

Reading for Success years 1 and 2



Facts

- Only 1 in 5 parents easily find the opportunity to read to their children.
- Parents are the most important reading role models for children and young people.
- 10-16 year olds who read for pleasure do better at school.
- Reading for pleasure is more important for children's cognitive development than their parents' level of education.



Facts

- Parents are by far the most important educators in a child's life and it's never too young for a child to start, even if you're only reading with your child for a few minutes a day.
- Children who see adults reading, and enjoying reading, are much more likely to want to read themselves.



What does reading help to develop?

- Language skills
- Knowledge of the world and other places
- Social Skills
- Hand-eye coordination
- Bonds between parents and their children
- Critical thinking skills
- Memory
- Imagination



Reading Fluency and Reading for Meaning

Regular reading leads to fluency and allows the reader to construct/create meaning.



Reading Cues

There are 3 reading cues used to decode and encode words – semantic, syntactic and grapho-phonetic.



Semantic

Semantic is all about constructing meaning.

I went to the shoop.

Does that make sense? Have another look? What might it be?

I went to the shop.

Does that make sense?



Syntactic

The order of words in constructing phrases and sentences. A miscue might be:

Went we to the shop.

Recue:

We went to the shop.



Grapho-Phonic

Letter shapes (images) and the sounds they represent. Eat -egg



Reading Pictures



When and Where to Read

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Modelling

By listening to a competent reader the child learns to model their reading on what they hear and see. They can learn about pausing, timing and expression.



Echolalia

Children at the role play and experimental level enjoy and benefit from echolalia. The role model/adult reads whilst the learner echoes the text/words. Benefits include: developing an understanding of the text, pronunciation of words, increased vocabulary and using expression for characters.



General Description

Experimental readers often 'read' by using pictures or memory of the storyline. They may identify some words in texts, but, they are more focused on getting across the meaning of a text rather than reading every word accurately.

How to Support Experimental Readers

Experimental readers will benefit from a range of experiences. Consider any of the following suggestions.

- Read to your child every day.
- Reading aloud helps children expand their vocabulary, appreciate the value of books and other texts, understand new ideas and concepts, and learn about the world around them.
- Expose your child to a wide variety of texts, e.g. *books, magazines, electronic texts, brochures, newspapers, comics*.
These texts can be read many times so children become familiar with them. Familiarity helps build self-confidence.
- Encourage your child to 'have a go' at reading.
- Encourage and praise your child's attempts to 'read'.
- Ensure your child sees other members of the family reading and talking about their reading. This helps Experimental readers understand that there are different purposes for reading.
- Talk about the characters, people and events in texts.
- Encourage your child to express opinions about texts.
- Talk about letters, sounds, words, sentence patterns and interesting features in texts.



Encouraging Reading

To ensure that your child is encouraged to become a reader, consider the following questions.

- Is my child read to every day?
- Does my child see others reading at various times?
- Is a comfortable place provided where my child can be read to? Does my child like this 'space'?
- When reading aloud, is the tone of voice changed for different characters, or to show emotion and excitement?
- Are reading materials chosen that capture my child's interest? Is my child encouraged to select the story to be read?
- Is attention paid to how my child is responding to the story?
- Is the reading stopped when my child loses interest?
- Is my child encouraged to join in while being read to, e.g. *turning the pages, holding the book, allowing them to 'read' the bits they remember?*
- Is my child given sufficient time to answer when questions are asked?
- Are ideas in the story linked with things that happen in my child's life?
- Is my child encouraged to take notice of print, e.g. *find letters from his or her name?*
- Is my child encouraged to retell or act out stories he or she has heard?



Reading to and with Your Child

Set aside a regular 'special' time every day when you read to and with your child.

Things to do before reading

- Allow your child to select the book and discuss the reasons for the selection.
- Encourage your child to look at the title and cover of a book and talk about what it might be about.

Things to do while reading

- Sometimes follow the words with your finger from left to right as you read.
- Point out key words in the text and explain words your child may not know.
- Ask a lot of questions, e.g. "*What is happening now? What do you think will happen next? Why is he or she doing that?*"
- Answer your child's questions even if it interrupts the flow of the story.
- Encourage your child to look at the pictures for clues to predict what might happen or to help decide what an unknown word might be.
- Act out parts of the story, e.g. *Rosie the hen went for a walk across the yard.*
- Put aside a book if your child has lost interest and choose another.

Your child may want to 'read' the book or sections of it along with you or even by him or herself. Encourage your child's 'reading' even if it is not correct. Give plenty of praise and don't dwell on mistakes.

Things to do after reading

- Talk about the book and encourage your child to re-read parts of the story with you.
- Talk about the characters, plots and settings of stories, e.g. "*Which was your favourite character? Where did the story take place?*"
- Discuss what was learnt from informational books, e.g. "*What did you find out about spiders?*"
- Compare the people and events in books with those in your own lives.
- Challenge your child (in a fun way) to find words in the story that begin with the same letter as his or her name.



