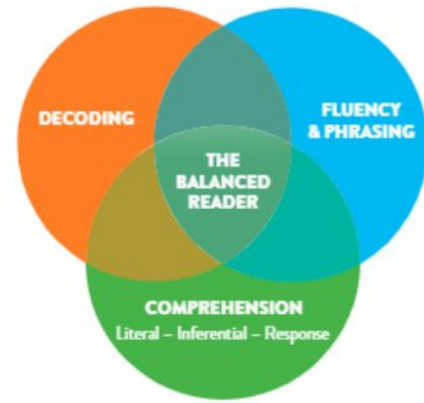


Parent Reading Information Night

St Nicholas Primary School



Acknowledgement of Country

I would like to acknowledge and pay respect to the traditional owners of the land on which we meet; the Kamilaroi people.

As we share our knowledge, teaching and learning we pay respect to the Elders both past and present, and to the knowledge forever embedded within the Aboriginal Custodianship of Country.



St Nicholas School Prayer

Loving God,

We thank you for the example of St Nicholas.

Who fed the hungry,
brought hope to the imprisoned,
gave comfort to the lost
and taught the truth to all.

May we strive to imitate him,
by putting you first in all we do.

Give us the courage, love and strength of St Nicholas,
so that like him, we may serve you,
through loving our brothers and sisters.

Amen.



Welcome and Introduction

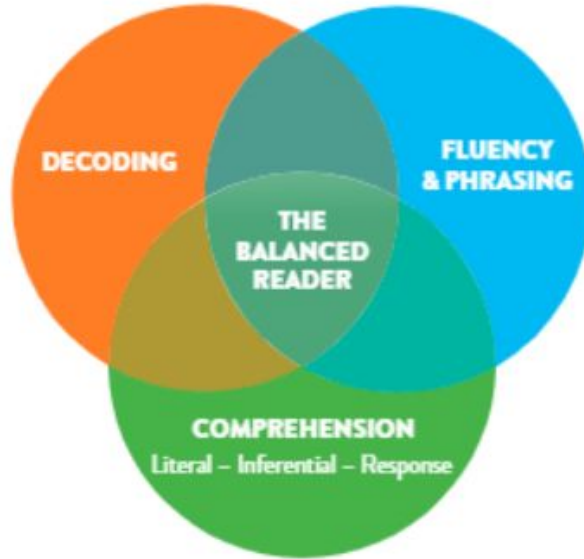
Welcome to our 2022 Parent Reading Information Night.

The purpose of this night is to explain how we teach reading and some reading strategies that are taught. It will also provide you with some ideas of how you can support your child with their reading at home.

We will also explain what the term 'a balanced reader' means and how we assess a child's reading level.



What is a Balanced Reader???



Format

LUCKY DOOR PRIZE



There will be 3 sessions that will run for approximately **15 minutes** each.

Parents will rotate through these sessions so that they will have all the information by the end of the night. Each booklet has a coloured dot on it.

Please begin in the rooms below according to the dot on your booklet.

You can take notes in your booklet if you wish.

- **Year 3 Rooms** (with Mrs Shelly O'Sullivan & Mrs Amanda O'Halloran): **Pink dots**
- **Year 4 Rooms** (with Mrs Renee Dunst & Mrs Julie McGuirk) **Blue dots**
- **Year 2 Rooms** (with Mrs Katie Daley and Mrs Amanda Doyle) **Green dots**

The creche is in the Kindergarten rooms for those with children still with us.



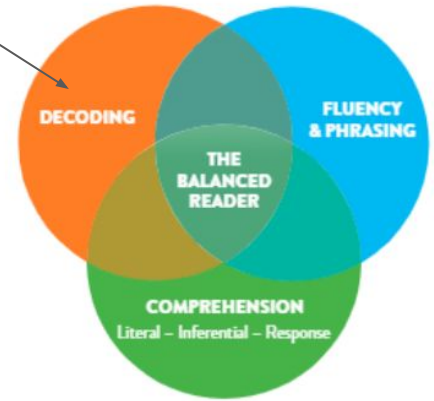
Thank you

Thank you for taking the time to come tonight to participate in our Information Night and for support your child on their reading journey.

We hope that you find the information helpful and would value your feedback at the end of the night.



Decoding Words



Mrs Shelly O'Sullivan



AUSTRALIAN ENGLISH

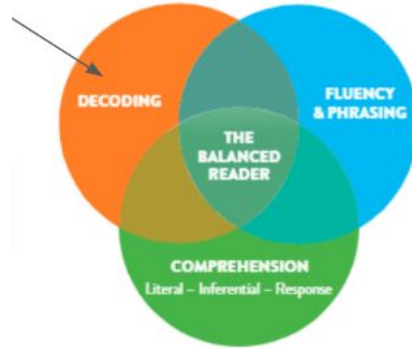
There are 26 letters in our **alphabet**.

