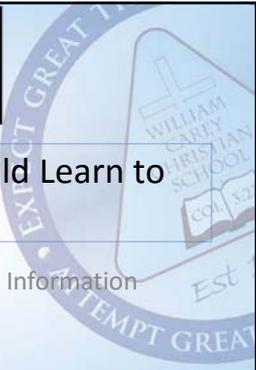


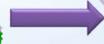


How Does my Child Learn to Read?

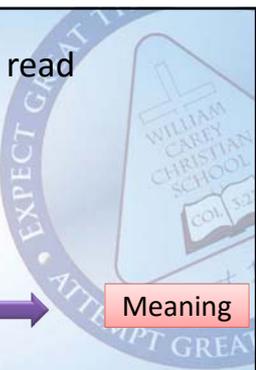
WCCS Parent Literacy Information Night



Learning to read



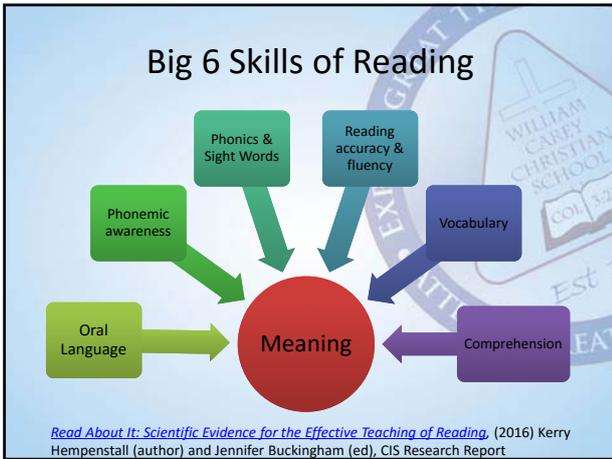
Meaning



How we read as adults

- As adults we remember whole words
- As adults we remember whole words, sounding out unknown words
- "...Pneumomediastinum is caused by similar mechanisms to pneumothorax.."





Oral Language

- To understand printed language, oral language is a necessity.
- Children need strong vocabularies and strong grammatical skills when they come to interpret texts
- "I see a tear in her _____"
- At Prep and school- picture talks, news, predicting
- At home- read to your child, with your child; wondering what might happen next? recasting.



Oral Language

- Children talk before they start to read.
- Negotiate, discuss, explain, sing, question, form opinions
- Develop wide bank of meaningful vocabulary



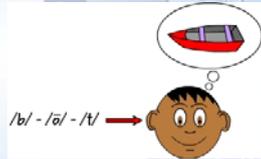
Print and Oral Language Together

Exposure to print in everyday life



Phonemic Awareness

- The ability to focus on the sounds of speech
- The knowledge that speech is broken up into words, words into syllables, syllables into separate sounds.
- E.g when I say the word "boat" what sound does my mouth make first
- This will help later on when students when they are learning about word families
- At home: I spy; nursery rhymes; songs and chants



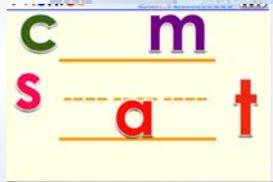
Hearing sounds



- What are syllables?
- Breaking words into separate parts
- Try these words: wallaby, dog, playground, hippopotamus, car
- Blending syllables: class + room = classroom
- Rhyming words: man, fan, can, ran....
- Unless they learn to make meaning from the marks on the page, learning the ABC's is just a song

Phonics and Sight Words

- The relationship between a letter and its sound
- Blending sounds together a-m=am
- Blending 3 sounds together S-a-m= Sam
- Deliberate teaching of phonics is necessary but not enough
- Whilst phonic instruction is necessary, it will not help when students encounter irregular or "sight" words such as "said" or "saw"



- At school- initial sounds, blending, word families, Minilit, spelling lists, sight word lists
- At home-
 - assist with sounding out (get your mouth ready to sound out this word)
 - flashcards for sight words (hidden treasure, go fish, memory)

Reading accuracy and fluency

- Meaning is always the goal
- Start with a text with a high level of easily recognised words with picture support (RRL1)



I can jump
I can run
I can fly

- Gradual increase in difficulty of text to Level 30.

Comprehension

- To comprehend is to understand
- Fluency is important in comprehension
- Successful readers:
 - Link what they read to prior knowledge
 - Can identify “who, what, where, when and why” words
 - Create mental images for what they are reading “make a movie” in their mind

- At school- deliberate teaching of comprehension skills. Not putting a student up in reading levels until they can demonstrate fluency and understanding.
- At home- talk about a book before reading it.

Building reading skills

- Read many books to your child
- Hear and explore rhymes in words
- Talk about a book and listen to their response
- Learn new words and use them through your day
- Pose questions “I wonder what/why/how”
- Have fun with words, make up silly songs
- Develop a bank of polysyllabic words: *fantastic*, *hippopotamus*, *chrysalis*, *enormous*

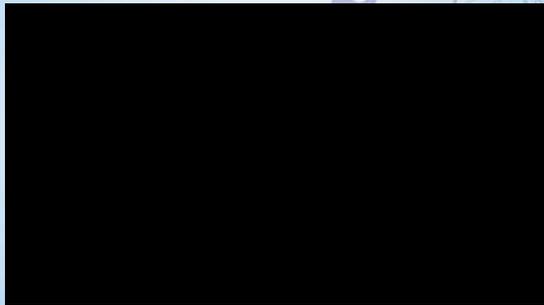


What does reading look like at Prep school?

- Learning skills of reading using our eyes, ears, hands
- Reading for a purpose
- Reading together, with a teacher, independently
- Writing something for others to read



What does reading look like at school?



Preventative Model

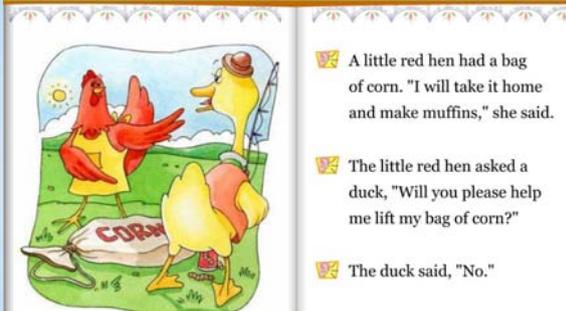
- Screening
- Targeted instruction
- Referrals to specialists
- Tracking & monitoring



At home

- Read aloud to your child
- Provide daily opportunities for your child to read to you.
- **Pause, Prompt, Praise**
- e.g. "The brown bear *growled* at me"
- At the end of the sentence ask student to **Pause**. Go back to the word misread. **Prompt**. Look at the beginning sound(s), now go back to the beginning of the sentence and read again. What would make sense? Reread whole sentence. **Praise** "I really liked the way you"

The Little Red Hen



Questions?
