



Welcome to our
Year One
Reading Workshop

Schedule.....

- Intro activity
- Description of reading stages
- Questions
- Browsing Time
- Go home and read!

Activity

- Put the pictures in developmental order

Levels of Reading

- Sentence: The sun shone brightly
- Grammar: noun, adjective, adverb
- Word: sun
- Vocabulary: sun, sunshine, sunny
- Alphabetic Principle: s-u-n
- Phonemic Awareness: s-un = f-un = r-un
- Context: matches the picture in the story about the family picnic

Phonemic Awareness

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graph TD; A[Phonemic Awareness] --- B[Alphabetic Principle]; B --- C[Accuracy and Fluency]; C --- D[Vocabulary]; D --- E[Comprehension];
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Alphabetic Principle

Accuracy and Fluency

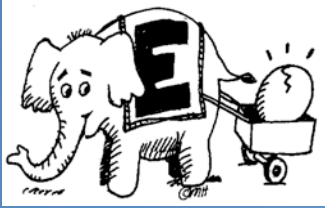
Vocabulary

Comprehension



Phonemic Awareness

- Sound knowledge
- Awareness of sounds- environmental and speech
- Developing listening skills
- Playing with words
- No print



Alphabetic Principle

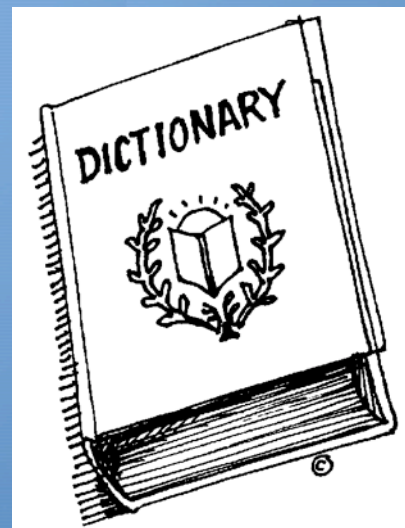
- Linking sounds with something that is written
- Sounds = letters = words = sentences
- Start simple!
- Sounding out > saying whole word > sight word reading > automatic word reading
- English is complicated.

Accuracy/Fluency

- Automatic process (brushing teeth, shifting gears)
- Fluent reading frees the brain to process meaning
- Perform the task accurately and effortlessly
- Many strategies can be used – individual letters, spelling patterns
- Reading becomes easier

Vocabulary

- Developing large bank of words
- Understanding the different ways that words can look
- Meaning as well as grammar

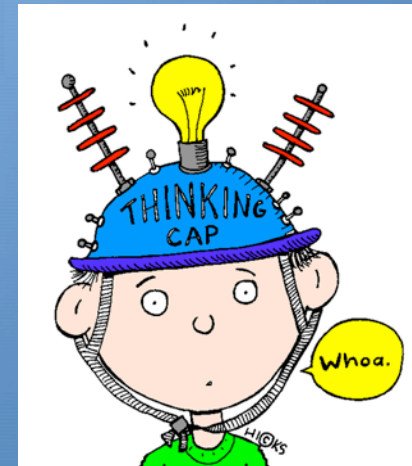


Vocabulary

- Research has shown that children who read even ten minutes a day outside of school experience substantially higher rates of vocabulary growth between Year 3 and Year 6 than children who do little or no reading. (Anderson & Nagy, 1992)
- Printed school English contains 88,533 distinct word families (Nagy & Anderson, 1984).
- An average student in years 4 through 13 is likely to learn approximately 3,000 new vocabulary words each year.
- Children's vocabulary size approximately doubles between years 4 and 8.