However there are many letter groups to represent **sounds** e.g.

sh ay tch ng igh.



WHAT IS DECODING?



Decoding is when children use what they know about **alphabet letters** and **sounds** to work out and read words.



BEFORE CHILDREN LEARN TO READ THEY MUST UNDERSTAND THAT WORDS ARE MADE UP OF SOUNDS, OR PHONEMES.

A **phoneme** is a single sound of a language (think sounds spoken on a telephone). **We can hear phonemes** with our eyes closed.

•A **grapheme** is a letter or letter group used to represent a single sound in written form (think graphics, something written). **We can see graphemes.**



Phoneme

The smallest unit of sound in a word.

Grapheme

The letter or letters that represent a sound.



HOW IS PHONEMIC AWARENESS TAUGHT



01 Isolation

What is the first sound in cat?
What is the last sound in fish?
What is the middle sound in sit?

02 Blending

Listen for the sounds and blend together.
ppppppaaaaaaaannnnnnnnnn
/p/a/n/

03 Segmenting

How many sounds in at?
How many sounds in cat?

04 Manipulation

What word do we get if we take the /c/ from cat?



PARENT TASK

1 Close your eyes as we practice phonemic awareness

.

2 Repeat the word after we say it out loud

3. What is the first sound your hear? What is the last sound your hear? What's the middle sound you hear?

4 Hold up a finger for each sound as you say them.

5 Take away the first sound and replace it with "L"



rid

3 SOUNDS

ship

3 SOUNDS

night

3 SOUNDS



ONCE CHILDREN CAN HEAR SOUNDS (PHONEMES), THEY CAN THEN MATCH WHAT THEY HEAR TO SYMBOLS (GRAPHEMES).



Phoneme

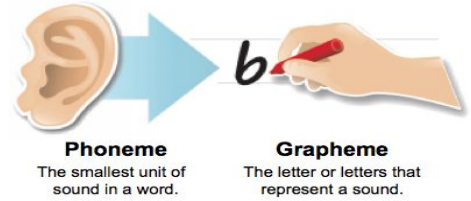
The smallest unit of sound in a word.

Grapheme

The letter or letters that represent a sound.



PROCESS FOR DECODING WORDS



To decode a word to read it eg **cat**, students need to:

- segment the word into its individual graphemes (the written letters)
- allocate a sound to each grapheme,
- blend the sounds to form the word.

c	a	t
---	---	---



PARENT TASK

- segment the word into its individual graphemes (the written letters)
- allocate a sound to each grapheme,
- blend the sounds to form the word.



Phoneme
The smallest unit of
sound in a word.

Grapheme
The letter or letters that
represent a sound.

sheet

say

took



First Steps for Early Literacy Intervention

Mrs Amanda O'Halloran



First steps for investigating learning development:

- Vision testing - regular (standard vision assessment), behavioural (pertaining to visual perception development and/or visual disorders)
- Visual perception issues are quite common, and relate to the brain's interpretation of letters, numbers, shapes and images - these things can be improved with practice
- Hearing screener - Sound Scouts <https://www.soundscouts.com/au/>
- Oral language development - TAC-P Assesment in Kindergarten
- Speech Pathology (onsite and referral) and Occupational Therapy (referral) pathways



Sight Words

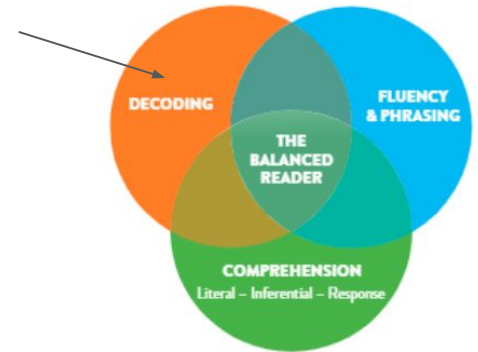
Mrs Renee Dunst



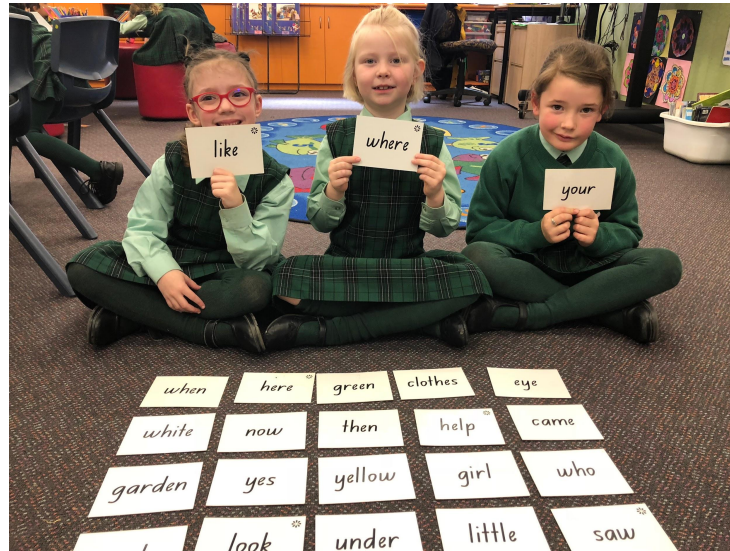
WHAT ARE SIGHT WORDS?

