

Hurstville Public School - 2012

What is Reading?





Reading

How to help your child at home

Hurstville Public School 2012



Literacy continuum (K-6)

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The Literacy Continuum

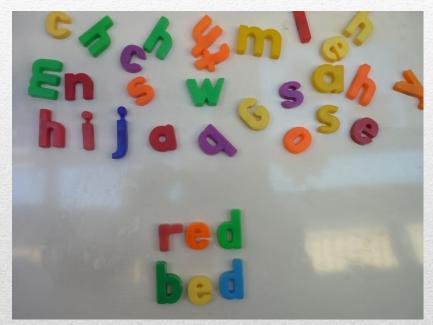
- Where to start
- Left to right
- Return sweep
- Difference between letters and words
- Use the picture
- Punctuation

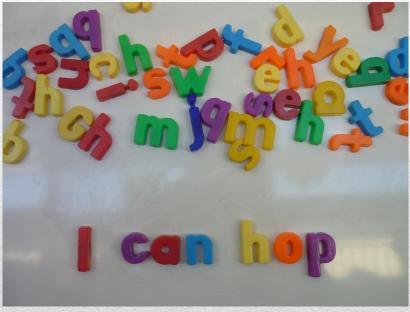
I put my apple into my bag.



Concepts about Print

Magnetic Letters





Concepts about Print

- 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









I put my sandwiches into my bag.

"Mum likes breakfast in bed on Mother's Day," said Emma.

"Here is the tray," said Dad.



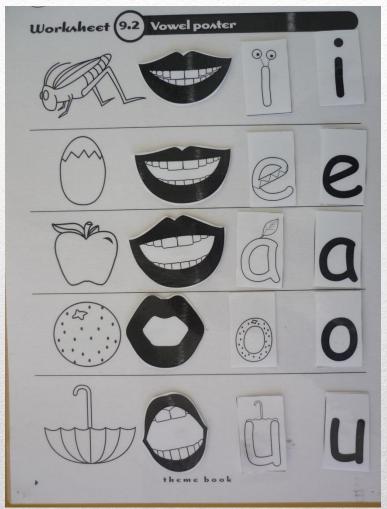
"Yes, we can play on the swings," said Tessa.

"I love playing on the swings," said Milly.

Phonics

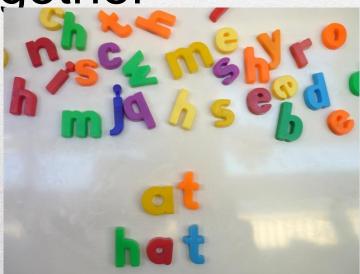
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❖ Vowel chart



Phonics

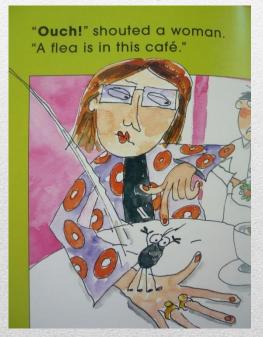
- Rhyming
- Same beginning sound
- Blend sounds together
- Claps syllables



Phonemic Awareness

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





High frequency words

| | Frequentiy | Used Word | 15 |
|---------|------------|-----------|-------|
| а | 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 |
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| be | him | of | two |
| because | his | old | up |
| before | house | on | us |
| big | how | one | very |
| boy | 1 | 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 | iust | ran | will |
| did | keep | run | with |
| do | kind | said | would |
| don't | know | saw | you |
| down | like | see | your |



