

## Collaborative Reading

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### No problem

This approach needs parent or adult guidance. It involves reading with the child. When I do this in room 5 with a group we read each page alternatively. It gives the child great confidence and allows them to access high interest books. I always say “**Don’t worry about the words. We will work them out together**”. I have outlined a possible approach which you can try at home. Parent reads part of the page. Child reads the other part. Basically you are taking turns in order to give child support. I always tell the child the name of the story and read the first page to get started.

#### Page 1

Tell child the name of the story. What do you think that this story will be about?

Read page 1 for child

Simple questions, e.g. who rang? What did he say? What did max say? etc

#### Page 2

Ask child to try to read 1<sup>st</sup> paragraph. Tell child not to worry about tricky that you are there to help them e.g. tell the words or give sound clues encouraging child to think what makes sense e.g. Max got r..... to go. Give child time to think but always tell quickly enough in order to maintain interest

Parent reads 2<sup>nd</sup> paragraph still on page 2

Again simple questions “What did Max put on? Where was he going? What did he say?”

#### Page 3

Child reads 1<sup>st</sup> 2 paragraphs from “The first .....home Be ready to tell child words like “castle Street” and help with word like stuck or under or bridge (the picture helps)

Parent reads the last bit

Again simple questions

What was the problem?

How did Max rescue the bus?

#### Page 4

Child reads first 2 sentences e.g. from “On my way..... said Max”

Parent reads last part on page 4

Again simple questions e.g.

Where did Max go next?

Why was Ship Street crazy?

Page 5

Child reads 1<sup>st</sup> 2 sentences “Just.....now”

Parent reads paragraph in the middle “Don’t.....airport”

Child reads last bit “Oh ..... Went”

Again simple questions e.g. “Why did the man need help?”

If child has a difficulty with word airport encourage him to think what would make sense. Always tell word so as to maintain interest

Page 6

Parent reads 1<sup>st</sup> 2 sentences from There.....Max?”

Child reads rest of page 6 Again help or tell tricky words e.g. shock, real

Some simple questions

Where did Max go next?

Why did he get a shock?

Page 7

Child reads 1<sup>st</sup> paragraph on page 7 from “What can.....said Max

Parent reads the last bit from” Max.....up”

Some questions

“What did Max find?”

How did he pull the yellow car up?

Page 8

Child reads 1<sup>st</sup> 3 sentences from Phew! ....street .There are some tricky words here so help is required e.g. Phew..... Remembered Again try and get child to think what makes sense but always tell in order to maintain interest

Parent reads last part of page 8

What did the chief remember?

Why was it lucky?

What did Max hear?

Who do you think was calling Max?

Page 9

Child reads the first part of page from “Your dinner.....she said 2. Help child to guess who is calling and what she is saying.

Parent reads rest of page

Questions

Where is Max now?

Who is calling?

Where is the chief?

Page 10

Child reads 1<sup>st</sup>3 sentences from “I was....dinner.”

Parent reads last part of story

Question

What was Max’s favourite game?

What was his favourite dinner?

What is your favourite dinner?

Story can be re read with child reading different pieces or whole pages as you wish.

I always like to say the name of the story and to read the 1<sup>st</sup> page

The above is just a guide. Collaborative/shared reading can be anything that involves parent/ child reading together for enjoyment and without pressure