- **Sight words** are words that we need to teach children to **recognise instantly** and **without any sounding out or decoding**.
- They are often **words that can not be sounded out**. This is because they do not follow usual decoding rules.

Eg. said, was, where.



- Sight words are **high frequency words**. This means that they are words that occur most regularly in reading materials.
- Sight words are usually **introduced at school in lots of four or five**.



LEARNING TO READ CAN BE TRICKY

To a beginning reader, words often look like a series of jumbled and meaningless symbols and markings.

We see...					
at	be	can	do	good	for
They see...					
Ⓜ♦	ℓℓ	ℓⓂ■	Ⓜ□	ℓ□□ℓ	Ⓜ□□

With this in mind it is easier to understand how important it is to help our students to learn and practise sight words.



WHY DO WE TEACH SIGHT WORDS?

- Students who know their sight words will have a strong base for beginning reading instruction.
- We want our children to experience success by **automatically recognising lots of words** in home readers and books.
- The list of 200 high frequency words make up 50 - 75% of all the words found in regular reading material.



WHEN DO WE TEACH SIGHT WORDS?

- Sight word instruction begins in Kindergarten and continues into Year 1 and Year 2.
- Some students will need extra time and will continue learning and practising sight words beyond Year 2.
- Students will continue to require practise of their sight words until they have mastered all 200 high frequency words. To master a word they need to be able to say it automatically, without attempting to decode it.



HOW DO WE TEACH SIGHT WORDS?

We teach sight words in a variety of ways at school which you can replicate at home.

- Flashcard drill
- Sight word games
- Word walls



FLASHCARD DRILL

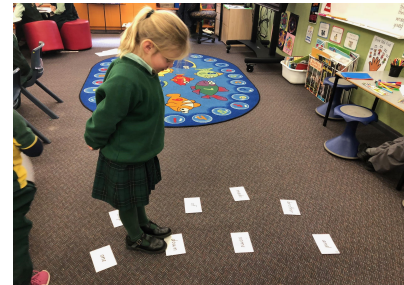
- This is where the sight words are written on flashcards and the children are shown them quickly so that they can instantly identify them. The aim is for there to be lots of fast paced, short bursts of repetition in the classroom.
- This helps children recognise their sight words instantly and helps commit them to long term memory.



SIGHT WORD GAMES

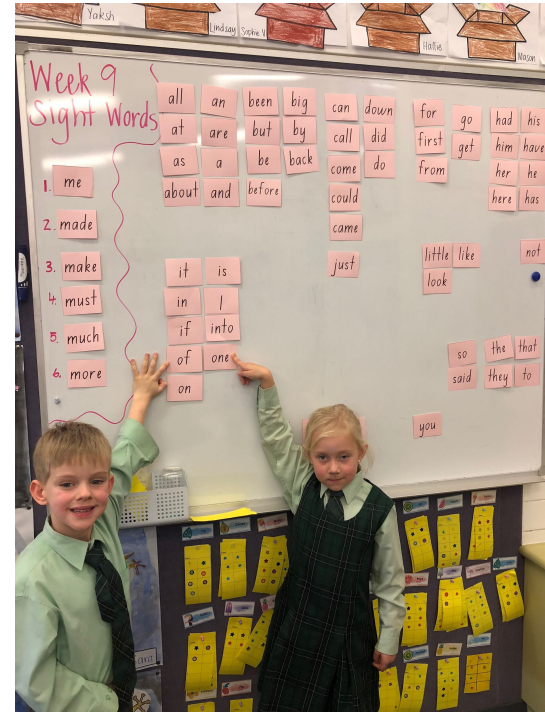
There are many different games you could play using your child's sight words.

- Treasure Hunt: Hide some sight words around the room and see if they can read them when they find them.
- Sight Word Fishing: Attach a paperclip to each sight word and using a magnet tied to some string, children 'fish' for sight words, reading them as they catch them.
- Stepping Stones: Place the sight words on the floor and children step over them after reading them correctly.
- Silly Sentences: Create silly sentences using your sight words.



WORD WALLS

Word walls are where sight words are set up on display for children to see constantly.



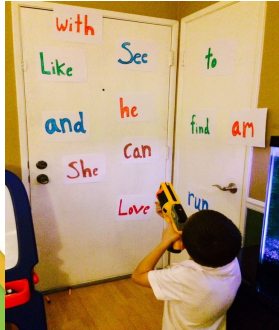
RESOURCES AVAILABLE ON THE INTERNET...

