

Guided Reading

Parent Workshop
October 2021

Session Aims

Today we will consider:

- your children's reading habits
- the value of extensive reading for bilingual children
- how best to support children in their reading
- the place of reading in our courses
- suggestions for reading

Reading habits

- Describe your child's reading habits.
- Does your child enjoy reading?
- How do you encourage them to read more?
- How do you choose books for them?

Why do we encourage children to read?

Value of Reading

- Develops decoding skills
- Develops reading strategies
- Builds confidence
- Sparks creativity and imagination
- Teaches grammar patterns and vocabulary
- Shapes values and world view

Guided Reading

- Share the effort
- Encourage 'collaborative talk'
- Encourage prediction
- Foster effective reading strategies
- Lower affective filter
- Make reading active and fun
- Ritualised language: explore sounds, rhymes, rhythm
- Record and review vocabulary

Reading at the British Council

www.britishcouncil.fr

Learning Objectives

Our teachers are experts who tailor their teaching to the specific needs of their students. In general, by the end of Bilingual 8, students will have worked towards the following objectives.

Writing

- Planning their writing by studying a model to learn from its structure, vocabulary and grammar
- Creating settings, characters and plots
- Organising paragraphs around a theme
- Using headings and subheadings as appropriate in non-fiction writing
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proof reading for spelling and punctuation errors
- Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Spelling

- Using a range of prefixes and suffixes (see textbooks)
- Spelling the following homophones:

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

- Placing the possessive apostrophe accurately in words with regular plurals (e.g., girls', boys') and in words with irregular plurals (e.g., children's)
- Using the first two or three letters of a word to check its spelling in a dictionary
- Writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Spelling some of the words below that are often misspelt:

accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women

Grammar, Grammar and Punctuation

- Using the past simple correctly
- Using the present perfect and past perfect forms of verbs in contrast to the past simple tense
- Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using and punctuating direct speech
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'

Word Reading

- Applying their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet
- Reading a range of exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

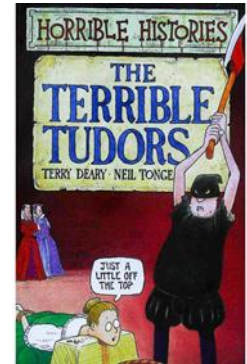
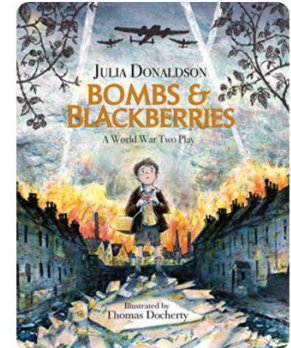
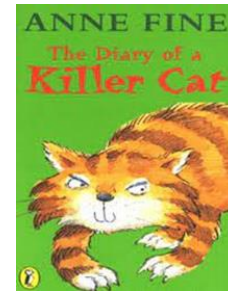
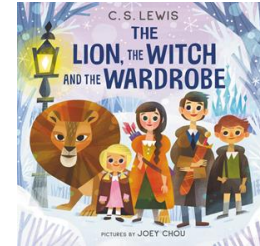
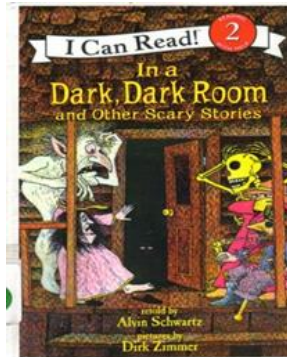
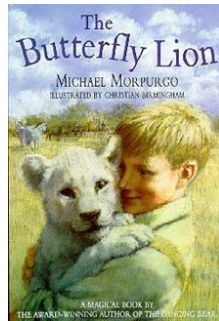
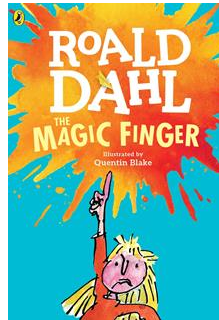
- Listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference texts
 - Reading books that are structured in different ways and reading for a range of purposes
 - Using dictionaries to check the meaning of words that they have read
 - Identifying themes and conventions in a wide range of texts
- Becoming more familiar with a wide range of texts, including fairy stories, myths and legends, and practising retelling some of these orally

Speaking

Throughout our primary bilingual programme, students are encouraged to do the following at a level appropriate to their age group:

