

READING AND ORAL  
COMMUNICATION  
SKILLS@HGP

P3 AND P4  
WORKSHOP FOR PARENTS  
SATURDAY, 2 APRIL 2016

# OUTLINE OF SHARING

## ○ Overview of Reading

- Definition
- Reading for Fluency
- Extensive Reading
- Intensive Reading

## ○ Main Curriculum

- Units of Stellar P1 to P4
- How Stellar is Used in the Classroom
- Extension of Reading to Writing in Stellar
- Teaching Reading Comprehension using QAR

## ○ Teacher Demonstration on Comprehension

## ○ TREES

## ○ Reading Activities in Class

# WHAT IS READING?

- ◉ Making meaning from print
- ◉ Requires us to:
  - Identify the words in print
    - a process called word recognition
  - Construct an understanding from them
    - a process called comprehension
  - Coordinate identifying words and making meaning so that reading is automatic and accurate
    - an achievement called fluency

# READING FOR FLUENCY

- **Fluency** is the ability to read a text accurately, quickly, and with expression.
- **Fluency** is important because it provides a bridge between word recognition and comprehension.
- When **fluent readers** read silently, they recognize words automatically.

# EXTENSIVE READING

- ◉ Involves learners **reading** texts for enjoyment
- ◉ Develop general **reading** skills
- ◉ *free reading, book flood, reading for pleasure*

1. Don't look up words in the dictionary.
2. Skip over parts you don't understand.
3. If you aren't enjoying one book, toss it aside and get another.

# INTENSIVE READING

- ◉ **Reading** in detail with specific learning aims and tasks
- ◉ Slow, careful reading of a small amount of difficult text
- ◉ For low level readers, intensive reading is possibly the fastest way to build vocabulary
- ◉ Reading difficult material forces a learner to develop strategies for dealing with texts that are too hard to read comfortably



# **STELLAR** Strategies for English Language Learning and Reading

# STELLAR UNITS

- ⦿ Processes in Stellar
- ⦿ P1 to P4 (In the hand outs)
- ⦿ Title and the Theme
- ⦿ What could Parents do?
  - Exposure to the themes at home
  - Experiences on related themes



# KNOW-WANT TO KNOW-LEARNT (KWL)

**K** = what I **K**now

**W** = what I **W**ant to know

**L** = what I have **L**earnt

# Writing Process Cycle

- **Class writing (CW)**
- **Group writing (GW)**
- **Individual writing (IW)**

Source text	CW	GW	IW
Leatherback Turtles (P4 Unit 11) Information text	White Tigers	Endangered Animals	Endangered or Extinct Animals

# MID TO UPPER PRIMARY STELLAR CONCEPTUAL FRAMEWORK

**By the end of P3a** - most pupils can already handle more independence in reading and writing and the support from the shared reading of Big Books becomes less necessary.

- **P3b** - uses another approach that provides some support, but leads to further independence and reading silently.

- **We call it *Supported Reading*.**

# Engaging with text at P4

## COMPREHENSION STRATEGIES (QAR)



# COMPRE - QUESTION ANSWER RELATIONSHIP APPROACH

No		Steps
1	<b>Questions</b>	Read the questions.
2	<b>Questions - Tenses</b>	Highlight keywords for tenses.
3	<b>Question Types</b>	Highlight keywords for question types.
4	<b>Text - Ideas</b>	Read the text for main idea of whole text and every paragraph.
8	<b>Text-Answers</b>	Highlight all answers before answering questions.
10	<b>Questions - Text</b>	Answer the questions.
11	<b>Questions-Checking</b>	Check answers: Each time you have answered a question, please use the acronyms to edit your answers. C - complete sentence S - spelling P - punctuation T - tenses Sv – subject verb agreement

ORAL -  
STIMULUS-BASED  
CONVERSATION

*TREES*

# **TREES:**

**Thoughts**

**Reasons**

**Examples**

**Experiences**

**Suggestions**

# Thought

- a. **Read** carefully and understand all the given titles, themes or texts.
- b. **Think** of the theme or topic – What do you think the title or theme is indicating, e.g. *what should not be left outside your home*
- c. **Select** the item that you think shouldn't be placed outside your home.



# Reason

1. Give R Reason for your choice, e.g. what made you select it above others
- ⊙ 2. Describe what you have chosen
- ⊙ 3. What is so special about it?

# Examples

1. Provide Examples to expand the selected choice or idea. You can talk what you think, can be placed outside your home.

# Experiences

1. Relate your Experiences:  
give your own personal responses. Your personal responses cover the 5W and 1H questions.

# Suggestion:

1. Give an alternative solution or opinion, if applicable. Relate your suggestions or opinions to values e.g. Respect, Responsibility, Care, Rallying Together



# OTHER TIPS

1. Always speak in full sentences and with confidence.
2. Look at the teacher when you are talking.
3. Smile and relax.

# ACTIVITY

Acronym	What it stands for?	Question: Which items should not be left outside a flat or a house? Tell me why.
T	Thoughts	
R	Reasons	
E	Examples	
E	Experiences	
S	Suggestions	

# ACTIVITY

Acronym	What it stands for?	Question: Which items should not be left outside a flat or a house? Tell me why.
T	Thoughts	<i>Some items that clutter the corridor are bicycles, old newspaper and big and bulky items like tables and sofas. They should not be left outside the flat or the house.</i>
R	Reasons	<i>It takes up a lot of space and the walkway will be narrowed as a result. It will be difficult for people to walk. Also, furniture could be flammable. It can cause unnecessary fire and problems for the owner as well as their neighbours.</i>
E	Examples	<i>Some items my mother put outside our flat are plants and shoes. Plants need sunlight and we can't put them indoors. It will also beautify the surrounding.</i>
E	Experiences	<i>I have witnessed a quarrel between my neighbours. My neighbour placed many things outside her place, thus causing the walkway to be narrow. A confrontation took place. They tried to get me to take sides, however, I prefer to be cordial so I stood on the fence and chose not to take sides.</i>
S	Suggestions	<i>I would suggest for them to donate their pre-loved items to the Salvation Army so that others could benefit from some of the items. For those that I have to throw, I will throw it at specific places located by the town council so that I don't irritate my neighbours with rubbish at the void deck as I wouldn't like to see such things being thrown at the void deck too.</i>

# READING ACTIVITIES IN CLASS

## ○ SSR

- Sustained Silent/Supported Reading
- Book Review

## ○ Class Library

## ○ What's Up Newspaper (P4)

- What can parents do @ home
  - Read for pleasure
  - Newspaper article
  - Vocabulary
  - Comprehension Passage
  - Cloze Passage



# HOW YOU CAN HELP YOUR CHILD

- ◉ Go to the library together
- ◉ Have lots of books, magazines and newspapers in your home
- ◉ Give your child books about their special interests

# HOW YOU CAN HELP YOUR CHILD

- ⦿ Allow your child to choose books to read and reread
- ⦿ Read to and with your child (or, have your child read to you)
  - Remember that reading in a mother tongue language also fosters a love for books and knowledge
- ⦿ Talk about the books and characters read

# FOOD FOR THOUGHT...

Children are made readers on  
the laps of their parents.

- *Emile Buchwald*