

Reading Workshop



Our learning objective

Show the different methods used in school to teach reading and how they can be used at home.





Learning with Parents

Supporting children's learning at home

Helping families to have enjoyable learning
experiences together.

Log in

www.learningwithparents.com



Today's skill: Using school reading routines at home



Today you will see the reading routines we use in school. You will learn what each one looks like and why it helps. By the end, you can name the methods, try one at home, and ask a simple book-talk question.

2



I do: The reading methods you will see



Reading routines

Echo reading, partner reading and whole class reading all build fluency and confidence.



Word practice

Common Exception Words need quick, repeated review because they do not always follow usual rules.



Book talk

Book talk helps you discuss ideas, feelings and evidence from the text after reading.

I do: Common Exception Words in reading practice

In school, we revisit Common Exception Words often and fast. We use the Years 3–4 and Years 5–6 lists so these words become easy to spot and read. Tempting to turn this into a long test, but that would slow reading down. Short, repeated practice helps reading feel smoother.



I do: Common Exception Words in reading practice

Year 3 and 4

Common exception words

The complete statutory spelling list, with all word forms written out.

Name: _____

Tick a word when you can spell it confidently.

A to D	D to I	I to P	P to W
☐ accident ☐ accidentally ☐ actual ☐ actually ☐ address ☐ although ☐ answer ☐ appear ☐ arrive ☐ believe ☐ bicycle ☐ breath ☐ breathe ☐ build ☐ business ☐ busy ☐ 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 ☐ forwards ☐ fruit ☐ grammar ☐ group ☐ guard ☐ guide ☐ heard ☐ heart ☐ height ☐ history ☐ imagine ☐ important ☐ increase	☐ interest ☐ island ☐ knowledge ☐ learn ☐ length ☐ library ☐ material ☐ medicine ☐ mention ☐ minute ☐ natural ☐ naughty ☐ notice ☐ occasion ☐ occasionally ☐ often ☐ opposite ☐ ordinary ☐ particular ☐ peculiar ☐ perhaps ☐ popular ☐ position ☐ possess ☐ possession ☐ possible ☐ potatoes ☐ pressure	☐ probably ☐ promise ☐ purpose ☐ quarter ☐ question ☐ recent ☐ regular ☐ reign ☐ remember ☐ sentence ☐ separate ☐ special ☐ straight ☐ strange ☐ strength ☐ suppose ☐ surprise ☐ therefore ☐ though ☐ thought ☐ through ☐ various ☐ weight ☐ woman ☐ women

Look • Say • Cover • Write • Check

Choose a few words to practise. Highlight the letters you find tricky.

Source: Department for Education • English Appendix 1 • Word list for years 3 and 4

Year 5 and 6

Common exception words

The complete statutory spelling list, with all word forms written out.

Name: _____

Tick a word when you can spell it confidently.

