



Supporting Struggling Readers

Alison Haines, Jenny Jones and Tracey Grant

Advisory Teachers for Inclusion

Tower Hamlets Literacy, Language and Communication Team

October 2022





The Learning Advisory Service -Language, Literacy and Communication Team

- Manager:

Linda Hall

- 2 Full time equivalent Advisory Teachers:

Tracey Grant

Alison Haines

Jenny Jones

- 0.8 Advisory Teacher for ICT and SEN:

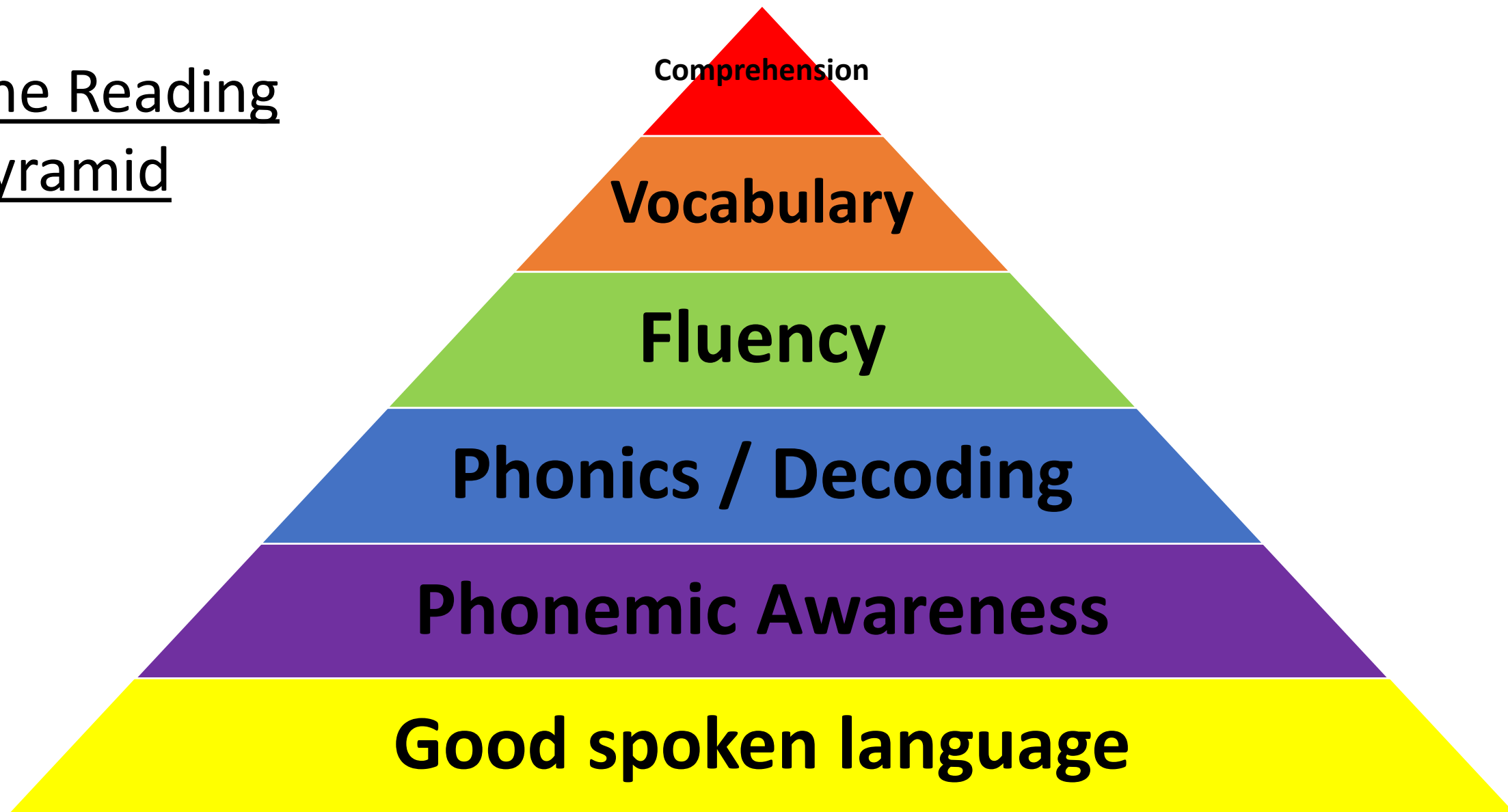
Ben Annett



Aims for this workshop

- To look at the skills you need to be a good reader
- To share ideas to support struggling learners

The Reading
Pyramid



Talking comes before Reading!



- Talking and listening with children is really important
