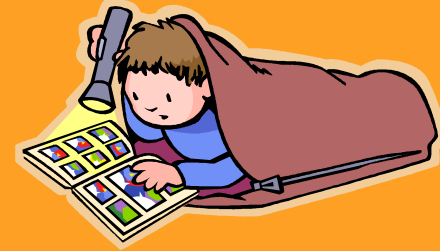




Hurstville Public School - 2012

# What is Reading?

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# Reading

How to help your child at home

Hurstville Public School 2012

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- ❖ Where to start
- ❖ Left to right
- ❖ Return sweep
- ❖ Difference between letters and words
- ❖ Use the picture
- ❖ Punctuation

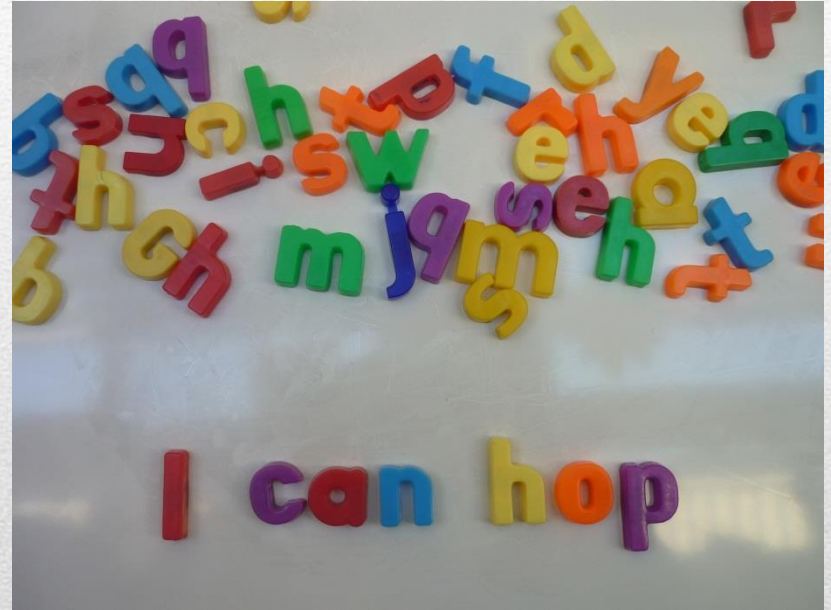
I put my apple  
into my bag.



# Concepts about Print

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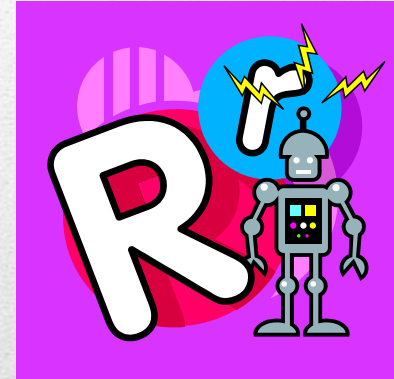
## ❖ Magnetic Letters



# Concepts about Print

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- ❖ In order to be successful readers children need to know letter names and sounds.
- ❖ Sounds are important in successful reading.
- ❖ Phonics song <http://www.youtube.com/watch?v=T-ns8tUIWP0>



# Phonics

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I put my sandwiches  
into my bag.



“Mum likes breakfast in bed  
on Mother’s Day,” said Emma.

“Here is the tray,”  
said Dad.

