

How Can I Help My Child ?

Foster a love for reading....

Home reading should be an enjoyable (and not stressful) time for both you and your child.

Encourage your child to read everything – signs, notes, invitations, labels, messages, anything at all that will help them to see words and how they are used.



**Children
are made
readers
on the laps
of their
parents.**

- Emilie Buchwald



***Where every child is
valued***

The “HOW-TO”

Before Reading:

- Talk about the cover, illustration and title.
- Ask your child if this reminds them of anything else?
- What do they think it is going to be about?

During Reading:

Praise all efforts in independent reading, especially if confidence is low.

When your child gets to an unknown word, give your child time to work it out. Five to ten seconds is reasonable. Encourage your child to use a range of strategies to decode unknown words.



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Vocabulary

'High frequency words' because they are the most commonly used words found in most texts.

Sight words are confidence builders.

When a child recognises more than half the words on the page, they have the confidence to attempt to read it.

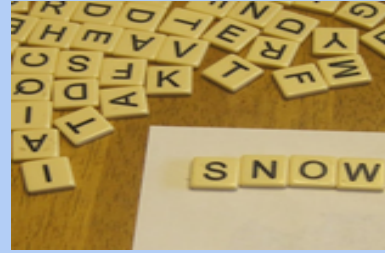
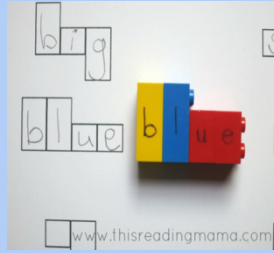
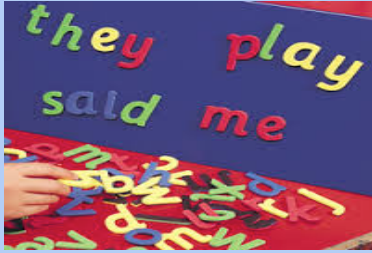
Sight words free up a child's energy to tackle more challenging words.

Once children learn sight words, they only need to spend energy on slowing down their reading to focus on decoding *new, challenging* words.



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Vocabulary



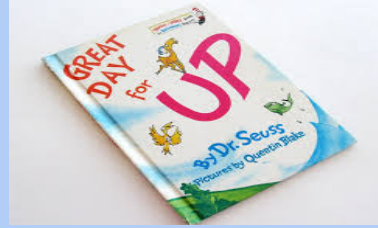
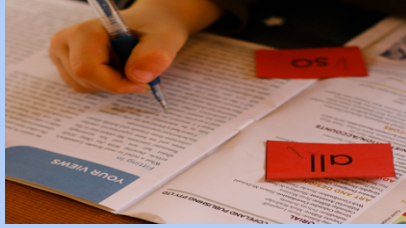
Make sight words with magnetic letters, blocks or scrabble tiles.



Write sight words in sand, flour or shaving cream. Alternatively, make sight words using play dough or pipe cleaners.



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Word hunt - cut out sight words from magazines and newspapers.

Find sight words in reading books and environmental print.



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The “HOW-TO”

What do I do when I come to a word I don't know?



LOOK at the picture



LOOK at the first letter.
Guess the word.



reread



LOOK for little words.



LOOK for something you know.



Skip it.
Read on.
Go back.



Put in a word that makes sense.



ASK
If you really need help.



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When a child gets stuck on a word...

Pause:

- Give them time to work it out.

Prompt:

- If they still can't figure it out, suggest the child start the sentence again.
- Say, "Look at the first sound. Does that give you a clue?"
- Say, "Look at the pictures for a clue."
- Say, "Would you like me to help you?" or "Would you like me to tell you the word?"

Praise:

- Praise effort: "I thought it was great how you went back and re-read the sentence to figure out the word."
- Praise achievement: "Great reading tonight. You figured out some tricky words on your own."



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After Reading:

Discuss the events in the story and the different characters.

Ask your child questions about the text to ensure they comprehended the story and whether they have obtained meaning from the print.

Examples of questions:

- Did you enjoy the book? Why? Why not?
- What was the main character's name? Describe this character.
- What was your favourite part?
- Did the story teach you something?
- Can you retell what happened in the story in your own words?



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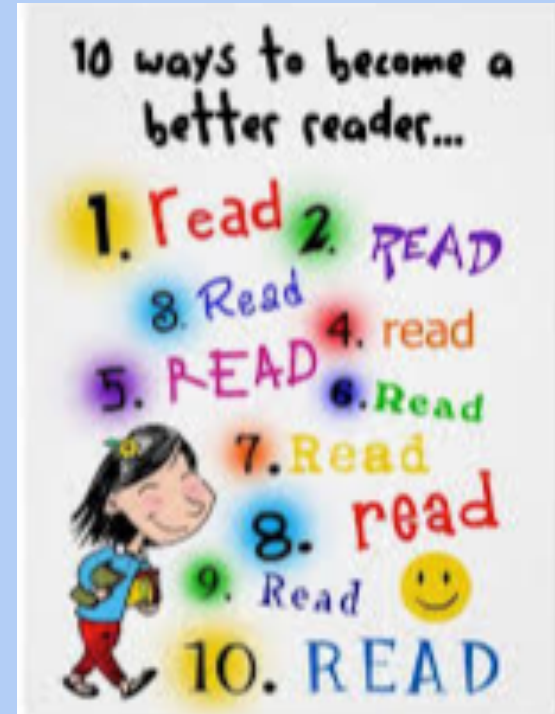
After Reading

Ask your child to:

- › Talk about what he/she read.
- › Answer “why” questions (Why do think...?).
- › Make connections to text

What did you like?

What does it remind you of?



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After Reading: Older Readers

Identifying Facts and Details – who, what, where, when, why

Sequencing – order of events

Finding the main idea – the most important idea in the paragraph or text

Compare and contrast ideas – how two or more things are alike or different

Find Causes and effects – the reason something happens because of the cause

Make inferences – to draw a conclusion

Identify facts and opinions

Identify the Author's Purpose – to entertain, explain, describe or persuade.



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