- For children that really struggle with reading, conversations provide opportunities to develop vocabulary and build relationships

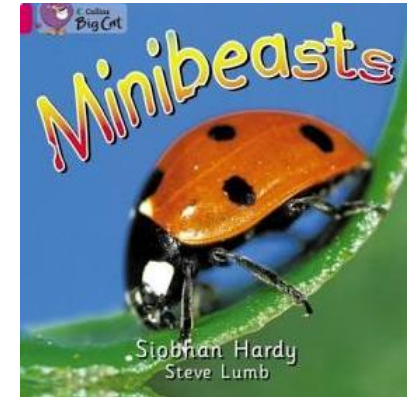
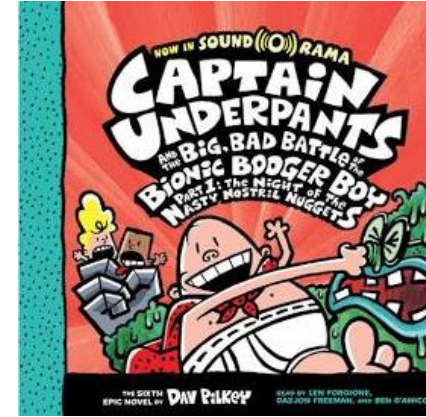
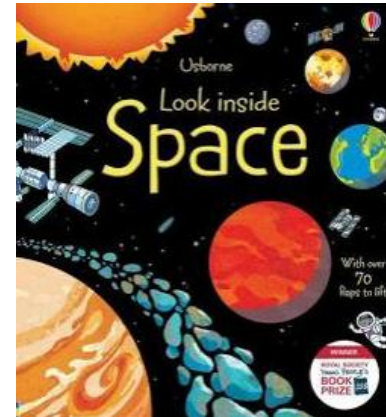
Building self esteem



- Research shows that children who talk with and have regular conversations with an adult learn faster
- Let the child choose what to talk about
- Listen to them and share your thoughts

Encourage the child to follow their interests

- You may need to read their 'phonic reading book'
- But when possible try and let the child choose their book
- You can give them 2-3 to choose from
- Let them turn the pages, or even skip pages
- Let them read the books again and again. Repetition is great!
- Talking about the book helps them in so many ways too



