As a parent, you are your child’s first and most important teacher. When you help your child learn to read, you are opening the door to a world of books and learning.

FOOD. WATER. BOOKS. YOU KNOW...

THE ESSENTIALS.
Reading aloud to children is the best way to get them interested in reading.
Learning to read does not happen all at once. It's a series of stages that lead, over time, to independent reading, fluency and understanding.

It's natural to want to compare your child's reading abilities with those of other children of the same grade, but not all children develop reading skills at the same pace.
Some Reading Terminology
(‘teacher talk’!)

Accuracy

Fluency

Comprehension

Texts

Genre

Life without books is like an unsharpened pencil... It has no point.
New buildings need scaffolding
New readers need scaffolding too

- Repetition
- Rhyme
- Pictures
- Familiar situations
- Predictable Stories
- Easy Words
- Short Books
Levelled Books
Tip 1 READ TOGETHER EVERY DAY

“Good readers are made on the lap of a parent.”
If children are read to for twenty minutes a day they will have heard 1,000,000 more words per year than if they had not been read to.
“You’re never too old, too wacky, too wild, to pick up a book and read with a child.”

Dr Seuss
Tip 2
MAKE READING FUN

Snuggle up close with a book
Read to me!

Read to me riddles and read to me rhymes.
Read to me stories of magical times.
Read to me tales about castles and kings.
Read to me stories of fabulous things.
Read to me pirates and read to me knights.
Read to me dragons and dragon book fights.
Read to me spaceships and cowboys and then
When you are finished, please read them again!

-Jane Yolen
Tip 4 TALK ABOUT BOOKS
Talk about the pictures and ask questions
Tip 5 LISTEN TO YOUR CHILD READ

Some general guidelines

- Try and find some peace and quiet(!)
- Child in control of book but insist on using 2 hands:
  1 to steady the book and 1 to do word pointing.
- ‘Picture flick’ and chat
- Give them time
- Let them use the ‘scaffolding’
- Give them strategies when needed
Reading Strategies
What to do when a child is stuck on a word?

Use the pictures to help
Use the first sound to help
Re-read
Read on then come back
Ask ‘what would make sense?’
Use the pictures to help

Benchmark Card - Level 1

- He has a cat.
- He has a swing.
- He has a [ ]
- He has a [ ]
Use the first sound to help

Later — use the first 3 sounds to help and trickier sounds like ch, th. You should only suggest a child sound a word that you're confident they can get.
The Clown

Jake was a clown.

He had a white face.
He had a big red nose.

He went and got his green clown hat.
He went and got his
Some firefighters went to put out the fire. They got hoses.

Some firefighters got into planes. They water on the fire.

The wind blew the fire onto homes. The homes got burnt, too.
Ask "what would make sense?"

What Can You Find in a Pond?

Can you find fish in a pond? Yes, you can. Goldfish live in this pond.

Can you find a giraffe in a pond? No, you can't. Giraffes do not live in ponds. They live on the grass.

Can you find a frog in a pond? Yes, you can. Frogs live in ponds. Frogs jump in and out of ponds.
The more ‘common words’ kids know ‘by sight’ the easier reading is for them.

Skills for later on
- using punctuation,
- word endings,
- harder sounds,
- scanning ahead.
What ‘Good Readers’ Do
(reasons to praise the reader)

When they struggle to make sense
When they self correct
When you see them using the strategies
Sounding
Using pictures
Reading on
Re-reading
When they ‘get’ the funny bits
Comprehension
(how to check your reader is understanding)

Get them to predict what will happen next.
Help them make connections between the story and their own lives and other books.
Retell the story.
Ask them to describe a character.
Help them understand the jokes.
Talk about the feelings in the story.
Have them pick a favourite bit and tell you why.

(Use sparingly as kids get sick of too much comprehension!!!