Making home reading easier
Learning to read is a complex process. It requires the combination of a number of strategies.
BRUSH UP YOUR ENGLISH

(T.S. Watt)
I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you,
On hiccough, thorough, lough and through.
Well done! And now you may wish perhaps
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead: it's said like bed not bead -
For goodness sake don't call it "deed".
PURPOSE of this session is to take a look at ways we can support the development of these skills and strategies?
Reading to:

Opens up a world of fantasy and fun. Daily is recommended. The benefits are numerous.
In Pre-primary the focus is on letter sounds.

These letters are learnt in a specific sequence to enable children to start blending letters to read words from the first letters learnt.

Phonics books are then used.
Pre-primary take home Dianna Rigg Comprehension Books which are proven to help children develop oral language and comprehension skills.
Reading Home Readers:

These books provide reading mileage for your child and should be done in a relaxed, positive atmosphere. The books are at an easy reading level and involve very little intervention on the adults’ part.

It is more beneficial for a child to read one page of a book several times to build fluency and expression than a whole book word for word in a monotone.
The information presented in the next slide is from a research study on independent reading and young students by Nagy and Herman in 1987.

**Why Can’t I Skip My 20 Minutes of Reading Tonight?**
Student “A” reads 20 minutes each day
3600 minutes in a school year
1,800,000 words

Student “B” reads 5 minutes each day
900 minutes in a school year
282,000 words

Student “C” reads 1 minute each day
180 minutes in a school year
8,000 words
Reading Strategies:

Readers develop the ability to combine a number of strategies drawing on the print, knowledge of language structure and the pictures to successfully read.

They combine their knowledge of the

• visual information
  (does that look right?)
• language structure
  (does that sound right?)
• meaning
  (does that make sense?)
Reading Prompts:

for early readers

If your child reads a word incorrectly, when they have finished the sentence say:

“Let’s try that again and see if you can find the tricky part.”

If they don’t correct the error, point to the word and try another prompt.
• What’s the first sound in this word?
• That word made sense, but does it look right?
• Did that make sense?
• Did that sound right?
• What do you know in the word that might help?
• What could you try?
I liken this to being a driving instructor. We are aiming to internalise the strategies for our children. If we model and prompt what is needed frequently, children start to develop the strategies by asking these questions themselves when reading.
Reading with Fluency

- Reading clearly.
- Reading like we talk.
- Reading words together using phrasing.
- Stopping at punctuation marks.
As reading is a form of communication, children benefit from opportunities to relate their own personal experiences to those of the characters and to recall information from the text.

Discussing the text helps children to develop their comprehension skills.
Reading is a complex process which requires time and practise.
In looking at the process involved in children learning to read I hope I have shared some useful strategies that you can use to make the process easier for your child.