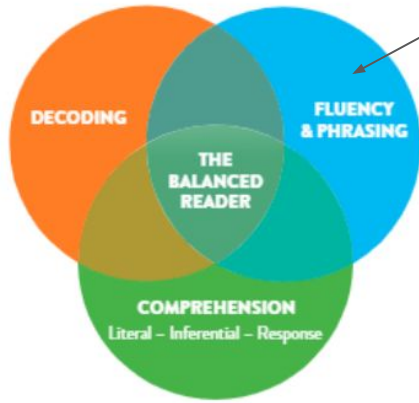
01 Fun and Educational Word Card Activities:

<https://k-3teacherresources.com/teaching-resource/vocabulary-word-card-activities/>

Sight Word Strategies:

<http://pinterest.com/ambersibley/sight-word-strategies/>





Home Readers-Supported Reading

Mrs Renee Dunst



Home Readers

Books for home readers are meant to be easier for the children to read as it is a chance for them to practise their reading skills.



INTRODUCING A BOOK

- What can you see on the front cover?
- What do you think the story is about?
- Read the title

We are trying to gain a child's interest and evoke their personal connections/experiences. Children love to talk about their own experiences which enhances their understanding of a story.



READING THE BOOK

- Read the entire book. Remind your child to use one of the decoding strategies if they come to a word they don't know. Eg. 'stretchy snake', 'chunky monkey', 'skippy frog' etc. If they can't work it out, model to them how to decode it and tell them the word.
- Check if your child understands the meaning of a difficult word.
- Explain the meaning of difficult unknown words.



REVIEW

Break down the story by asking:

- What happened in the beginning?
- What happened in the middle?
- What happened at the end?

You may need to give a prompt to help them expand their answer.



RE-READING A STORY

- Re-read the book
- Ask one question every few pages including
 - Literal (what is on the page)
 - Inferential (reading between the lines - often 'why' questions)
 - Evaluative (what do you think?)
 - Vocabulary (what does the word/phrase mean?)
- Prompt your child if they only give you a short answer to expand their response.
- Ask the children the meaning of difficult words.
- Provide child-friendly definitions or synonyms for words that children do not know.
- When questioning we need to do more than scratch the surface. We need to get children to expand on their responses if their initial response is limited.
- Have high expectations of children, but provide scaffolding to help them reach these.



SOME TIPS FOR HOME READING

- Establish a home reading routine. Read aloud with your children everyday. Talk about the illustrations and contribute where you can. Share your excitement for reading and this will be the model your child will adopt.
- The reader holds the book, it is important that the child holds the book.
- During home reading time, turn off electronic devices and give each child ten minutes of your undivided attention.
- Before you read a book, set your child up for success. Reading is not a test! Reading time is only ten minutes so do some of the following: Keep the introduction short – one minute is enough. Talk about the illustrations and the title. Read the blurb and talk about the author, talk about any unusual words, read a page here and there as your child flicks through the book, discuss the characters. If the book is already a familiar one, then this step is unnecessary.
- If reading time is stressful, try moving the reading to a new location.
- Find a reading time that works for your family. Limit the time and set the timer if reading in the past has always been difficult. It is better to have an enjoyable 10 minutes than a laborious 30 minutes where everyone is left feeling frustrated.
- At the end of the 10 minutes, ask questions that encourage discussion, for example: 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? Make it a conversation as you would in a book club.
- Instead of praising your child with words like 'good', 'excellent' or 'getting better', say things about the strategies your child uses when reading such as: 'I like how you read on when you came to that difficult word.' 'I like how you changed your voice to be the voice of the character in the story'. 'I noticed that you reread the bit that did not make sense.'



Story Book Reading

Mrs Julie McGuirk



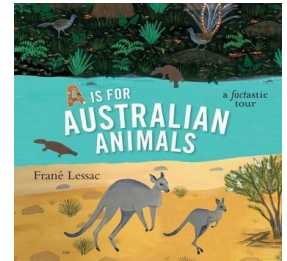
WHAT IS STORY BOOK READING?

- Quality literature
- Child centred (around their interests)
- An adult reading, modelling expressive and fluent reading
- 7 – 10 minutes
- Positive and enjoyable shared / listening experience for children
- Comfortable position



SELECTING A BOOK

- Use quality books eg books your child has borrowed in their class library visit, books borrowed from the Town Library etc
- No need to worry about the child's reading ability, as it is the adult who is reading
- If your child brings home an information book and insists that you read this, ask them why did they choose this book and work with them to pick a page to chat about, read a few sentences, make some connection with what you have read and the related image.