At school - Instructional level : 90% - 95%

At home - Independent level : 95% - 100%



Guided Reading

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

Re - reading

Pausing

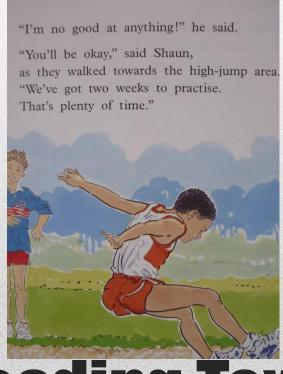
Self correcting

Prompt

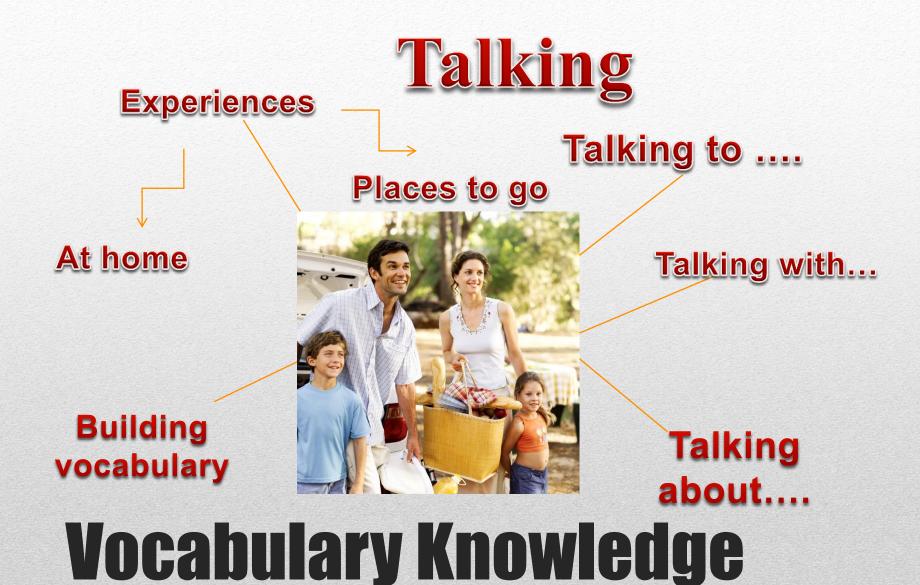
Praise

Phrasing and Fluency

- Punctuation
- Reading with Expression



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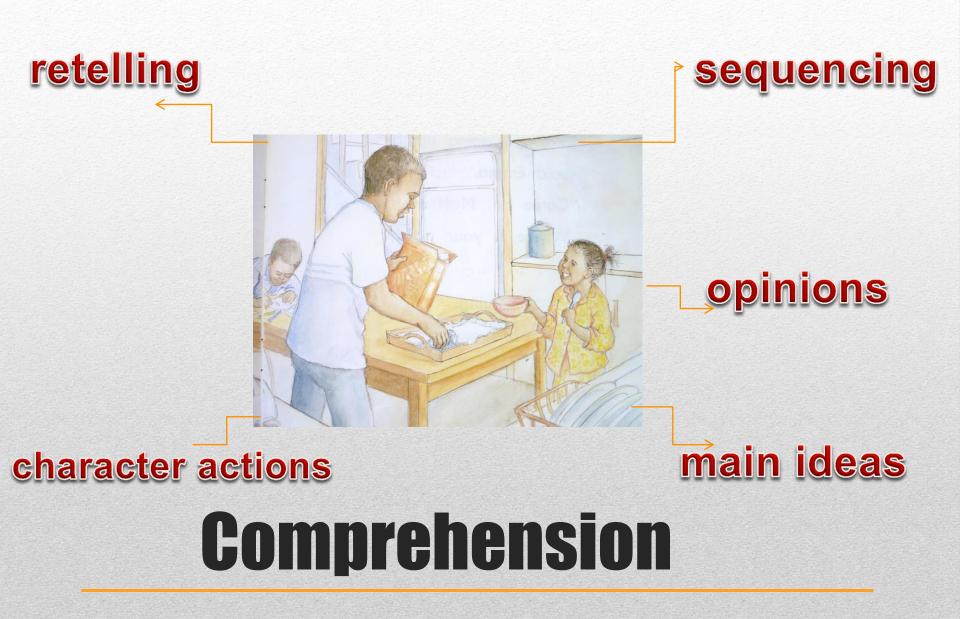


If English isn't your first language



The most important thing you can do is <u>read</u> – in your home language in English

both



❖ 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

READING DON'T.....

- 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