



## Coburg West Primary School

### 3 - 6 Parent Home Reading Support

*Reading to children is one of the most successful ways of instilling a love of books but most parents wonder how they can help?*

Here are some tips:

#### SET UP PARAMETERS

- Read aloud with your children everyday.
- Read for up to twenty minutes (however this will vary with age) for each child around a book of his/her choice. Establish a home reading routine - time, location, items required.
- Depending on age and ability vary who will do the reading, it can be the parent/parent and child together/child independently.
- If reading time is laborious in your household where everyone is left feeling frustrated then set the timer to limit the reading.
- If English is your second language, read in your home language.
- If you lack confidence in reading aloud, the fact that you are reading with your child is what matters.
- Turn off electronic devices and give each child your undivided attention.
- Share your excitement for reading and this will be the model your child will adopt.



#### Before you/your child begins reading:

Set your child up for success. You or your child can complete a book introduction. Keep the introduction short - one minute is enough. Talk about:

- the illustrations and the title - what do they represent?
- read the blurb and talk about the author
- talk about any unusual words that are noticed when flicking through the pages
- read a page or part of a page here and there
- discuss the characters what is noticed so far.

This is a short introduction, not an interrogation.

If the book is already a familiar one, then the previous step is unnecessary. Instead, recap the book. If parents let their children provide this recap ("So, where are we up to?") this enables informal comprehension checking. Opportunities for prediction are also beneficial ("Wow... what do you think might happen next!").

Ask questions that will make your child want to look for clues in the text and that will spark your child's curiosity as you/they read aloud. For example:

- What are you wondering? (you can write down those "wonderings" and then see how they turn out)

Remind your child that good readers challenge what they're reading by asking questions *before, during and after reading*.

### **During Reading:**

**Visualizing.** Create "mind movies." Create visual images that bring texts alive. These "mind movies" make the story more memorable. You can help your child do this by:

- describing the pictures you're seeing in your own imagination using all five senses and emotions then invite your child to share their "mind movies."

Notice how they're different from yours. You might talk/draw/write what's in their imagination.

**Make Inferences.** We "infer" by combining what we already know with clues from a story. For example, when we read, "Her eyes were red and her nose was runny," we can infer that she has a cold or allergies. You can help your child with this reading skill by predicting what might happen in the story as you read aloud. Then invite your child to do the same.

**Main Idea.** Figure out what's important and central to reading. Keep track of the following:

- the main characters
- where the story is taking place
- the problem and solution of the story
- knowing that non-fiction texts look different from fiction and that they're organized with features like the table of contents, headings, bold print, photos and the index.

**Monitor Comprehension.** Readers who monitor their own reading use strategies to help them when they don't understand something. Remind your child to use the strategies that they have/are learning at school, for example:

- Re-read.
- Read on—now does it make sense?
- Read out loud.
- Read more slowly.
- Look at illustrations.
- Identify confusing words.

**Make Connections (Text to Text, Text to World and Text to Self).** Connecting what your child already knows while they read sharpens their focus and deepens understanding. Encourage your child to make connections or model how you make connections by sharing your own.

For example: maybe the book mentions places you've been together on holiday. Talk about your memories of those places. Invite your child to have a turn. Remind your child that good readers make all kinds of connections as they read.

### **After Reading:**

Ask questions that encourage discussion, for example:

- What was your favourite part?
- Tell me about the characters.
- What do you think will happen next?
- What did you think about that setting?
- What do like/dislike about this book?

Make it a conversation as you would in a book club.



## Remember:

- Avoid judging your child's reading with words such as: 'good', 'excellent' or 'getting better'. Say things about the strategies your child uses when reading such as:
  - I like how you read on when you came to that difficult word.
  - I like how you changed your voice to be the voice of the character in the story.
  - I noticed that you reread the bit that did not make sense.
- If your child is reading independently and does not necessarily want to be read to or read aloud, you can still continue to share reading time. You can sit and read silently together or talk about the books your child is reading because you are interested in their reading choices.
- Visit the local library — make it a family ritual. Let your children select their books while you select books you are interested in reading. Not every book has to be read cover to cover. Your child might select books based on illustrations or factual information about a topic of interest.
- Independent readers pick and choose what they read. They are entitled to read some and reject others. They are entitled to not complete books because they are boring. Readers make choices.
- Model what it means to be an enthusiastic reader. Talk about what you have read. Read aloud what makes you laugh and share it with your child.

## Other things that promote reading:

- Talk to your children - Talking regularly with your children is crucial in building a wide and varied vocabulary, and confidence with a range of sentence structures. These are necessary to be successful in reading and writing.
- Cook with your children - Read the recipe together. Reading, measurement/quantity, time, and time for social discussion.
- Read the TV guide with your children - Discuss the options, and plan your viewing ahead - also helps when talking about concepts of time - before, after, tomorrow, yesterday etc.
- Go shopping with your children - Read the road signs together, notices of any specials in supermarkets, the labels on packets. Give your children a list of things to look for.
- Play a board game with your children - Often such games have lots of fun things to read as well as including maths and strategy eg. Monopoly.
- Make something with your children - Figure out the instructions together.
- Visit the local library — make it a family ritual. Let your children select their books while you select books you are interested in reading. Not every book has to be read cover to cover. Your child might select books based on illustrations or factual information about a topic of interest.
- Bring along a book or magazine any time your child has to wait, such as at the doctor's surgery. Always try to fit in reading!