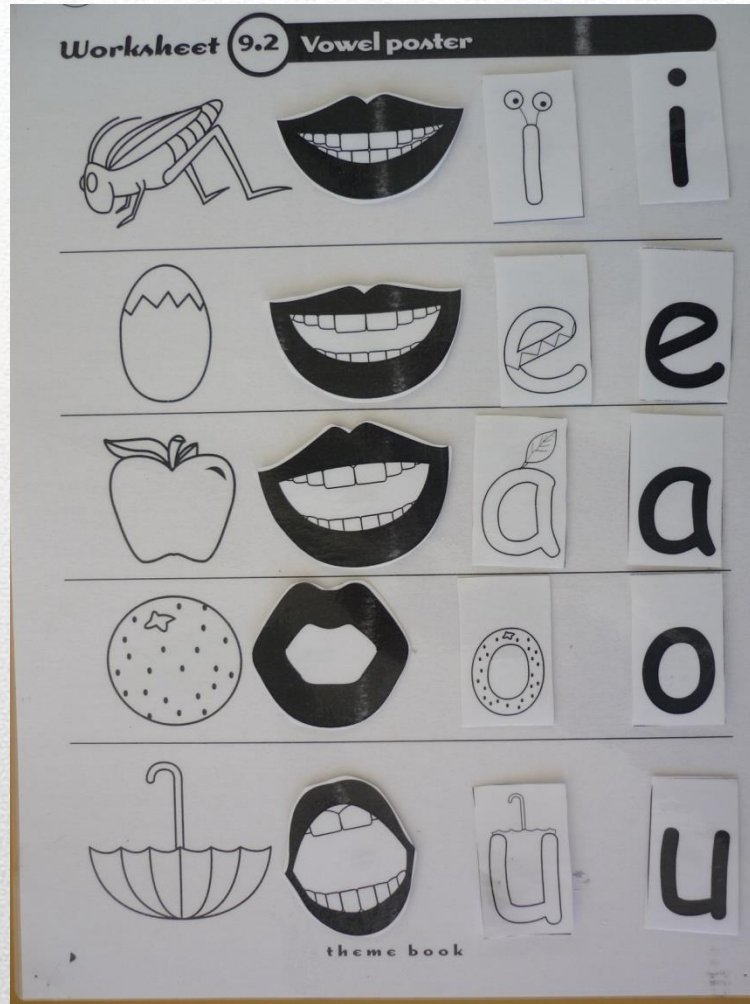


“Yes, we can play on the swings,”  
said Tessa.

“I love playing on the swings,”  
said Milly.

# Phonics

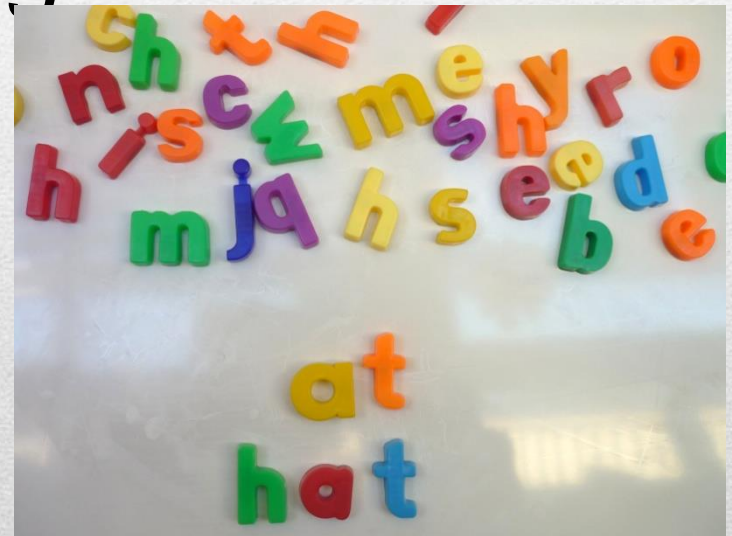
❖ Vowel chart



# Phonics



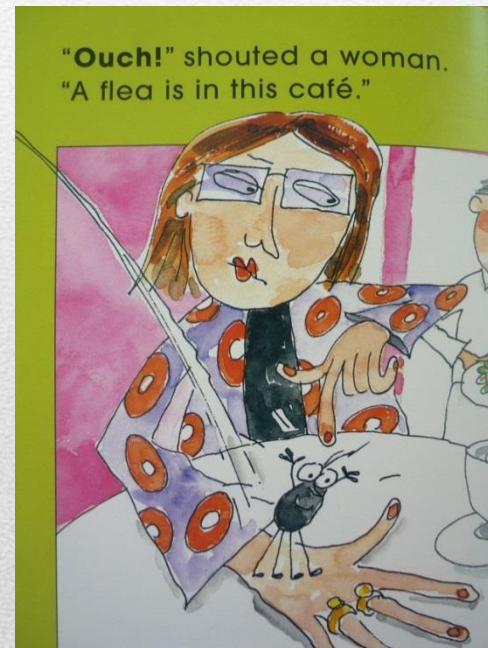
- ❖ Rhyming
- ❖ Same beginning sound
- ❖ Blend sounds together
- ❖ Claps syllables