Stories without words can be really useful too

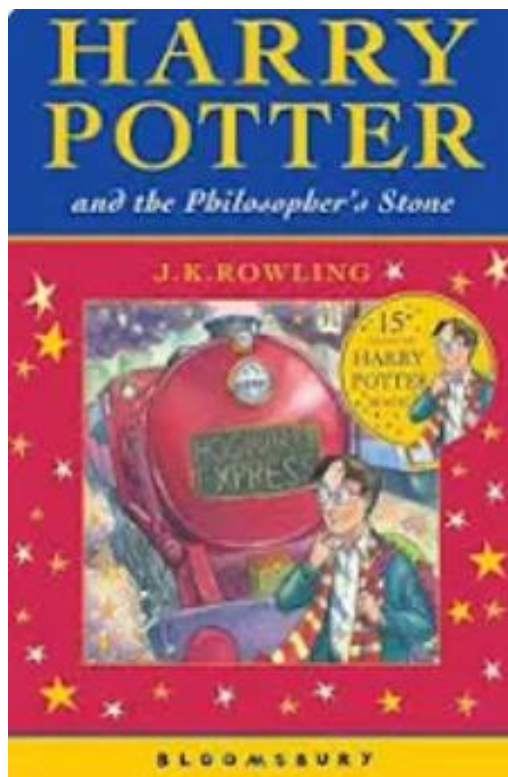


- Pictures are great for all young readers
- You can both tell the story by using the pictures
- Ask the child to describe the pictures
- See if they can guess what is going to happen next....



First... Next... Last

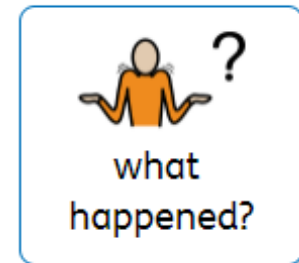
Using colours to help develop reading skills



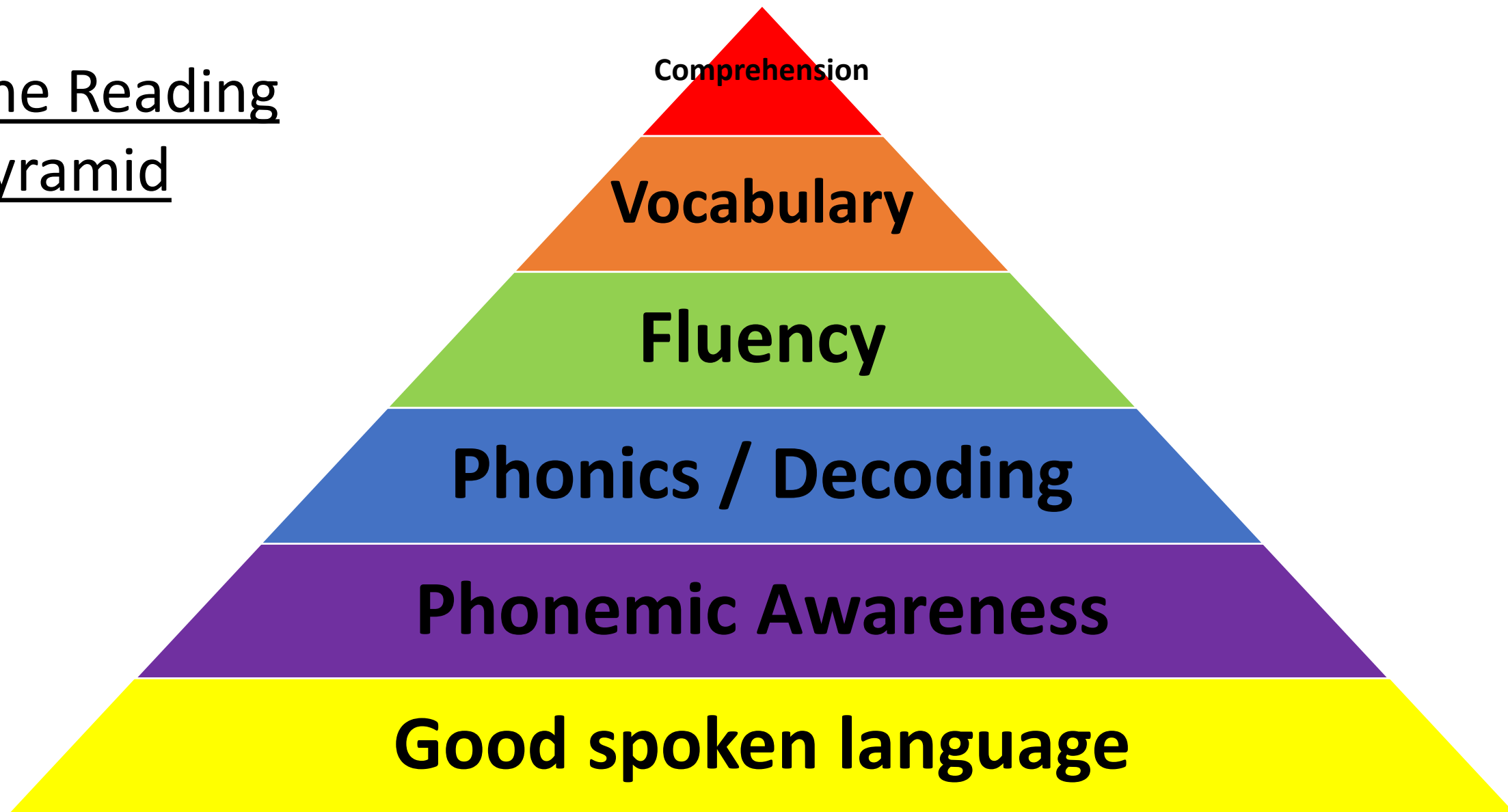
Start with a high level of visual support!