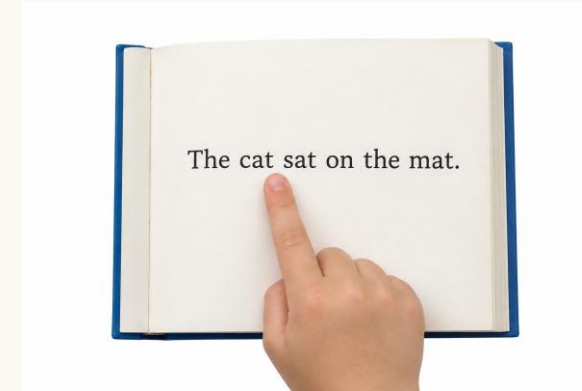
A to C	C to H	I to P	Q to Y
☐ accommodate ☐ accompany ☐ according ☐ achieve ☐ aggressive ☐ amateur ☐ ancient ☐ apparent ☐ appreciate ☐ attached ☐ available ☐ average ☐ awkward ☐ bargain ☐ bruise ☐ category ☐ cemetery ☐ committee ☐ communicate ☐ community ☐ competition ☐ conscience ☐ conscious ☐ controversy ☐ convenience ☐ correspond	☐ criticise ☐ curiosity ☐ definite ☐ desperate ☐ determined ☐ develop ☐ dictionary ☐ disastrous ☐ embarrass ☐ environment ☐ equip ☐ equipment ☐ equipped ☐ especially ☐ exaggerate ☐ excellent ☐ existence ☐ explanation ☐ familiar ☐ foreign ☐ forty ☐ frequently ☐ government ☐ guarantee ☐ harass ☐ hindrance	☐ identity ☐ immediate ☐ immediately ☐ individual ☐ interfere ☐ interrupt ☐ language ☐ leisure ☐ lightning ☐ marvellous ☐ mischievous ☐ muscle ☐ necessary ☐ neighbour ☐ nuisance ☐ occupy ☐ occur ☐ opportunity ☐ parliament ☐ persuade ☐ physical ☐ prejudice ☐ privilege ☐ profession ☐ programme ☐ pronunciation	☐ queue ☐ recognise ☐ recommend ☐ relevant ☐ restaurant ☐ rhyme ☐ rhythm ☐ sacrifice ☐ secretary ☐ shoulder ☐ signature ☐ sincere ☐ sincerely ☐ soldier ☐ stomach ☐ sufficient ☐ suggest ☐ symbol ☐ system ☐ temperature ☐ thorough ☐ twelfth ☐ variety ☐ vegetable ☐ vehicle ☐ yacht

Look • Say • Cover • Write • Check

Choose a few words to practise. Highlight the letters you find tricky.

Source: Department for Education • English Appendix 1 • Word list for years 5 and 6

I do: Echo reading with I Talk Like a River



Adult reads first

You read a short line from I Talk Like a River. This gives a clear model of pace and expression.

Child echoes it

The child repeats the same line. This lets them copy the sound, rhythm and phrasing they just heard.

Keep it short

Use one line or one sentence at a time. Small chunks help the child stay accurate and confident.

Avoid too much at once

1
2
Tempting to read a whole page first, but that would make the memory load too big for echo reading.

We do: Partner reading and whole class reading



Partner reading

You and the child take turns with the text. One reads while the other follows and helps if needed. You supply the next turn and how support will sound.