# Phonemic Awareness

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- ❖ When children begin to learn to read, looking at the picture is important. This will help your child with meaning.



# Reading Texts

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## ❖ High frequency words

a	for	little	she
after	from	long	so
all	get	look	some
am	go	looked	that
an	going	make	the
and	good	man	then
are	had	mother	there
as	has	me	they
asked	have	my	this
at	he	no	three
away	her	not	to
back	here	now	too
be	him	of	two
because	his	old	up
before	house	on	us
big	how	one	very
boy	I	or	was
but	I'm	our	we
by	if	out	went
came	in	over	were
can	into	people	what
come	is	play	when
could	it	put	where
day	just	ran	will
did	keep	run	with
do	kind	said	would
don't	know	saw	you
down	like	see	your

Appendix 48 Frequently Used Words  
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# Reading Texts



At school -

Instructional level : 90% - 95%

At home -

Independent level : 95% - 100%

# Reading Texts

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# Guided Reading

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Send easy books home for independent practice. A child who is on the way to independence needs to read often from many different books selected to be easy for him/her to “read alone”. It is the quality of successful reading that builds the assured independence of the competent reader.

*Marie Clay*



# Independent Reading

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**Re - reading**

**Pausing**

**Self correcting**

**Prompt**

**Praise**

**Phrasing and Fluency**

**Reading Texts**

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❖ Punctuation

❖ Reading with Expression

“I’m no good at anything!” he said.

“You’ll be okay,” said Shaun,  
as they walked towards the high-jump area.

“We’ve got two weeks to practise.  
That’s plenty of time.”



**Reading Texts**

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After blap, the monly  
bruckers cheedled  
frockishly in the petish  
famisheng.

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# Talking

Experiences

Talking to ....

Places to go

At home

Talking with...

Building  
vocabulary

Talking  
about....



## Vocabulary Knowledge

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# If English isn't your first language .....



The most important thing you  
can do is read –  
in your home language  
in English  

---

both

**retelling**

**sequencing**



**opinions**

**main ideas**

# **Comprehension**

**character actions**

❖ Questioning WHY ? HOW? WHAT? WHEN?

*Question stems to help with  
good questioning*

*Why do you think ...?*

*What do you think would have happened if ...?*

*How were ... and ... alike?*

*How were ... and ... different?*

*Can you think of another way the problem could be solved?*

*What may have stopped ..... from happening?*



# Comprehension

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**READING DON'T.....**

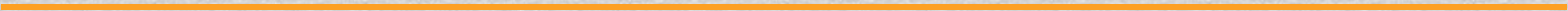
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- Be concerned if, at home you and your child communicate in a language other than English
  - Make them struggle with difficult words. Tell them and discuss
  - Conceal or cover the pictures
  - Make them read texts that are too challenging or difficult. Read it with them and explain
  - Make them copy the book
  - Make reading a chore!!!!
-



**READING**

**DO.....**





- Read to your child in whichever language is most comfortable for you
  - Read together every day : read **with** them, read **to** them, let **them** read to you.
  - Let your child see you reading.
  - Allow time to process – **pause, prompt, praise**
  - Accept where your child is at.
  - Ask a variety of questions and make connections
  - Give books as presents or rewards
  - Visit the local library and let them choose their books
  - Praise your child's efforts
  - Make reading FUN and ENJOYABLE!
-

**MAKE READING ENJOYABLE !**



Thank you

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