Colourful Semantics bookmarks

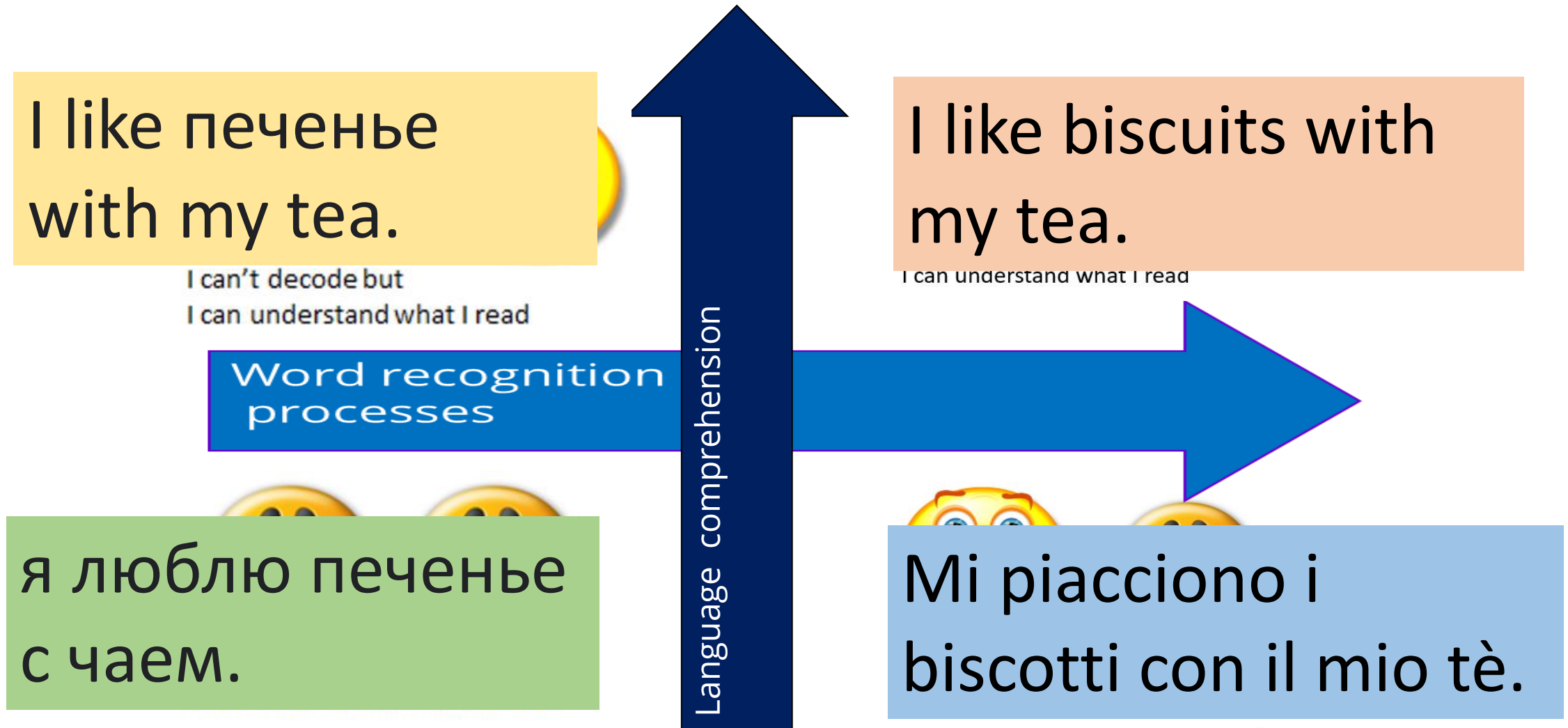
Use them to help with retelling a story, or asking questions about what you have read together