- speak fluently and automatically with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisation and debates
- participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- select and use appropriate registers for effective communication
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge

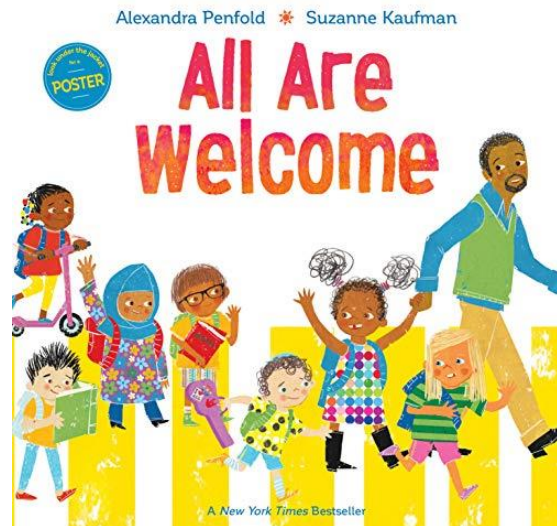
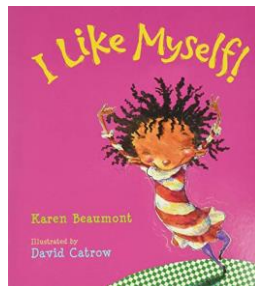
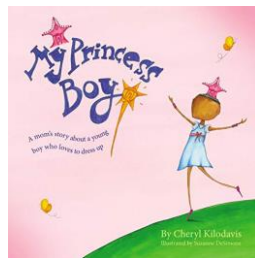
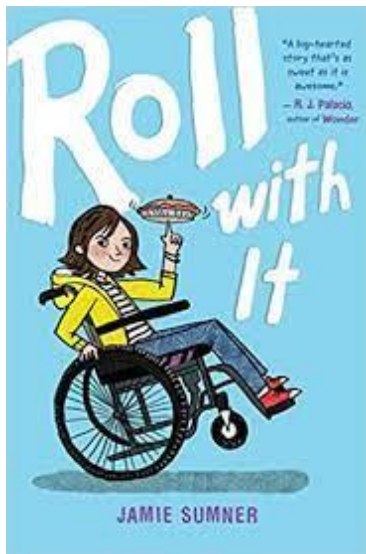
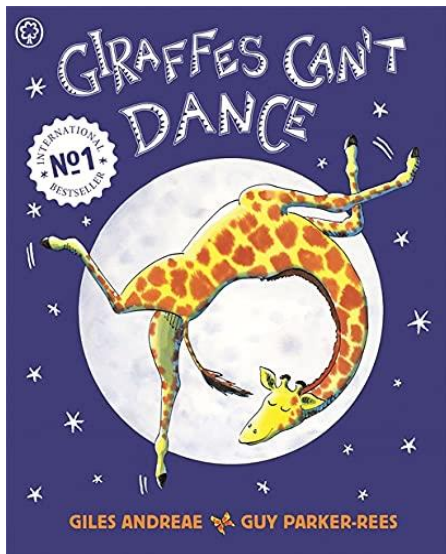
Readers



Reading Challenge

- Borrow books from the British Council's selection
- Selection chosen to challenge, inspire and entertain
- Read at least 6 books in the year
- Keep a record of books
- Exchange and discuss

Inclusivity



Reading Lists

www.carnegiegreenaway.org.uk

www.ckg.org.uk/shadowing

www.youngculturalcreators.com

www.puffin.co.uk

<http://www.booktrust.org.uk/books/children/>

www.britishcouncil.org/home/arts/arts-literature-bibliographies-tbooks.htm

www.storiesfromtheweb.org/sfwhomepage.htm

www.randomhouse.co.uk

www.dk.com

www.balzac-apesa.org

www.britishcouncil.fr

Our Top Picks

Books

Please make sure you have all the books on the reading list [here](#) before classes begin.

Over the summer, we suggest you do as much reading as possible with your child. Some suggestions for age-appropriate books can be found [here](#).

Is there a book that has really caught your
child's imagination recently?

Key Points

- Establish positive reading habits
- Share the effort of reading
- Ask probing questions about the story and the characters
- Encourage with praise
- Record and reuse vocabulary
- Bring stories to life by drawing, acting, singing, writing
- Choose books that will positively influence your child

Thoughts



Thank you!

<http://bit.ly/LoveBCFrance>