WHERE TO FIND QUALITY LITERATURE

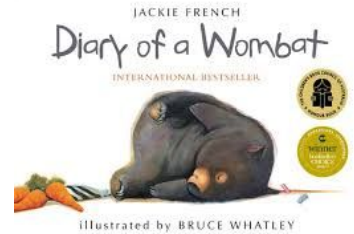
*St Nicholas School Library *Town Library

[NSW Premier's Reading Challenge 2022](#)

[50 Best Australian Picture Books](#)

[The Conversation](#)

[Children's Book Council of Australia](#)



INTRODUCING A BOOK

- What can you see on the front cover?
- What do you think the story is about?
- Read the title



•The end papers - these are just inside the front and back covers. The end papers are often decorated with colours / pictures relating to the story and can be interesting discussion starters.

We are trying to gain your child's interest and evoke their personal connections/experiences. Children love to talk about their own experiences which enhances their understanding of a story.



READING THE BOOK

- Read the entire book - use expression - make it engaging for your child and yourself
- Check if your child understands the meaning of a difficult word
- Explain meaning of difficult unknown words
- Talk about the pictures - sometimes there is minimal text on a page but the picture will give you extra information to help you understand the story or character.



REVIEW / REVISIT- THE NEXT TIME YOU READ THE STORY

*** This can be done over 2 or 3 reads throughout the week

Break down the story by asking:

- What happened in the beginning?
- What happened in the middle?
- What happened at the end?

*** Try this:

- Ask one question every few pages including
 - Literal (what is on the page)
 - Inferential (reading between the lines) “Mmm, I wonder if..”
 - Evaluative (what do you think?)
 - Vocabulary (what does the word/phrase mean?)
- Prompt your child if they only give you a short answer to expand their response - get them talking about the story



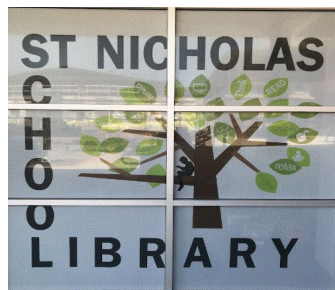
THE FINAL WORD...

*MAKE READING FUN

*MAKE READING FOR ENJOYMENT A PRIORITY AS OFTEN AS POSSIBLE.

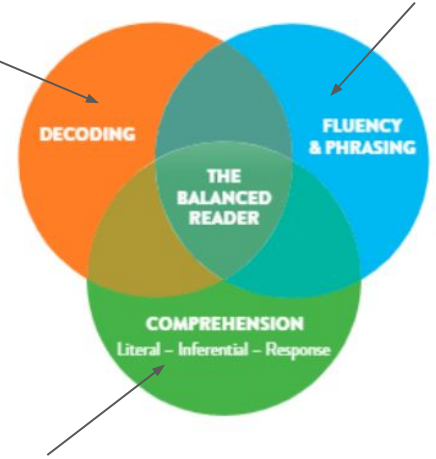
*WE WANT OUR CHILDREN TO DEVELOP A LOVE OF STORIES AND IMAGES.

LET'S DO THIS TOGETHER - jmcguirk@arm.catholic.edu.au



Guided Reading

Mrs Amanda Doyle



Modelled and Shared Reading

Before Guided Reading happens at school, children participate in Modelled and Shared Reading.

Modelled Reading	Shared Reading
<ul style="list-style-type: none">● Teacher Reads, Students observe● Teacher uses 'think alouds' to model how to decode and monitor for meaning.● 5-10 minutes	<ul style="list-style-type: none">● Teachers and students read.● Students are invited to answer questions.● Discuss the text after reading.● 10 minutes approx.



WHAT IS GUIDED READING?

- A child is reading themselves with the guidance and support of an teacher.
- Links vocabulary knowledge, comprehension, fluency and includes punctuation.
- Links isolated reading skills to the text in book form.
- Each guided session has a WALT (We are learning to). This will link to a particular reading strategy that will be focused on in the lesson.
- Students in Year K-3 have the Intervention Team as a part of their guided reading workshops. This means that all children are heard at least 2-3 times a week.



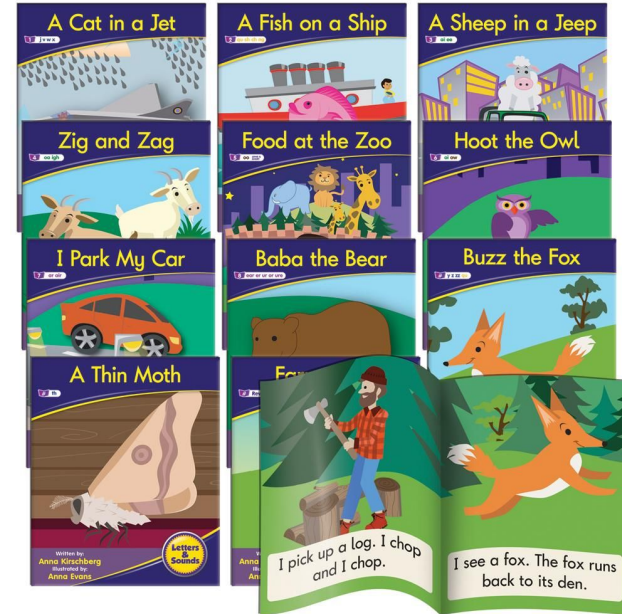
What does Guided Reading look like?