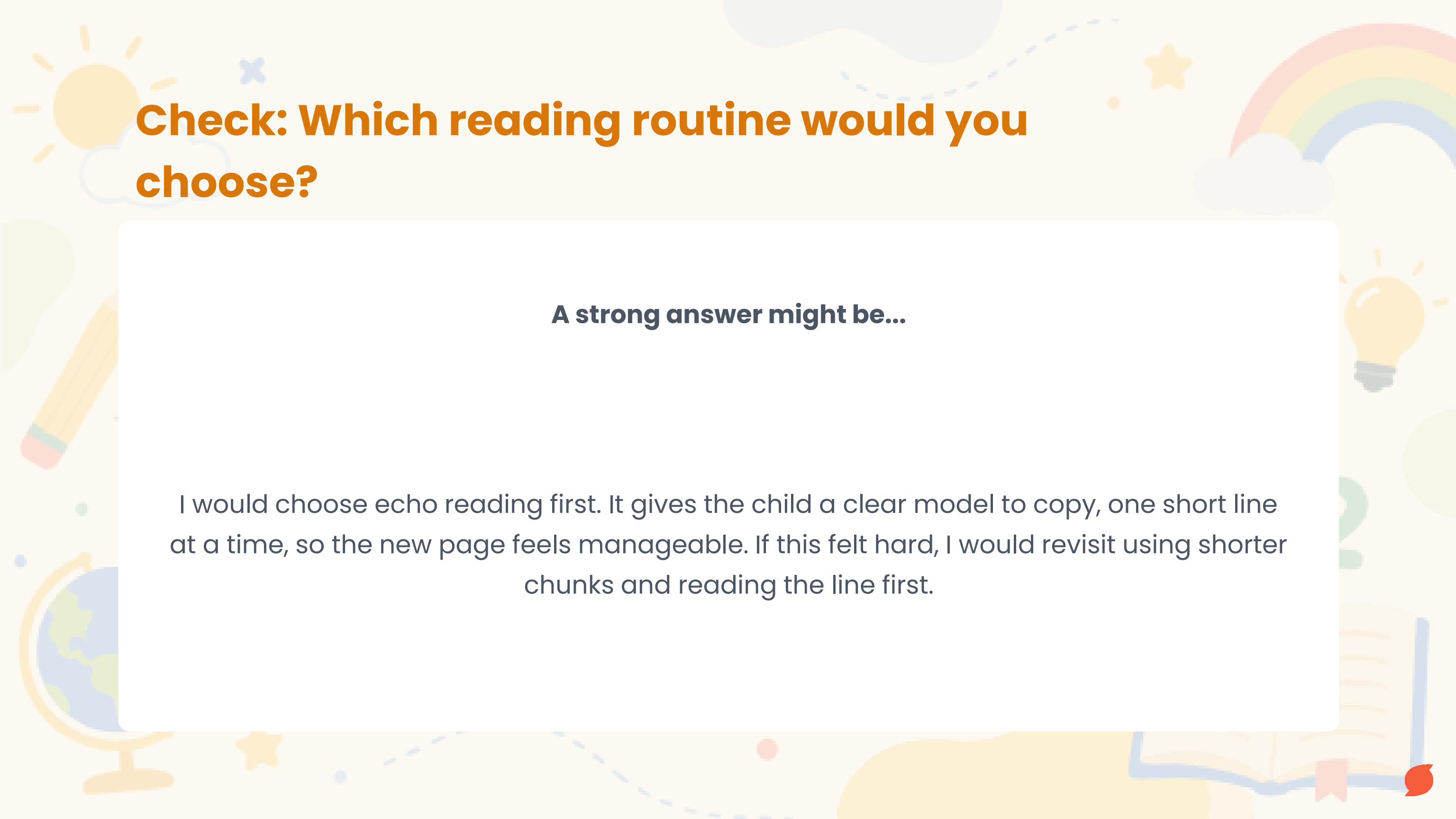
Whole class reading

One reader leads and the group follows the same text together. You supply when everyone joins in and when the adult models first.