The Reading
Pyramid



The Simple View of Reading.....



Developing Phonemic Awareness

This means:

- Chunking sentences into words
- Hearing the difference between sounds in words
- Recognizing sounds
- Playing with sounds in words – taking words apart and adding new sounds
- Hearing rhyme and rhythm in words



Listening to words

- Say a simple sentence e.g. 'It's nearly time for lunch'
- Ask them to repeat it and put up one finger for each word.
- Ask them how many words were in that sentence
- If they find that hard, do it with them, and maybe use bricks or anything you have to match each word





Syllables – breaking words into chunks

- Say a 'compound' word to your child (ice cream, rainbow, sunlight)
- Ask your child to repeat the word as you both clap out each part of the word (ice cream = 2 claps)
- Ask them how many claps. Did they get it right? Do this lots of times with simple 2 syllable words before you go on to 3 syllable words



Chunk words into syllables

- Start with your child's name, and any favourite animals or toys:

	
Rid	wan

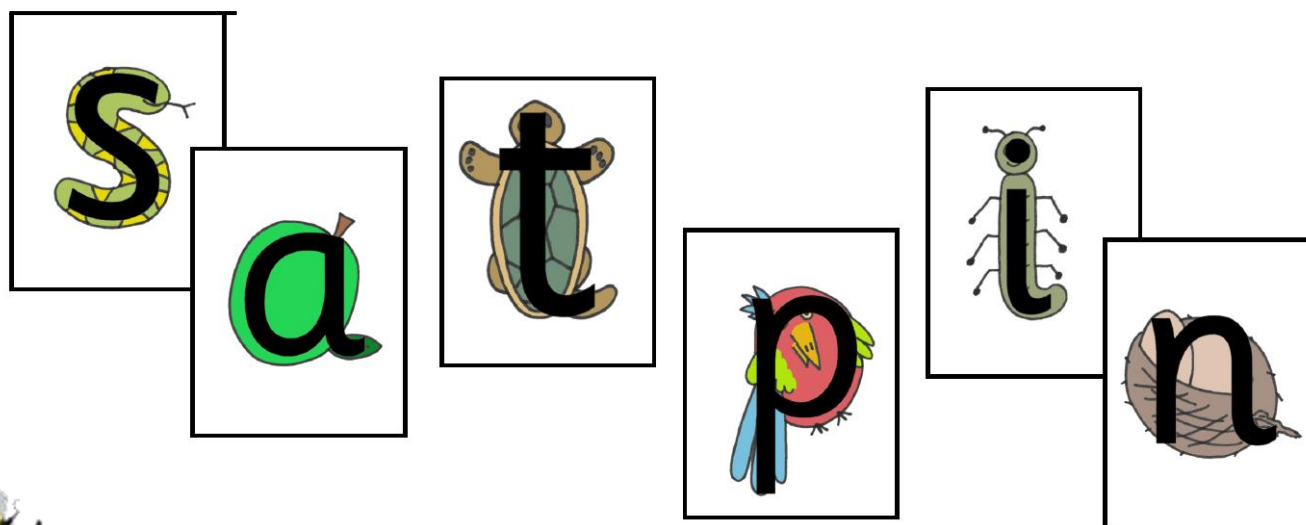
		
Tas	min	a

Blending and segmenting orally

- Before we can learn to read we need to play with the sounds in words orally
- Have you heard of phoneme fingers?!
- Let's practice....



