



## Reading with your child

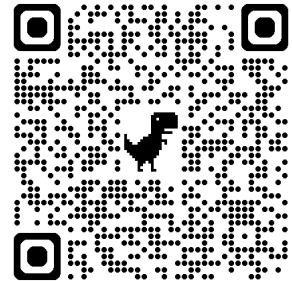
Dear Parents,

At SMCM the use of decodable books have been introduced into our reading teaching and literacy block. The levels of PM Readers and Decodable readers with the stages do not align. Therefore we are unable to compare and match the stages in Little Learners Love Literacy Program (LLLL) to the PM readers. Teachers have assessed each student individually to align the home reading program (Sunshine Online) with the teaching program to maximise students practise of their decoding skills.

As part of our LaTrobe/AERO Research Project through the SOLAR Lab, our F-2 staff have undergone extensive professional development via the SOLAR Lab from LaTrobe from Professor Pamela Snow and Professor Tanya Serry. In addition to this, the teachers have been trained in the LLLL program, which is a Systematic Synthetic Phonic approach to the teaching of reading. As part of this project our school was provided with the LLLL decodable books, games and resources to teach the skill of decoding for beginner or novice readers.

To assist parents with reading with your child at home, I will also be offering 30-minute parent sessions on Tuesday 4th June at 9:00am and 2:45pm to guide you through the process. **Use the QR Code to register for a session.**

Below is some background knowledge in regards to our change of practice to match the Vision for Instruction that is set out by MACS our governing body.



QR Registration Code

### Decodable Books

Ideally, reading books should link with the program of teaching reading and spelling in the classroom. Initially, children should practise their reading using decodable books chosen by their teachers or parents. These books contain words made of the letter-sound associations taught in a sequential phonics reading and spelling program.

Decodable reading books follow a very structured, systematic introduction of new sounds and letters. They start with small regular words. Regular words are words where the sound/letter relationships are the ones the child has been taught. These small regular words are often referred to as 'CVC' words. The term 'CVC' means Consonant, Vowel, Consonant - words like cat, dog, leg, pin, bus. Once children can read these they then move on to reading longer words, like cobweb, and words with digraphs (two letters representing one sound), like ship.

Although these books may not seem too exciting at first, children will enjoy practising their newly acquired decoding skills and being successful readers. While children are developing their reading skills using decodable books, parents and teachers can also read a wide variety of longer and more complex stories to their children.



### Pause - Prompt - Praise

Pause for 3 seconds when errors are made to give the child a chance to self-correct.

Prompt when the child doesn't self-correct. Model how to segment the word into the letters or letter groups that go with each sound as you sound-out the word. Move your finger along the word as you pronounce the sound each letter or letter group makes. Then blend (or put together) the sounds as you move your finger along the word in a quicker motion.

#### Example 1:

**Child:** "The quick brown fox j..." (2-3 seconds)

**Parent:** "j-u-m-p-s, jumps"



#### Example 2:

**Child:** "The boy said ..." (2-3 seconds)

**Parent:** "th-a-n-k, thank"



Prompting can also include:

- identifying the first sound and encouraging the child to sound out the rest of the word
- helping the child to break-up the word into its syllables
- providing the word to assist reading fluency Use your finger to cover each chunk as you pronounce the syllables.

Praise the child's attempts at reading. Use encouraging words when they have a go at a difficult word, have no or few errors, read fluently, finish the page or the sentence, or put in a lot of effort.

If you have any questions please contact me on the email address below.

Kind Regards

Allison Luff

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Science of Learning Leader/Literacy Leader