Comprehension

- Beyond just reading the words
- Many high level skills such as connecting, analysing, predicting
- A key area that will continue to be developed throughout school



Comprehension

- The essence of reading
- The complex cognitive process involving the intentional interaction between reader and text to extract meaning.
- To comprehend you must have:

Alphabetic understanding Vocabulary knowledge

Fluency with the Code

Prior knowledge

Engagement and interest

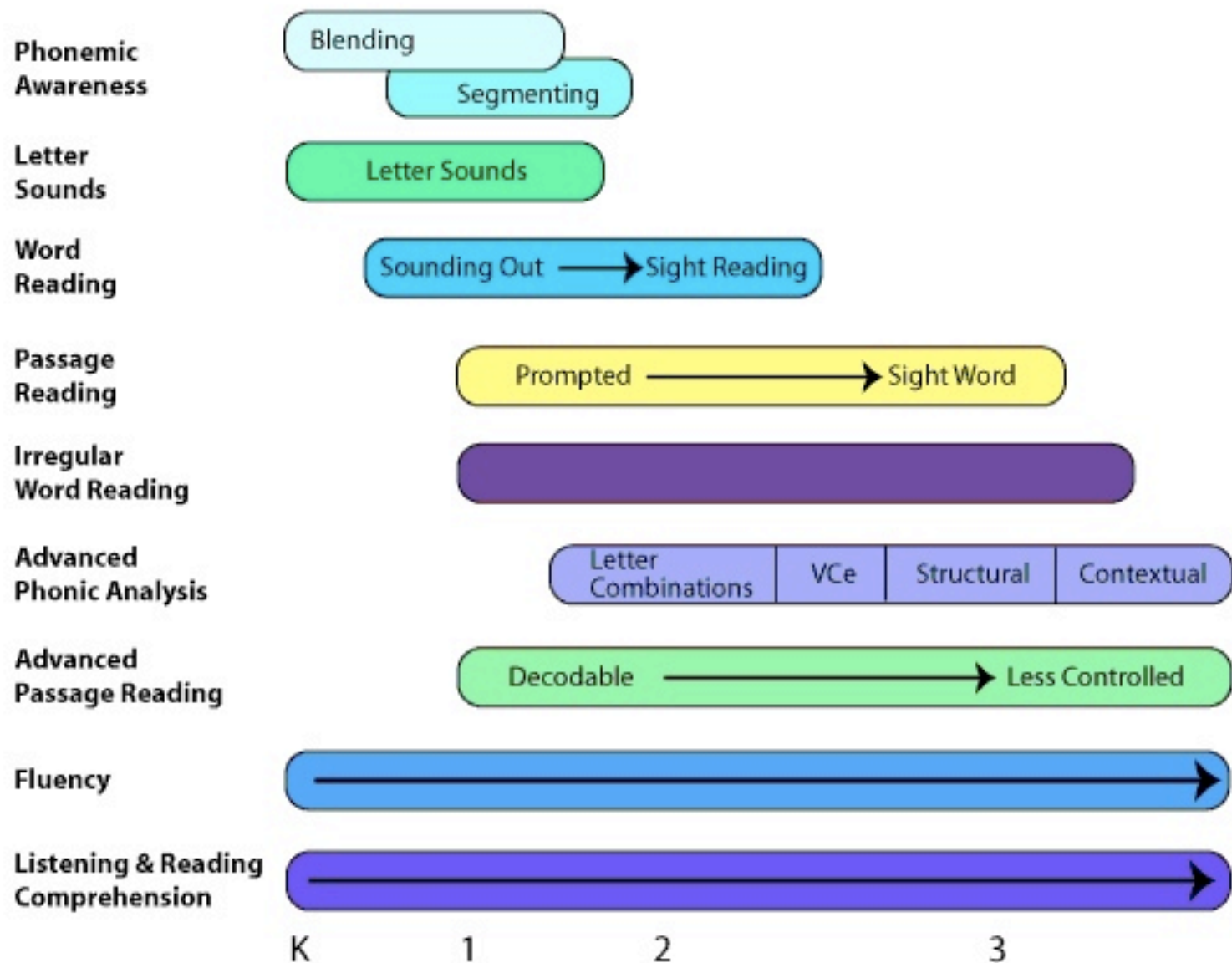
Lap Reading

- Engaged in the text
- Actively participating
- Lots of learning
- Reading with your child
- Modelling of strategies
- Book at their reading level

Bed Reading

- Listening
- Quiet activity
- Lots of language
- Reading to your child
- Natural expression
- Book can be at any level

Strategic Integration of Beginning Reading Skills



Your turn!

- Browse the different stations we have
- Feel free to ask questions
- Take as many ideas home as you can!
- Enjoy