What phonics scheme is your school using?



Alphabet Rainbow

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

p	a e	t
---	--------	---

Common Exception Words

Total- 52 words

Phase 2	read	spell	Phase 3	read	spell	Phase 4	read	spell	Phase 5	read	Spell
I			he			are			Mr.		
no			she			what			Oh		
go			we			there			there		
to			me			have			people		
the			be			some			your		
into			was			so			Mrs.		
put			you			were			friends		
is			they			little			once		
of			all			one			because		
as			are			come			it's		
Total 10			my			here			don't		
			by			said			I'm		
			like			Total 12			called		
			do						asked		
			Total 14						looked		
									laugh		
									Total 16		

Match, Select and Name...

mum	is
her	love

mum

her

is

Match, Select and Name...

love

mum

her

is

Where is the train going?

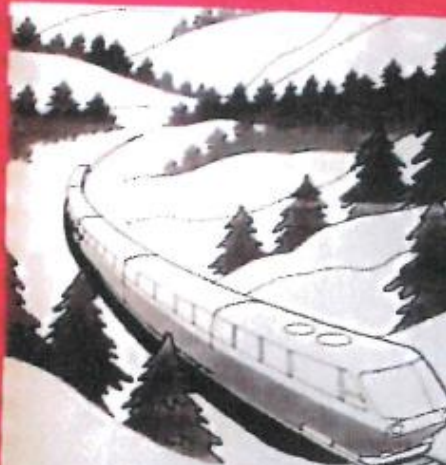
The
is
train
the
hill.
going
up



The train is going
up the hill.

Where is the train going?