- Groups of approximately 6 students working on the same focus. (eg. decoding, fluency, expression, comprehension)
- Students in Year K-3 have the Intervention Team as a part of their guided reading workshops. This means that all children are heard at least 2-3 times a week.
- Children are reading aloud to the teacher then a discussion is held about the text. The teacher asks literal, inferential and applied knowledge questions.



HOW ARE BOOKS SELECTED?

- For beginner readers books are often phonics based with high frequency words.
- These books are very repetitive and basic to us but they build confidence.
- Repeated reading of the same text helps build fluency.



WHAT WE DO EACH READING SESSION

PRIOR TO READING WE:

- Introduce the book
- Read title aloud
- Discuss characters and setting
- Make connections using the pictures



DURING THE READING SESSION

- Do a walk through of the book talking about the pictures before reading it.
- Find familiar sight words.
- When reading the book, we encourage the children to point to the words with their finger - “Pointy Porcupine”.
- If a child can not sound out a word, we encourage them to sound it out using “Stretchy Snake” or “Chunky Monkey”, to look for picture clues “Eagle Eye” or to skip the word and read on “Skippy Frog”.
- If the child still can not read the word, we model these strategies and tell them the word.
- Discuss the meaning of difficult words.





When I'm stuck, I can...

Eagle Eye 
Look at the pictures!

Lips the Fish 
Get your lips ready!

Stretchy Snake 
Stretch it out!

Chunky Monkey 
Break up the word!

Skippy Frog 
Skip the word!

Flippy Dolphin 
Flip the vowel!

Tryin' Lion 
Keep trying!

COMPREHENSION

It is important that children understand what they are reading.

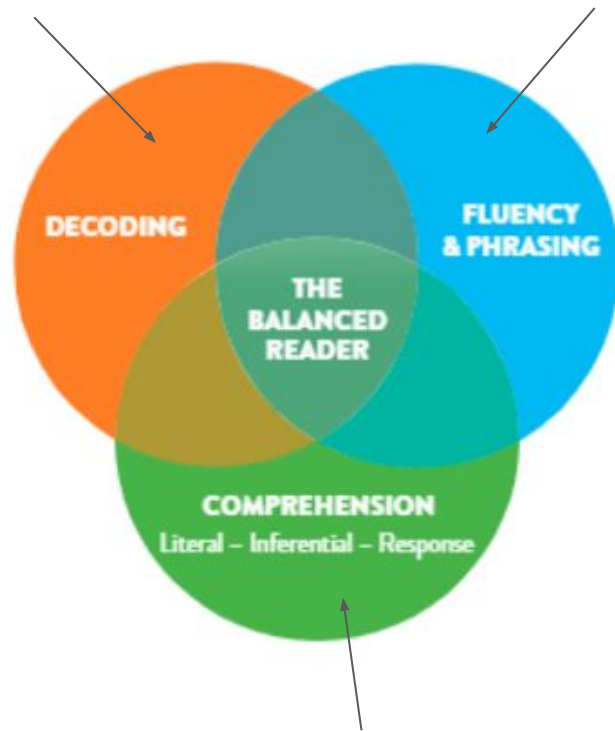
We help build your child's comprehension skills by:

- Asking them to retell the story in their own words.
- Asking them questions about the book. We make sure that some questions are literal (have answers that they can find in the book) and some are inferential (have answers that they will need to think about themselves). Think about using questions based on *Who, What, Where, When, Why, Which and How?*



PM Levels and the Balanced Reader

Mrs Katie Daley



The Balanced Reader

Mrs Katie Daley

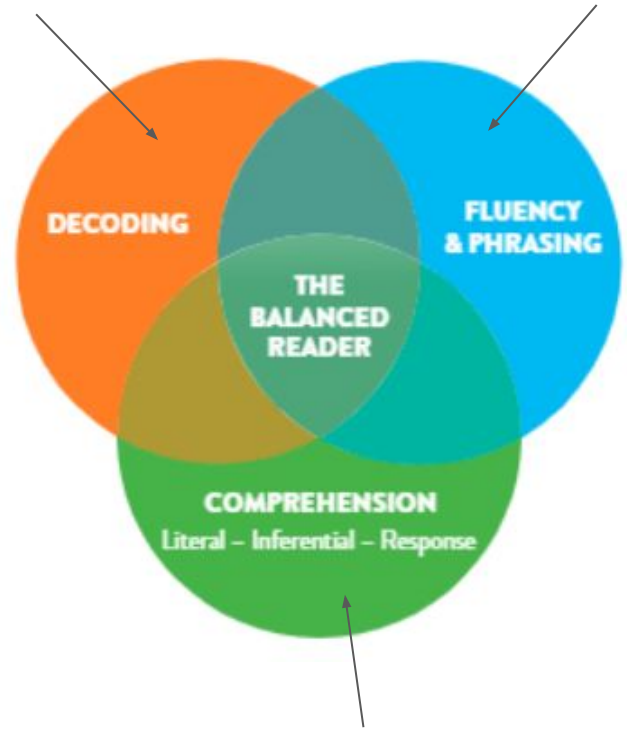


THE BALANCED READER

The aim of reading is to become a “balanced reader”.

