

Reading in Years 4-7



Melissa Boyle
Deputy Principal
Ascot SS

Reading in Years 4-7



Today's session will focus on:

1. Assisting children with reading:

- gaining an understanding the reading processing system.
- Supporting children's problem solving.
- Comprehension
- Fluency

2. Reading to children: how and why.

Reading Context



As readers attempt to become proficient readers, they encounter a range of different texts

These can include illustrations, maps, diagrams, video, t.v., computer.....

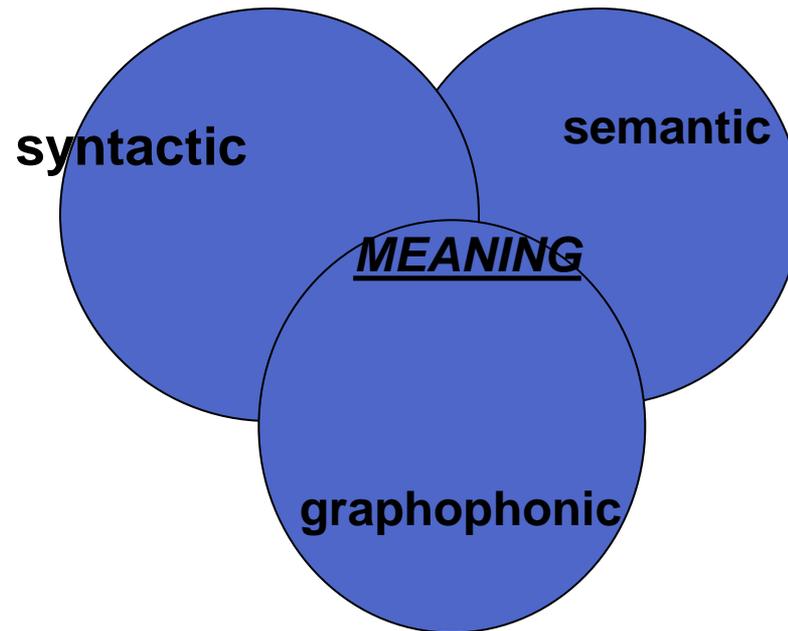
Each of these will be constructed in different ways, in order that they achieve their social purpose

How do we read?



- We get cues (sources of information) from:
- **within ourselves:** our language abilities and our knowledge and attitudes
- **within the text:** knowing what makes sense [semantics]: and knowing the way things are said [grammar – syntax]
- **within the words:** knowing the word by sight; or working out how to say the word

Three Cueing Systems of Language Sources of Information



Effective readers use skills interdependently as the need arises.

The goal is to attend to all three sources together.

Effective reading processing:



The child:

monitors his own reading and writing

searches for cues in word sequences, in meaning in letter sequences

discovers new things for himself

cross checks one source of information with another

repeats as if to **confirm** his reading and writing so far

self-corrects taking initiative for making cues match or getting words right

solves new words by these means

Supporting Problem-Solving



Noticing an error – monitoring

Was that ok?

Were you right?

Try that again.

Give the child time to solve the word, then **call for action** :

What will you try?

How will you work on that word?

Supporting Problem-Solving



Taking Words Apart – Chunking

e.g. basement base/ment chanted chan/ted

Can you see part that you know?

Show me the part that you know?

***Please do not ask a child to find a little word in a big word.

e.g. Come bring

Taking Words Apart – base words

Jump/s, point/y, laugh/ed

Do you know a word like that?

e.g. sounds - I know found → sound → sounds

Far – I know car → far

WHAT?



“Fluency is the ability to read accurately, quickly, effortlessly, and with appropriate expression and meaning”

Rasinski, (2003)

View video

[Mackenzie](#)



Encourage the child to read familiar text with phrasing, fluency & expression.



- Put these words all together so that it sounds like talking
- Make it sound like.....
(naming a favourite book)
- How would you say that?
- Make it sound like a story you would love to listen to
- Are you listening to yourself? Did it sound good?

Comprehension Strategies



Good readers use comprehension strategies to facilitate the construction of meaning. These strategies include:

- previewing
- questioning
- making connections
- visualising
- clarifying
- monitoring
- summarising

Comprehension Strategies



- **Previewing** – activating background knowledge, predicting, and setting a purpose
- **Questioning** – generating questions to guide reading
- **Making connections** – relating reading to self, text, and others
- **Visualising** – creating mental pictures while reading
- **Clarifying** – understanding words through strategic vocabulary development, including the use of graphophonic, syntactic and semantic cueing systems to figure out unknown words.
- **Monitoring** - asking, ‘Does this make sense?’ and clarifying by adapting strategic processes to accommodate the response.
- **Summarising** – synthesizing important ideas, making judgements

What makes a good reader?



Good readers spontaneously generate questions at different points in the reading process for a variety of reasons. They know that they use questioning in their everyday lives and it increases their comprehension. Good readers are problem-solvers who have the ability to discover new information for themselves.

Reading to children ...



Do I really have to read to
my child, they know how to
read!

Reading to your child ...



‘Reading aloud to
children deposits
literary language
into their minds’

Remember!!



The time you have with your child is better spent on enjoyable, successful, fluent reading rather than labouring over difficulties.

Enjoy reading!