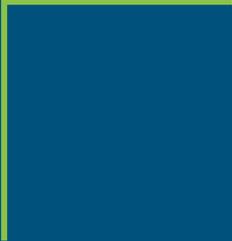


Helping Your Child with Reading

P&C Presentation
Term 2 2019

Presentation

- Introduction - Ms Lockery
 - Learning to Read - Miss Morrow
 - Reading to Learn - Mr Hayllar
 - Q&A from the floor - All
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Learning to Read

Emily Morrow
Early Stage 1 - Assistant Principal

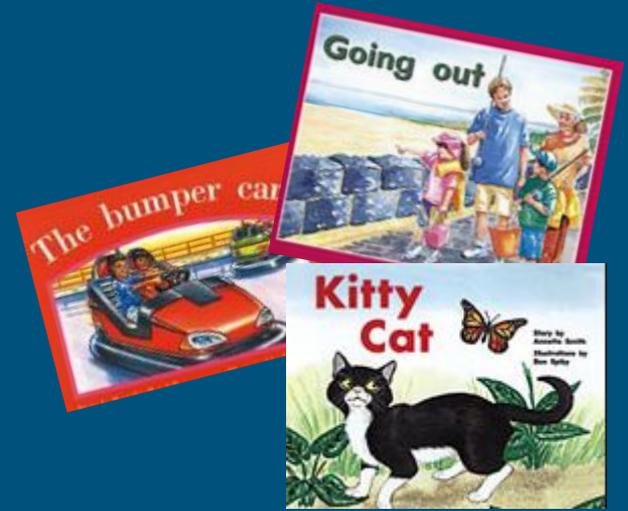


K-2

Before you read

Pre-reading - set them up for success

- Discuss the title and illustrations
- Talk about the front and back cover



Predicting

- 'Picture walk'
- Ask them what they think the story is about
- Talk about any usual words or sight words



Encourage them to use their reading strategies

- o Look at the picture for clues
- o Sound it out (in most cases)
- o Stretch out the word, say it slowly and listen to each sound
- o Look for small words or chunks (syllables) then blend
e.g. fl - at = flat or go -ing = going
- o Get your mouth ready - make the first sound of the word.
- o Reread the sentence if it doesn't make sense or to improve fluency
- o Use finger to track underneath each word
- o Try another vowel sound if the word doesn't sound right e.g. cap - cape

Mum and Jack
looked and looked
for Billy.

"Billy is hiding," said Mum.



**I love the way you stretched out that word
and you read back. Well-done!**

Pause, prompt, praise

If (or when) your child comes to a word they don't know try not to jump in straight away and supply the correct word. Wait and give your child time to work out the word.

In the first instance 'pausing' creates an opportunity for your child to try and self-correct or work out the word for him/herself.

Pause, prompt, praise

If your child has not independently worked out the problem word, at this point you may intervene and prompt them with some quick, low-key suggestions about what they could do. Say things like:

- *Try reading on for a sentence or two, miss out the difficult word and see if that helps you to work it out what it is.*
- *Look at the sound the word begins with, use that clue and think about what might make sense here.*
- *Look at the pictures and see if they give you a clue to what the word might be.*
- *Go back to the beginning of the sentence, re-read it and have another go at working it out.*

If prompts like these are not working, this is the point at which you simply tell your child the correct word.

- *Would you like me to help you?*
- *How about I tell you the word?*

Pause, prompt, praise

Praise your child's reading efforts and successes whenever you think it is appropriate during the reading process.

