Reading at home with your child

Year 1 and 2
How can parents help their children be good readers

- Provide a good role model — read yourself and read often to your child.
- Provide varied reading material — some for reading enjoyment and some for gathering information. Make learning materials such as library books, newspapers and pencils available at home.
- Encourage activities that require reading — for example, cooking (reading a recipe), constructing a kite (reading directions), or identifying an interesting bird's nest or a shell collected at the beach (using a reference book).
- Establish a reading time, even if it is only ten minutes a day.
- Ask your child to bring a library book home to read to a younger sibling.
- Encourage your child in all reading efforts.
- Set expectations for your children — let them know what you expect, and help them develop reading skills.
- Talk to your children about what you read — talking about this helps your child develop vocabulary and critical thinking skills.
When parents get involved in their children’s learning, they have a positive influence on their children’s success throughout their school years.
What is reading?

- Reading is a complex thinking process.
- Reading is an interactive, problem-solving process of making meaning from texts.
- While we often think of reading as one singular act, our brains are actually engaging in a number of tasks simultaneously.
Experts agree there are 5 components to the process of reading:

1. phonics,
2. phonemic awareness,
3. vocabulary,
4. comprehension and
5. fluency,

Added to these is...

6. oral language

............. to make the BIG 6 of Literacy.
As children learn to read they must develop skills in all six areas in order to become successful readers. Not one aspect is more important than the other.
Teaching Reading

Teaching reading is based on information about students’ learning needs gathered by the teacher from a variety of assessments.
What is our data telling us?

0 An analysis of Naplan test results, extensive whole school assessment, individual class assessment, the learning goal for 2013 was:

   To improve our students’ comprehension with the explicit instruction of comprehension skills

0 Our school data show us that our students are able to decode words and read aloud, but our students do not always understand what they are reading.
`Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

Where did the slithy toves gyre and gimble?
Literal comprehension where the answer is on the page - Thin questions

BUT: ........

Why were the borogroves all mimsy?
Why do you think the mome raths outgrabe?
Deeper understanding and analytical thinking is required – Thick questions
Our approach to teaching reading

1. Diagnostic testing of all students at the beginning and end of the year to gather data:
   - Firstly to ascertain learning needs which will inform planning and teaching
   - Secondly to measure growth in student learning outcomes

2. Plan a well balanced Literacy block where the teaching of all components of reading is systematic, direct and explicit.
   - Decoding strategies
   - Comprehension strategies

3. Matching students to appropriate texts - not only reading age but comprehension ability
Our ability to decode is dependent on: book and print awareness, phonological and phonemic awareness, phonics and the alphabetic principle, word and structural analysis.

Our ability to comprehend - to actively read and understand language is based on our background knowledge, vocabulary, and ability to use comprehension strategies.

Our ability to read fluently - with speed, accuracy, and expression - is dependent on our ability to read non decodable words on sight with automaticity and using appropriate phrasing.

**READING FLUENCY IS THE BRIDGE FROM DECODING TO COMPREHENSION**
Strategies for comprehension

Before Reading
- Activating prior knowledge
- Predicting – look at the front cover and say; “Make a prediction, what do you think this book is going to be about?” “Why do you think that?”
- Making connections – making links between what is read and own experiences. Ask “Does this remind you of anything?”
During Reading

- Self-monitoring - Using a variety of strategies to decode unknown words
- Inferring - reading between the lines
- Visualizing – making a picture in your mind of what is happening in the text
- Questioning - “I wonder why....”
- Revising and adjusting predictions
After reading

- Retell or summarising
- Synthesising -
- Revisit predictions
Teaching reading does not revolve around our Reading@Home Program

Reading@Home gives our students the opportunity to:

- Consolidate and supplement the classroom reading experience
- Practise skills explicitly taught
- Allow parents to support and follow the child’s learning progress
- Help children become independent readers
- Encourage parents and children to read together
Organization of Reading@Home

- Take home books are given out in Week 5
- Children are to read to parents daily
- Children will be given familiar books
- Not a race to finish boxes