This means that students need a combination of decoding skills, comprehension skills and appropriate fluency and phrasing in order to read properly.

If a student is lacking in one area, they will need to work on this area before moving on in PM Levels.



DECODING

- Phonological development is an important part of becoming a balanced reader.
- Students need to understand the sounds found in words in order to decode texts.
- Students learn decoding skills at school that they are able to practise at home when reading their home readers.



When I'm stuck, I can...

Eagle Eye 
Look at the pictures!

Lips the Fish 
Get your lips ready!

Stretchy Snake 
Stretch it out!

Chunky Monkey 
Break up the word!

Skippy Frog 
Skip the word!

Flippy Dolphin 
Flip the vowel!

Tryin' Lion 
Keep trying!

FLUENCY AND PHRASING

- Students need to break text into meaningful sentences and understand the conventions of text, including grammar and punctuation.
- Students are taught fluency and phrasing with continuous texts, punctuation and complex sentence structures.
- Students will improve their fluency and phrasing when reading texts that are easy for them to decode. The readers that they will bring home are at an independent level, therefore they will be able to focus on improving their fluency and expression.



COMPREHENSION

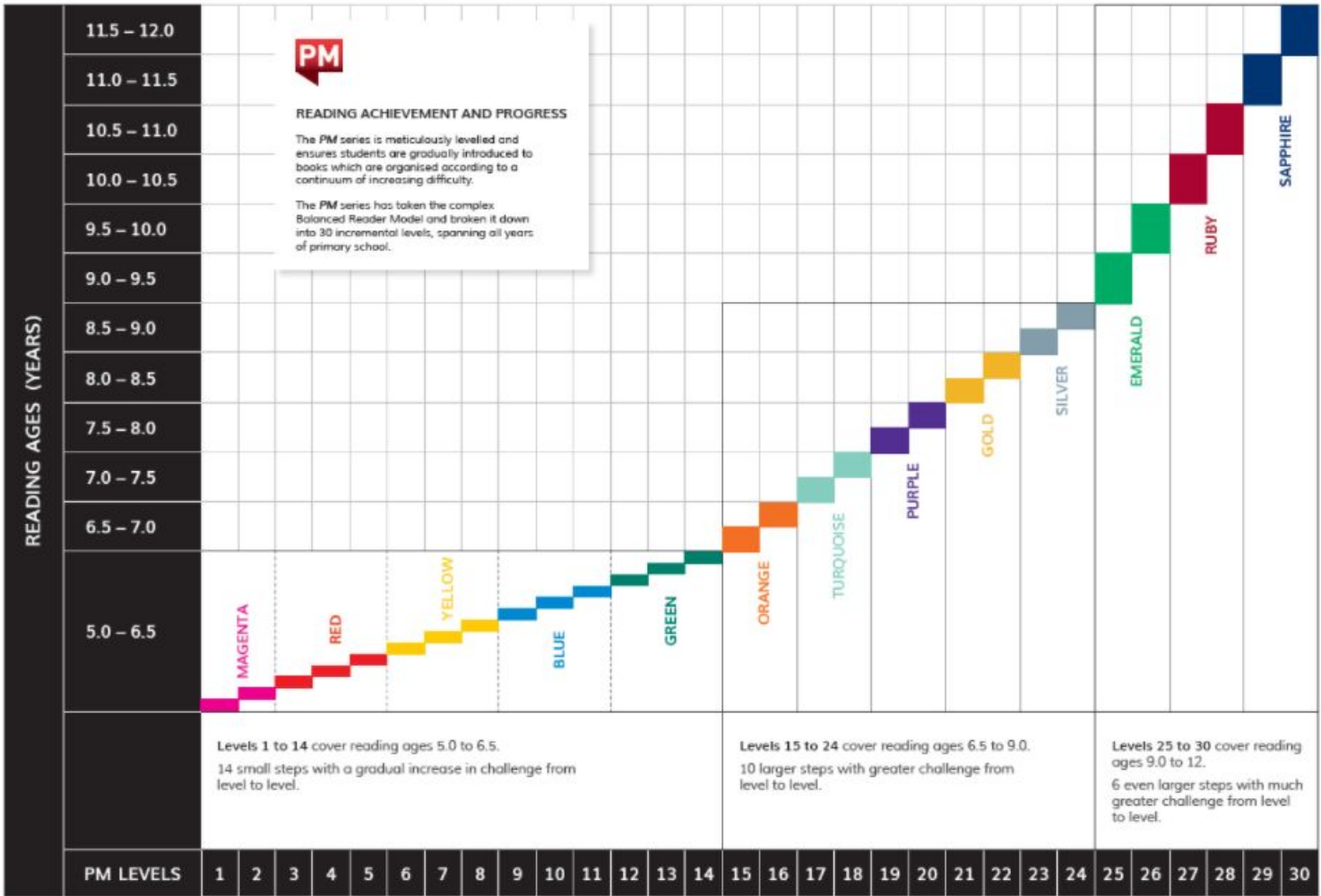
- A balanced reader can not only read, but comprehend the text.
- This is determined through different types of questioning.
 - Literal Questions: These are questions that typically begin with *Who, What, When and Where*. The child will be able to locate the answer in the text.
 - Inferential Questions: These are questions that require the child to make connections and come up with their own reasoning and answers. They usually are the *Why and How* questions.
 - Applied Knowledge Questions: These are questions that require children to explain generalisations and extend information beyond the text through a personal response. They might be able to link it to a past experience.
 - Vocabulary Questions: These require children to explain or provide alternative words. This checks that they understand the language of the text.



