

Strathaird



Primary School

Success
Pride
Self Esteem

Hearing Children Read



How you can support your child at home

Successful readers use a range of information to make meaning:

- knowledge about how language is spoken (structure)
- previous experience and understanding of the topic (meaning)
- knowledge of letters and associated sounds and how they are represented in print (visual information)

Successful readers:

- expect what they read to make sense
- predict what is to come based on their understanding of the content, knowledge of language and the information contained in the print.



FIRST STEPS FOR BEGINNING READERS

ORIENTATING A BOOK:

- Child holds book and turns pages.
- Talk about the cover and the title.
- Say the author and illustrator names.
- Look through the pictures and discuss what the book might be about.
- Special parts are pointed out to the child using the language in the book e.g. tricky names, phrases, repeated rhyming words, etc.

ALWAYS FOCUS ON THE MEANING OF THE WHOLE STORY:

- Child attempts first reading of the book.
- Give him / her a go - "WAIT"
- Use 'prompts' from 4 Ps sheet.

PRAISE ANY WORK DONE BY THE CHILD:

- If he / she says "can" instead of "car" say '*Yes it does start the same way but what would make sense?*' OR '*Does that make sense?*'
- If he / she says "run" instead of 'walk" say '*Yes, that does make sense but look at the first letter*'. OR '*It could be but*'

THE 4 PS – PREPARE, PAUSE, PROMPT, PRAISE

PREPARE

- Have the situation calm and cosy
- Read the story occasionally beforehand
- Discuss the pictures or what the child thinks the book is about
- Occasionally read the book to the child first

PAUSE

Before responding it is important to first wait, giving the child time to try to work out the word for themselves.
Be patient.

PROMPT

Encourage the child to look at the pictures

Ask:

- *What word might make sense?*
- *What would sound right?*
- *What does it start with?*

If the word makes sense

- Allow the child to continue reading.

If the word doesn't make sense

- Encourage the child to have another try
- Tell the child the word



PRAISE

At all times it is important that children are praised and encouraged for their efforts. The support and encouragement provided through praise will greatly assist children's reading development.

Try comments like:

- *I like the way you ... That's what good readers do.*
- *Well done ...*
- *That's really great*
- *You must have been practising*
- *You did a lot of work today*

Be careful not to draw the Prepare, Pause, Prompt, Praise process out so long as to take away from the enjoyment, meaning and understanding of the book.

STRATEGIES

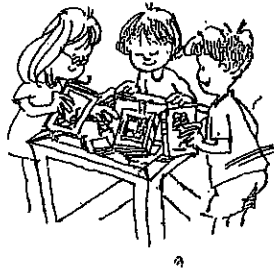
FOCUS ON MEANING:

Question rather than inform.

*Does that make sense?
What would make sense?*

STRUCTURE

*Does that sound right?
What would look right?*



VISUAL

*Does it look right?
What would look right?*

REFLECTING

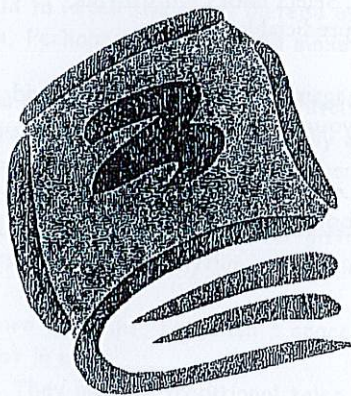
*Pausing before giving assistance develops INDEPENDENCE.
Count to five before giving assistance and then question child.*

LISTENER'S POSITIVE BEHAVIOUR

ALWAYS BE POSITIVE – MAKE IT ENJOYABLE

BACK UP RULES

1. The reading session should be pleasant. If the child is too niggly or the parent is over anxious, skip it for the time being but don't put it off for too long.
2. If you are becoming so anxious that you are not really getting anywhere or the child is dropping behind, contact the school and make an appointment to see the teacher or Literacy coordinator.
3. Do not interrupt if the child has made an error which does not alter the meaning eg 'the' instead of 'this' or 'his'. Wait till the end then draw attention to the minor correction.
4. Keep the story flowing. A happy meaningful story makes the child more confident. An adult constantly finding fault gives less confidence.
5. If the words are mostly too difficult, read the story to the child or get another book, but don't allow this to be a constant excuse.