Selecting Texts

What makes a children's book 'good'? The real test of a 'good' book is your child's reaction to it. If it interests the child who reads or listens to it and captivates their attention it will help them discover the joy of reading.

To discover 'good books' for your child:

- encourage your child to select books to be read to him or her
- select appropriate books based on your child's special interests
- make use of book and audio tape sets, CD-ROMS, video or film versions of any books read
- make use of everyday print material that comes into the home such as cards, newspapers, magazines, comics and advertising brochures
- encourage your child to share books read in school with family members at home. Likewise, encourage your child to share books read at home with teachers and school friends.

Look for texts that:

- rhyme
- have repeated familiar phrases. Repeated key words and catchy sentences or phrases are easy for your child to remember so she or he can join in with the reading
- have a predictable story where the action moves quickly
- have colourful illustrations that bring the text to life and give clues to the meaning of unfamiliar words
- extend personal experiences so children become aware of what happens in the world around them.



Using Everyday Print

Draw attention to print on everyday items such as packages, jars and cans. Point to the words and talk about them, e.g. *"This says Cornflakes. It starts with a C. That is the first letter of your name, Carol."*

Point out print that is part of your child's daily life, e.g. *signs in shopping centres or on buildings, menus*. Ask your child to point out letters or words they know. Everyday outings are an opportunity to show your child how print relates to his or her life.

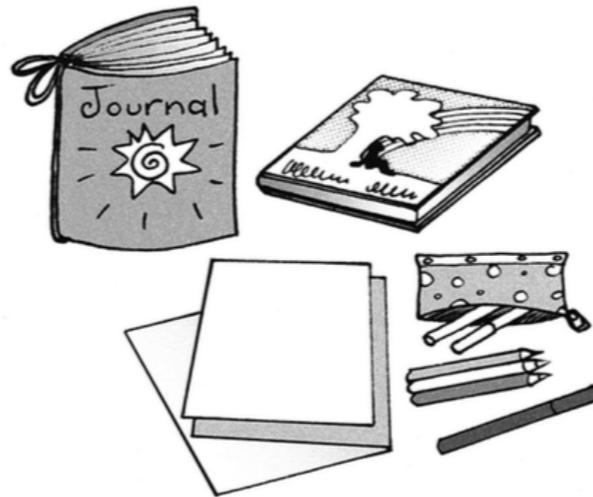
Discuss advertisements that you both read and/or have seen on television. Talk about the effect they have on you.



Reading and Writing Links

Talk about associating letters with sounds both when reading and writing.

- Print your child's name while the child watches. Talk to your child as you write, explaining why you are doing it, e.g. *"I am writing your name on your school bag so everyone will know who it belongs to."* As you write the letters say the sound each letter represents, e.g. *M a t t*.
- Write shopping lists in front of your child and talk about what you are doing.
- Set up a home message board and write a message each day, e.g. *Tonight we are going to Grandma's for dinner*. Allow your child to compose the message sometimes. Read the message several times throughout the day so you emphasise the point that printed messages remain the same.
- Encourage your child to write messages for different family members. Leave plenty of writing materials, e.g. *paper, pencils and crayons*, in an easily accessible place.
- Write down a story your child tells you. The story can be about a special event or one you make up together. Let your child add drawings, glue on items like magazine pictures they have collected, or attach a photograph. Keep the new 'book' and read it often.



Developing Word Knowledge

Draw your child's attention to words that are part of their daily life. Point out and read aloud any everyday print, e.g. *cereal packets, traffic signs, billboards*. Make everyday outings an opportunity to show your child how print relates to his or her life.

Many of the words written in texts occur again and again, e.g. *and, but, the*. If your child is to become a fluent reader he or she will need to learn to recognise these words immediately. Challenge your child to find the words in other places. Do this in a fun way so the child does not feel they are being 'tested'.

Talk about and help your child to recognise words that are meaningful to them, e.g. *name of their street, town, school, pet, friends*.

Magnetic letters can be used to learn about letters and spell words. While you work in the kitchen, your child can pick out letters and try to spell words, placing them on the refrigerator. Encourage your child to use what they know about letters and sounds to spell as best they can.

When talking about words, make connections between the letters and the different sounds they make, e.g. *"This is the letter 'c' and it makes the sound /c/ as in 'cat' but in this word 'city' it makes /s/."*

Where appropriate, continue to place labels around the home. These could include labels on:

- personal items, e.g. *This is where John keeps his books.*
- household items, e.g. *The television can be turned on at 5 p.m.*

These labels should be written in full sentences as this helps your child to:

- make a connection between spoken and written words
- understand that we speak in connected phrases and sentences
- understand that the printed word remains the same.