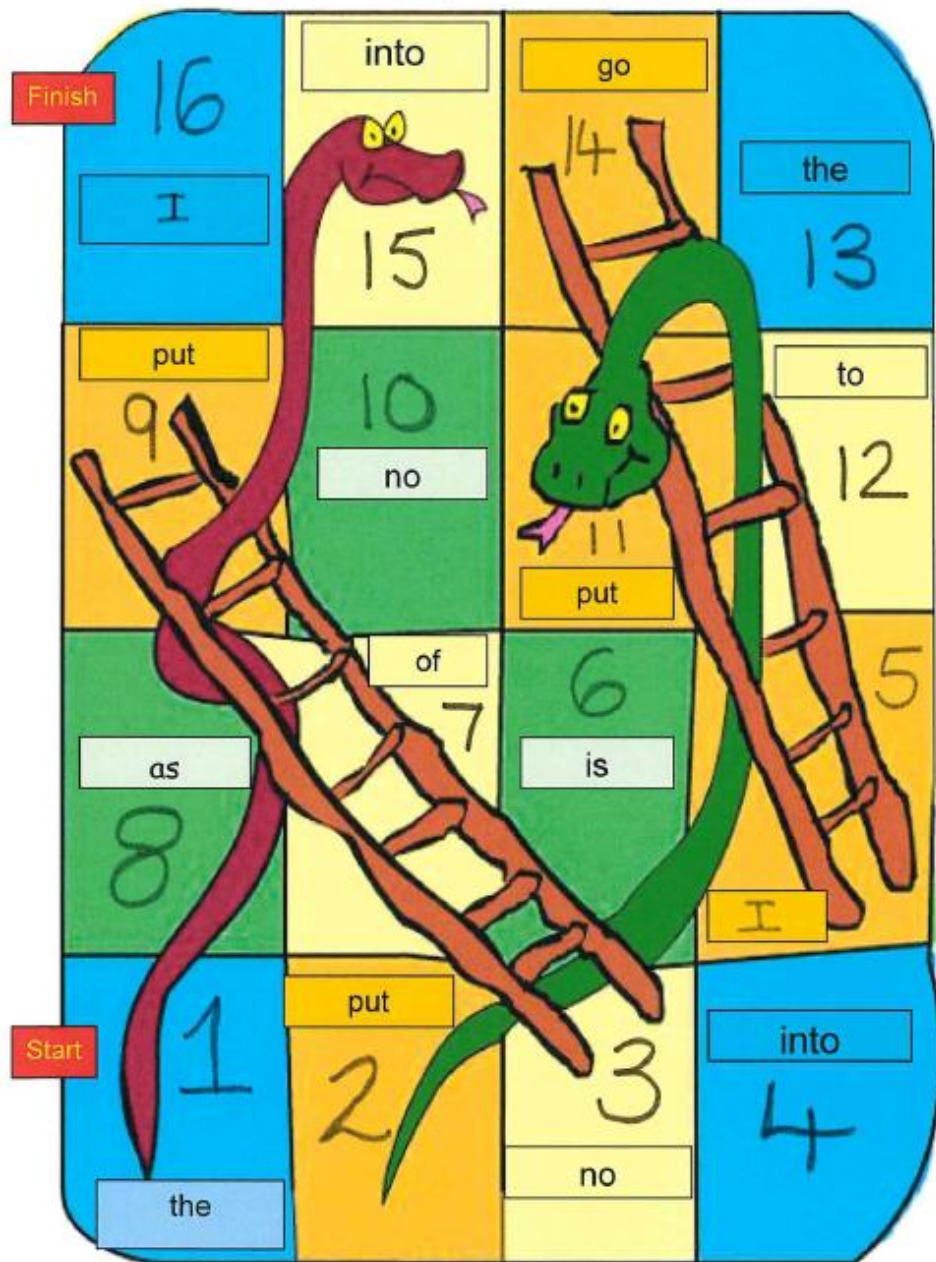
is
The
going
train
hill.
down
the



The train is going
down the hill.

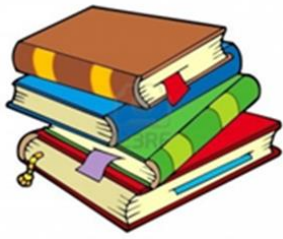
Here is an example of how you can use 'match, select, name' to help with reading sentences

(2)



This snakes and ladders board has some simple common exception words

You can use any words your child is struggling with



Paired Reading

This can be used for a book which is tricky for the child to read completely by themselves

Paired Reading stages:

1. Start reading **together at the same time**
2. When the child is ready, they make a simple signal to show they want to read alone
3. Praise the child when they are doing well
4. If they get stuck, wait for up to four seconds and then tell them the word
5. If they make a mistake, correct it, both read it again, then carry on together until they are confident to tell you to stop

At the end: Talk with your child about the story, characters and what happened.