Check: Which reading routine would you choose?



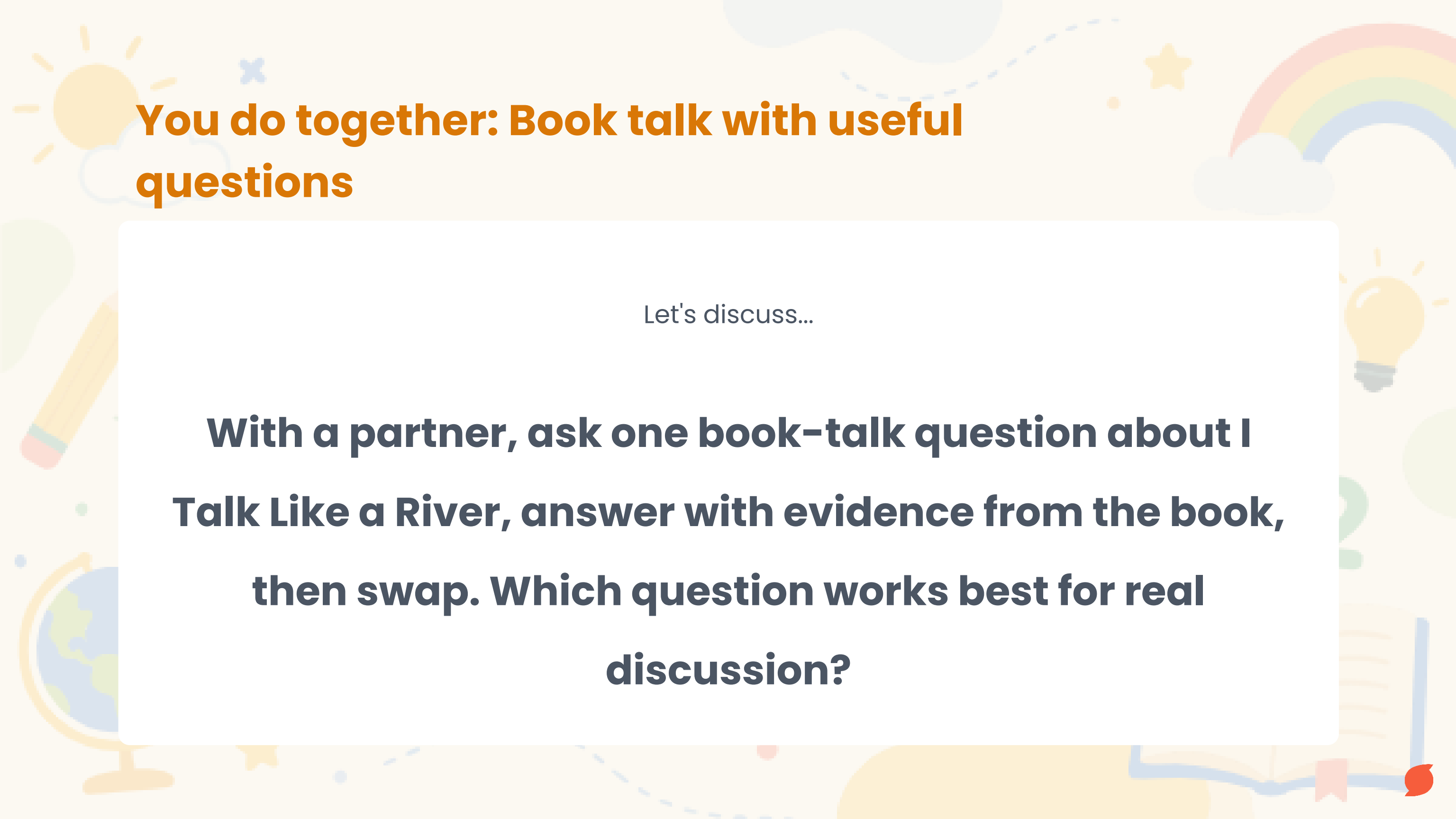
Your child is not yet confident with a new page from **I Talk Like a River**. Which reading routine would you choose first, and why?



