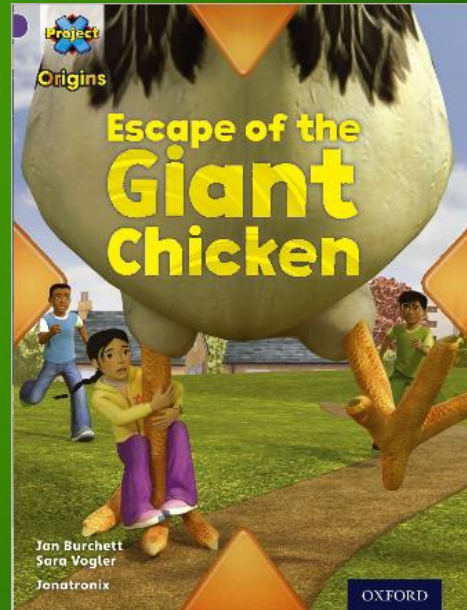
# Information retrieval practice change the clipping – not same words

## The Gingerbread Man

Once upon a time, there lived a little old woman and a little old man. One day, the little old woman made a gingerbread man. But when she opened the oven, he ran away! The little old woman and the little old man ran after him yelling, "Stop! Stop!" but they could not catch him. The gingerbread man said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



# Prediction practice:



OK. It's time to become reading detectives!



# Inference and deduction practice:



*Let's get the dinner on shall we?" said Matthew's mum.  
"What are we having, Mum?" Matthew asked her.  
"Cottage pie and peas," she replied cheerily.  
Matthew grinned from ear to ear. Mum smiled back at him.*

*"I tell you what," she said, "why don't you go and learn your spellings for twenty minutes before we have dinner?"  
The smile on Matthew's face disappeared.  
"Do I have to?" he whined. Matthew thought practising spellings was a bit like watching paint dry.*

# Inference and deduction practice:

## Ice cream van.



What will the girl buy?

What could the weather be like?

What time of year could it be?

What could happen next?

## What will happen next

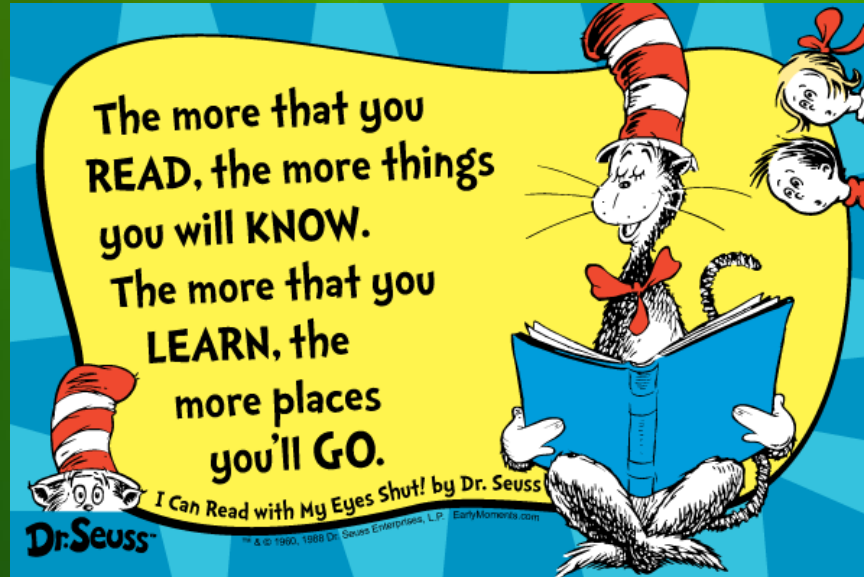
Every Friday for the next four weeks we will send home a sheet with the comprehension we would like your child to work on.

Each week the sheet will focus on a particular comprehension skill.

Please return the children's sheet by Tuesday at the latest

A "next step" comment will be made by the class teacher for each piece of comprehension, this will help the children to make progress each week.

Thank you for coming...



Please fill in a workshop evaluation sheet before you go.