PM Benchmarking

Mrs Katie Daley





READING ACHIEVEMENT AND PROGRESS

The PM series is meticulously levelled and ensures students are gradually introduced to books which are organised according to a continuum of increasing difficulty.

The PM series has taken the complex Balanced Reader Model and broken it down into 30 incremental levels, spanning all years of primary school.

Levels 1 to 14 cover reading ages 5.0 to 6.5.
14 small steps with a gradual increase in challenge from level to level.

Levels 15 to 24 cover reading ages 6.5 to 9.0.
10 larger steps with greater challenge from level to level.

Levels 25 to 30 cover reading ages 9.0 to 12.
6 even larger steps with much greater challenge from level to level.

PM LEVELS

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

MOVING UP READING LEVELS

- Your child's teacher will determine when your child moves up a reading level/s. The results obtained from a **PM Running Record Assessment** will form the basis of this decision.
- This assessment records your child's reading behaviours, accuracy, error and self correction rates as they read a text. This information is then carefully analysed.
- Comprehension of the text is also assessed very carefully.



Reading a-z Running Record Level D

Student's Name Matt Jones Date 1/28/02 The Wheel
99 words

Have the student read out loud as you record. Assessed by P. Castillo

page	E = errors M = meaning S = structure V = visual	E	S-C	E		S-C		
				M	S	V	M	S
3	✓ ✓ ✓ of/sc ✓ ✓ The wheel comes off the truck. It rolls down the hill.				I	M	S	V
4	Faster and faster The wheel rolls through the field. It rolls past the cows.				I			
5	Faster and faster The wheel rolls through the barn. It rolls [past the chickens.]				I			
6	Faster and faster The wheel rolls toward the river. It rolls over the bridge.				I			
7	Faster and faster The wheel rolls into the school. It rolls out the door.				I			
8	Faster and faster The wheel rolls through the town. It rolls past the policeman.				I			
9	Faster and faster The wheel rolls into the garage. It stops rolling. The wheel is on the truck.				I			
Totals		8	3					

Accuracy Rate: 92% Error Rate: 1:12 Self-correction Rate: 1:4



WHAT HAPPENS DURING A PM READING TEST?

- The child will be given a text to read independently. This is a chance for them to read the book themselves and look at the pictures.
- Once they have finished reading it themselves, the teacher will ask them to retell the story. This provides insights into how well students gain meaning when reading unseen texts to themselves. If a student is unable to retell the story, they will not progress to the next reading level.
- The student will read the text to the teacher. The teacher will take note of the words read correctly and incorrectly. They will analyse the number of errors to determine if this is an appropriate level for the student. They will also take note of the child's fluency and phrasing.
- The teacher will then ask a combination of comprehension questions. If the child is not able to answer most of the questions, then the reading level is too difficult for the child.
- The teacher then analyses the types of errors made and the answers provided to give them their next steps to focus on with the child during guided reading.



EXAMPLE OF A RUNNING RECORD

- Here is an example of a running record.
- For a text to be an appropriate instructional level (level that they read during reading groups with a teacher) their accuracy needs to be between 90-95%.
- They also need to answer at least 50% of the inferential questions correctly.
- Readers are sent home at an independent level, so they are easier to read.

Level 25

Name: Kylie Jones Date: _____ Age: _____

Book Level: 25

Score: 12 : 185 Error Rate: _____ Accuracy: 94%

Self Corrections: _____

M	Meaning – Semantic Processing
S	Structure – Grammatical Processing
V	Visual – Graphological Processing

Title: The Boy With Two Shadows

Errors	S/C	Cues
3		MSO
1		MSO
2		MSO
1		MSO

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