How to help your child with reading

Make ...

a regular time for reading together. Share books brought home from school or old favourites from your own collection.

Talk ...

about the book. Use the pictures to predict what it is going to be about. Ask your child to make suggestions.

Provide ...

reading materials that are about the interests and experiences of your child and your family.

Join ...

the local library.

Locate ...

signs, read recipes, junk mail, packets, boxes and other household items.

Give ...

books for gifts or treats. Select books with rhyme, rhythm, repetition and predictable ideas.

Read ...

old favourites again and again to promote familiarity and confidence. Encourage your child to read them to you.

Display ...

an interest in reading. Let your child see you reading, e.g. newspapers, phonebooks, magazines, novels.



Taken from 'How to help your child with Reading' 1995, *Opening Doors Parent Information Kit for the Early Years of Schooling*, Department of Education, Victoria

What Other Ways Can you Help?



- Show an interest in reading. Let your child see you reading.
- Read signs, recipes, junk mail packets, boxes and other household items with your child.
- Books made at school are a valuable source of meaningful reading material that relate to shared learning experience such as a trip to the zoo or a special event. Talk about the experience. Read through the book together. Find your child's work and read it together.
- When a favourite book is frequently brought home from school:
 - Try encouraging expression when reading. Demonstrate how^o your child can do this by using expression when you read.
 - Ask the child to retell the story instead of reading it all the way through. Perhaps the child could make up a new ending for the book.
 - Simply share in your child's love of a favourite book by listening to him/her re-read something they really enjoy.
 - Join the local library. Regularly borrow books about interests and hobbies or things seen on television.
 - Give books or children's magazines for gifts or treats.
 - Choose books with rhyme, rhythm, repetition and predictable ideas.
 - Encourage care of books. Establish a space for books to be kept when not in use.
 - Tell stories. They may be traditional tales, memories from your childhood, stories in verse, funny anecdotes and so on.
 - If you are able to, read and tell stories in other languages.
 - Provide pencils and paper for children to create their own books or for drawing and writing about favourite books.
 - Keep in touch with the school. Visit the classroom, talk about the things you notice about your child's reading, make comments in journals that are sent home to you,



READING TIPS FOR PARENTS

HOW CAN I CONTINUE TO HELP MY CHILD WHEN THEY CAN READ?

- Recognise and be proud of your child's successes in reading.
- Ensure your child is exposed to a wide range of reading materials, i.e. newspapers, letters, recipes, TV guides, magazines, puzzle books.
- Provide a quiet, well lit study area.
- Make sure your child uses the library regularly and encourage him/her to take younger children along.
- Encourage your children to read for different purposes, i.e.
 - reading biographies and novels
 - reading and explaining instructions for using new appliances
 - reading interesting articles from the community newspaper
 - reading to younger brother and sister
 - reading to find out more information about a topic.
- Take an interest in books written by favourite authors. Talk about them. Give them for presents.
- Encourage your child to talk about books he or she has enjoyed or disliked. Foster thoughtful criticism and comment.
- Support the learning process by guiding and advising. This doesn't mean doing the work for your child. Talking things through is very important.
- Let your child see that you sometimes need to discuss and clarify issues to help your understanding.
- Support your child's school research tasks by:
 - taking your child to the local library to find appropriate books
 - encouraging your child to jot down key issues about a topic
 - helping your child to classify this information
 - encouraging your child to explore the topic further by brainstorming topic related questions using a 'Question Word' framework- 'Who', 'How', 'When', 'If', 'Where', 'What', 'Why'.
 - continue to discuss ideas, statements and underlying beliefs which are evident in newspapers, books and television programs.

The **MORE** that you
READ, the **more things**
you will **KNOW.**

The **MORE** that you
Learn, the **more places**
you'll **GO.**


Dr. Seuss

Antony Davidson