

# How can I engage with my child as they learn to read?

St Bernard's Catholic Primary School

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# What is Reading & Comprehension?

- Reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning.

Wikipedia

- “Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.” (p. 48)

Marie Clay

# Why we should read to our children;

- Models what good readers do – fluency, expression
- Engages children in books for enjoyment
- Helps them understand that reading has a purpose – gives us a message, tells us a story or provides us with information
- Promotes discussion
- Provides a special, regular one on one time

# How to engage with our children when they are reading to us;

- Always make it a positive experience
- Let them know that you are interested
- Set aside a special time when you can focus and not rush the experience
- Provide support when needed
- Promote enjoyment and happy times with books

# Set your child up for success by;

- Discussing any tricky words in the book prior to reading – set them up for success
- Talking about the meaning of unfamiliar words and concepts
- Reading to them if the book appears too hard

# Build interest with predictions;

- Making predictions helps to encourage interest and purpose
- Talk about what the story may be about before reading
- Predict what may happen next throughout the book
- Check and confirm predictions both during and after reading



# If your child gets stuck on a word, encourage a variety of strategies;

- Encourage them to have a go – ‘You try’
- ‘Are there any clues in the picture that can help you?’
- ‘What does it start with?’
- ‘Can you see a smaller word in that big word?’
- ‘Can you break up the word into smaller chunks?’
- ‘Read on and come back to the word’

# Chunking

- Avoid asking your child to 'sound out' a word.
- Ask them to break up a word into sounds or smaller words. You can use your fingers as 'goal posts'.

c-at

s-it

h-is

h-er

l-and

s-ent

spr-ing

cr-ash

go-ing

land-ed

hol-i-day

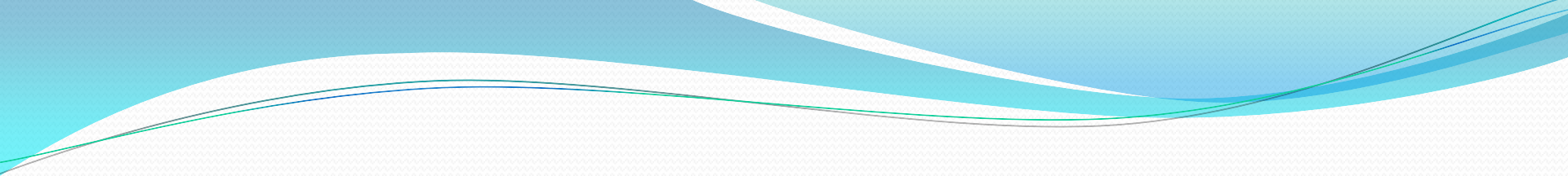
par-ty



# What to do when your child makes a mistake;

Prompt them to recognise the error:

- 'Did that make sense?'
- 'Does that sound right?'
- 'Does it look right?'

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- Don't interrupt your child mid-sentence to make a correction.
  - As they read on, they may realise the error and self-correct.

# How to help them fix their mistake;

- 'Lets try that again'
- 'What would make more sense?'
- 'Try that again and get ready to say the first sound?'
- 'What word do you think might fit in there?'



# Using the Pictures

- Pictures can bring a lot of meaning and understanding
- Pictures may assist with unknown words
- Never cover them up
- Using pictures is one of many strategies we encourage children to use as a cue when reading

# When to step in;

- If the word is beyond their ability, jump in and give it to them so meaning isn't lost
- Don't waste time prompting a child to try and problem solve on a word that is beyond their capacity

# Developing Fluency

- ‘Did that sound like a good reader?’
- ‘Try that again and make the reading sound smooth, like talking’
- ‘Listen to yourself read to see if you like the way it sounds’ (Whisper phones are great for this)
- ‘Let’s put it together so that it sounds like talking’
- Model fluent reading and ask your child to try it the same way

# Make Connections

- Relate the reading to own personal experiences
- Draw on prior knowledge of the topic / events

# Questioning

- “Readers purposefully and spontaneously ask questions before, during and after reading”.

Debbie Miller

- I wonder...
- What if...
- Why.....



# Inferring

- ‘Something that the author wants you to know but may not tell you.’
- ‘Reading between the lines.’
- Students use clues in the story, prior knowledge and visualising to infer meaning.

# Re-reading

- Re-reading a text a number of times promotes fluency, expression and confidence, hence, comprehension.

# Helpful hints:

- Have meaningful conversations about the text
- Provide a variety of texts that match your child's ability and interest level
- Pushing a child beyond their ability level can cause them to be reluctant readers
- If your child is too tired, read to them
- All children develop their reading skills at their own pace
- Keep it positive
- It needs to be enjoyable and achievable!