As well as praising their effort it is often good to tell them why (the strategies they used). For example you might say:

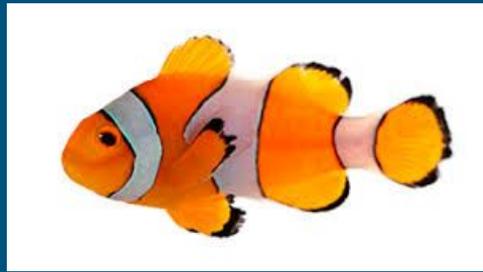
- *Well done, I thought it was brilliant the way that you went back, re-read the sentence from the beginning and worked out that word you were having trouble with*
- *That was great reading tonight, I know I had to tell you a few words but you also worked out some pretty tricky ones for yourself*
- *I liked how you went back and reread the sentence when it did not make sense*
- *I liked how you changed your voice to be the voice of the character in the story*

Sight words

Magic 100 and 200 words program

'See and Say' strategy

a	I	it					
the	and	in	an	by	do	not	they
of	to	be	go	if	me	on	we
is	that	was	my	no	or	one	with
			up			said	you



GHOTI

Fluency and expression

Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently.

When reading aloud, fluent readers read in phrases and add intonation appropriately.



When you've finished

Have a chat about the story

Some prompts could be:

- What was your favourite part?
- Tell me about the characters.
- What do you think will happen next?
- What did you think about that setting?
- What do like / dislike about this book?

Reading each and every night



Establish a reading routine

10 minutes Kindergarten

10 minutes Stage 1

15 minutes Stage 2

15 minutes Stage 3

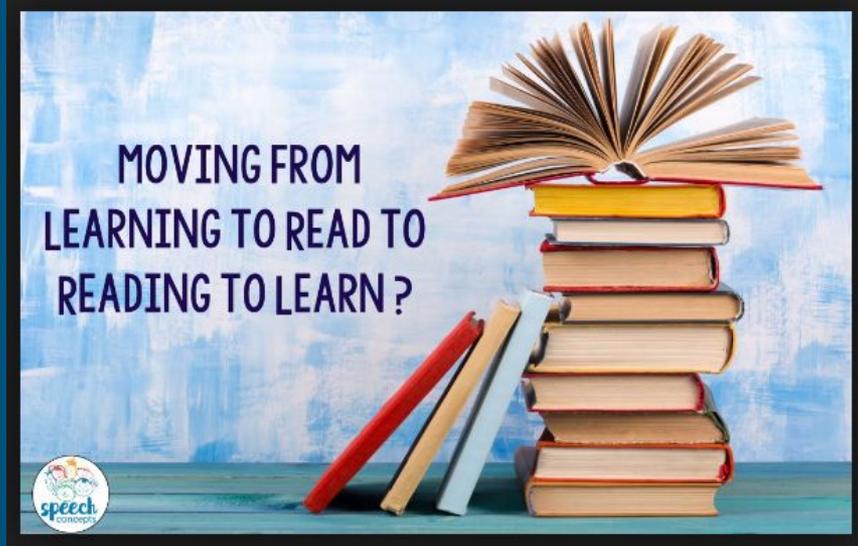


Reading to Learn

Peter Hayllar
Year 3-6 Deputy Principal



Reading in Year 3 - 6



In the primary years, there is a **'shift'** from the skills of

'learning to read'

to those associated with

'reading to learn'.

Reading in Year 3 - 6

The skill of decoding is becoming automatic and reading with fluency and an increased vocabulary is the goal.

Reading becomes a way of finding out information about different topics.

Further to this, students must also have the opportunity to read for pleasure.

children who read for pleasure made more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read.

What the research tells us

Our brains are hard-wired for speaking, but not for reading (Beringer, 1994)

When we learn something new, our brain changes (Shaywitz, 2004)

When we teach children to read, their brains are changed as new neural connections are formed (Wolfe, 2008)

If decoding skills are not automatic, little cognitive capacity remains to focus on meaning



The Big Six

Oral Language (speaking)

Phonemic Awareness (sounds - rhythm and rhyme)

Phonics (letter-sound knowledge)

Vocabulary (more than just words)

Fluency (accuracy, rate and intonation)

Comprehension (**the goal - understanding**)



The Reading Process

Developing readers use increasingly rapid decoding skills to build automatic word recognition

Independent readers also use their background knowledge, syntactic knowledge and context

All readers use chunking strategies, and recognition of known word parts and morphemes to both decode and comprehend.

Comprehension

The ultimate goal

The two most important contributors to high level reading comprehension are:

- Vocabulary (related to the text)
- Word (background) knowledge related to the text



Questions?