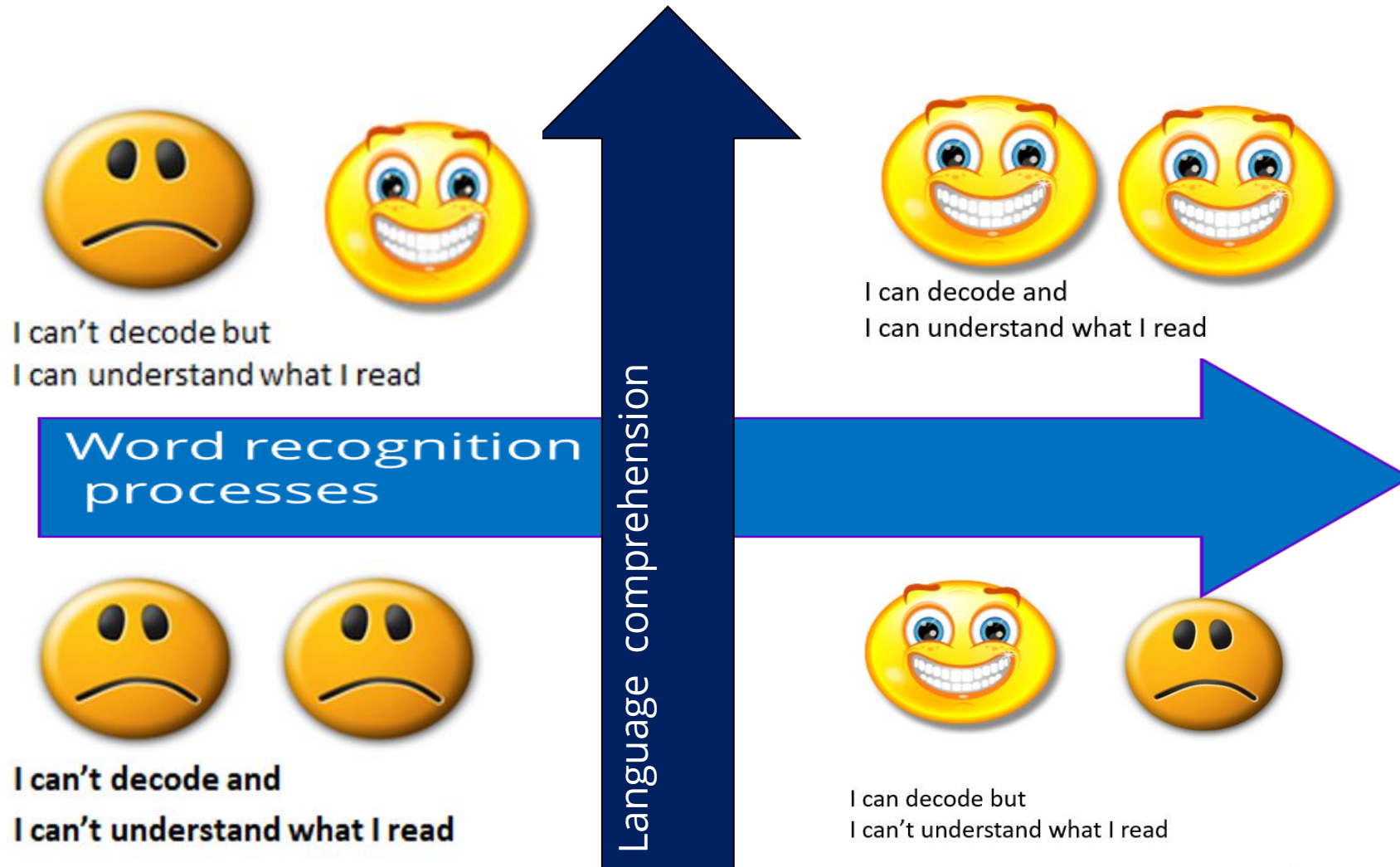
Look...’ he murmured, holding out his arm to stop Malfoy. Something bright white was gleaming on the ground. They inched closer. It was the unicorn all right, and it was dead. Harry had never seen anything so beautiful and sad. Its long slender legs were stuck out at odd angles where it had fallen, and its mane was spread pearly-white on the dark leaves. Harry had taken one step toward it when a slithering sound made him freeze where he stood

Sample
of text
for
Paired
Reading
....

Supporting Older Struggling Readers

- Paired Reading
- Immersive Reader (the computer reading to you)
- Reading Pens
- Dolphin App
- Kindles & e-readers
- Audio books
- Subtitles (on TV & PowerPoint)
- Readers

The Simple View of Reading.....



Any questions or comments?

Thank you for joining us!

If you want a copy of this PowerPoint
please email:

janet.pritchard@towerhamlets.gov.uk