Check: Which reading routine would you choose?

A strong answer might be...

I would choose echo reading first. It gives the child a clear model to copy, one short line at a time, so the new page feels manageable. If this felt hard, I would revisit using shorter chunks and reading the line first.



You do together: Book talk with useful questions

Let's discuss...

With a partner, ask one book-talk question about I Talk Like a River, answer with evidence from the book, then swap. Which question works best for real discussion?

You do together: Book talk with useful questions

Did you say...

**Ask open questions such as: How is the character feeling here, and why?
Use evidence from the words or pictures, not just a quick opinion.**

Swap roles so one asks, one answers, then change over.

A good question leads to more than one possible idea or response.

Look at the sentences below.

What sort of **tone** might you use to read them aloud?

Dramatic and serious? Light-hearted and funny?

The storm is wild. It cannot be tamed.

Thunder tears the air around me.

**Lightning flashes in every direction, dangerous
and deadly.**



Working **with a partner**, take it in turns to read the words aloud to each other.

In today's session, we'll be reading and performing a poem called '**The Storm**'.
Read the first part of poem **to yourself**.

The Storm

It's always the same when the storm comes.

A sharp look or a harsh word and the dark clouds gather.

It starts with the patter of rain,

The familiar drip-drip warns me it is coming.

I could take shelter,

Retreat to calm with deep breaths like they've taught me,

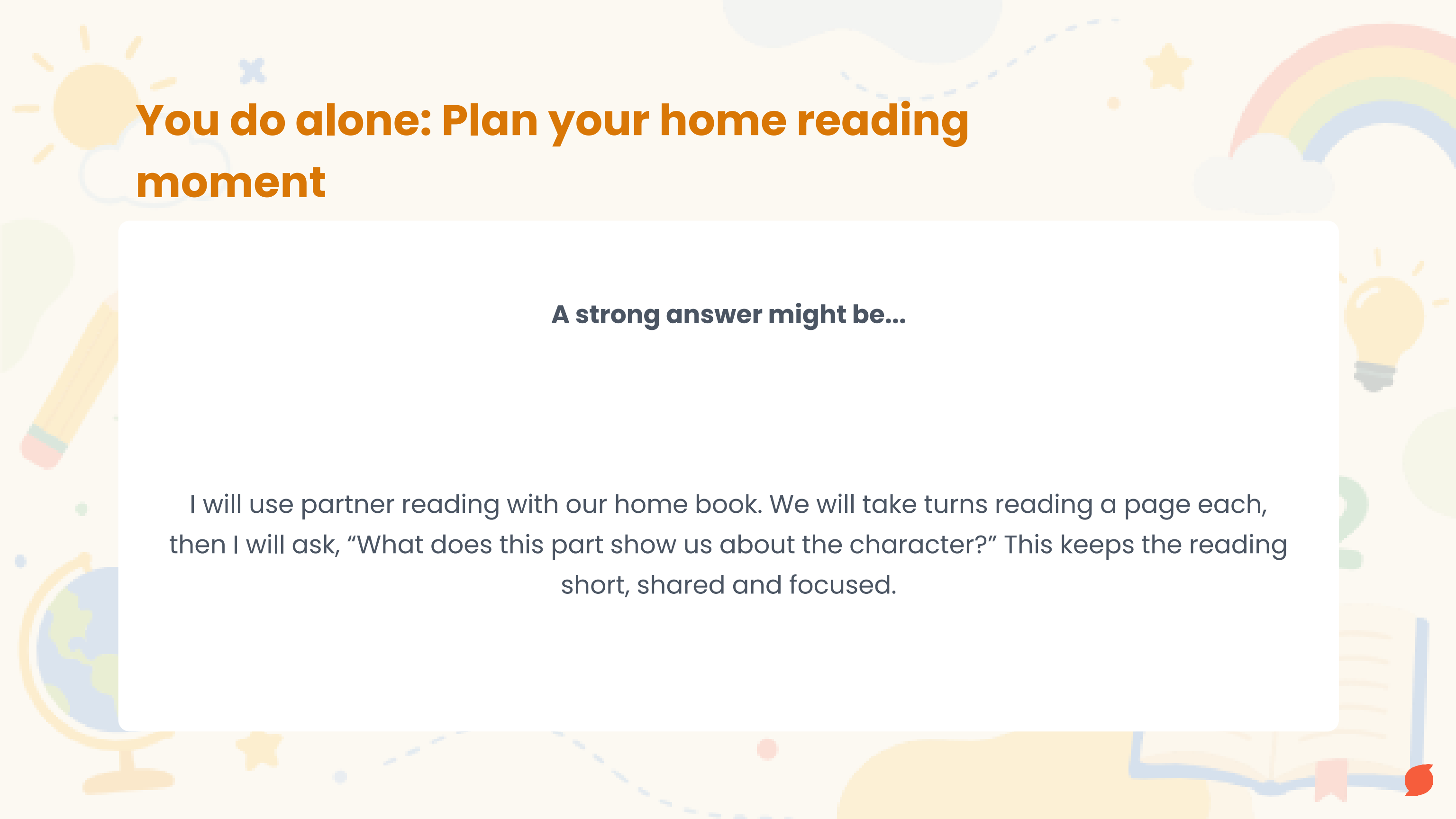
But not this time.

- Who might be speaking in the poem?
- What do you think 'the storm' might be?
- How could you use your voice to show their feelings if you read the poem aloud?

You do alone: Plan your home reading moment



How will you plan your next home reading moment using one method from today?



You do alone: Plan your home reading moment

A strong answer might be...

I will use partner reading with our home book. We will take turns reading a page each, then I will ask, "What does this part show us about the character?" This keeps the reading short, shared and focused.

Review: Can you use these reading methods?

- You can name echo reading, partner reading and whole class reading.
- You know Common Exception Words need quick, repeated practice.
- You can use book-talk questions that ask for evidence from the text.
- You can choose a reading routine that matches the child and the book.
- You can try one short reading routine at home this week.



Review: Try it at home this week

This week, choose one reading method and try it at home for a short, calm session. Please take the printed Years 3–4 and Years 5–6 Common Exception Words lists to use for quick practice.

Next, we can look at how reading fluency grows into deeper understanding.