

# Early Reading

As we said previously, we would like to include the various stages of Reading Development. It is important to understand that children do not move from one point to the next, and spend different amounts of time in the various developmental stages. Our role is to provide support and guidance to children at their own stage of development.

The stages of Reading Development children move through are; Role Play Reading, Experimental Reading, Early Reading, Transitional Reading, Proficient Reading and Accomplished Reading.

In this phase readers may read slowly and deliberately as they focus on reading exactly what is on the page. As they further develop their awareness that print stays the same, more attention is paid to letters and sounds. Readers in this developmental stage of reading may begin to reflect on their own reading strategies, e.g. 'If it doesn't sound right, I try again.'

Behaviours you may see include when your child...

- is beginning to read familiar texts confidently
- talks about characters in books using picture clues, personal experience and the text to make inferences
- provides detail about characters, setting and events when retelling a story
- may read word-by-word or line-by-line when reading an unfamiliar text, i.e. reading becomes word centred and fluency and expression become stilted your child focuses on decoding each word.
- uses picture cues and their knowledge of the context to check their understanding of the meaning.
- Is beginning to self-correct to keep the meaning
- May re-read a word, sentence, paragraph to maintain the meaning of the text that may have been lost due to word-by-word reading
- shows a growing understanding of the strategies they use as part of the reading process, e.g. "I slowed down when I came to a hard word."
- recognises a bank of frequently used words in different contexts, e.g. *high frequency words, personally significant words*
- recognises all letters by name and their regular sound
- recognises that one letter can represent different sounds, e.g. *an, Amy, was.*

## What parents can do at home to support their child:

- Continue to have children's books as a high priority in your home. Ask for books to be given to your child as presents, give them to others as gifts. Have a library membership. **Keep promoting the love of reading.**
- Continue to *read to* your child, *read with* your child and listen to *reading by* your child. Remember to encourage and allow your child to select the text. *Put aside a book if your child has lost interest and choose another.*
- Continue to support the reading of a familiar book. Remember, familiarity helps build self-confidence and fluency.
- Give encouragement and praise whenever your child chooses to read.
- Ensure your child sees other members of the family reading, and talking about their reading.
- Talk about characters, people, settings, plots and events in texts.
- Encourage your child to try different ways to work out a word they don't know:
  - predicting using the clues in the text
  - breaking the word into known parts e.g. *d/own, gr/ou/nd* then re-reading the sentence.
  - skipping the word and reading on to the end of the sentence **then going back** to the unknown word to look closer at the letters in the unknown words and use the meaning
  - re-reading the sentence
- Encourage your child to talk about how the meaning of an unknown word was worked out or could be worked out.
- **Sometimes** stop and ask "What do you think will happen next? What makes you think that?"
- **Occasionally** ask some 'why' questions about the story, e.g. "Why do you think the author put that part in the story?"
- Answer your child's questions even if it interrupts the flow of the story.
- Talk about the illustrations to see if they match what is in your child's mind or your mind.

