



# Coburg West Primary School

## P -2 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 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:

**DO READ FROM THE PICTURES: ENCOURAGE** your child to build up the story before looking at the print.

**Look at the pictures, the cover and title and ask:**

- What do you think this book might be about?
- Who might be in the story?

**Talk about the pictures, the cover and title and ask:**

- What ideas might be in the story?
- What words can you see in the book that might tell us what it might be about?
- What do you think will happen in the story?
- What can you tell about the story from the pictures?

**DO** encourage your child to **GUESS** what the story is about.

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!").

### **AFTER TALKING: YOUR CHILD MAY BE READY TO READ TO YOU!**

**DO** read first if your child wants you to.

**OR**

**AT FIRST** it may be useful to take turns in reading parts of the story with your child.

**TRY** leaving out the last word in odd sentences... and let your child join in with you.

(This gets easier with practice).

## **DURING READING**

### **Understanding The Five Essential Components Of Reading**

- **Phonemic awareness**-Recognizing and using individual sounds to create words.
- **Phonics**-Understanding the relationships between written letters and spoken sounds.
- **Reading fluency**-Developing the ability to read a text accurately and quickly.
- **Vocabulary development**-Learning the meaning and pronunciation of words.
- **Reading comprehension strategies**-Acquiring strategies to understand, remember and communicate what is read.

**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.

## **CORRECTING ERRORS**

If a mistake makes sense... let your child continue.

EG. Your child may read: 'The girl walked to her house.' instead of 'The girl walked to her home.'  
The above mistake makes sense, the sentence still means the same.

DON'T always make your child sound out the word.

For example: h-o-m-e. Some words can not be sounded out.

If your child gets stuck on a word...

DO ask your child to look for clues in the pictures.

DO encourage guessing/making an attempt.

DO ask your child to read on or re-read the passage and fit in a word that makes sense.

DO let your child read on to the end of the sentence before you interrupt. Then ask...

- What would make sense?
- Let's look at the picture.
- What does it start with?

Try that again. Read on and think what would make sense.

- Does it make sense?
- Does it sound right?
- Does it look right?

PRAISE all attempts:

- Well done, you used the picture.
- Yes, that makes sense.
- I liked how you tried, the word is '\_\_\_\_\_'.  
\_\_\_\_\_



## **AFTER READING**

### **Talk about the book**

Remember this is a DISCUSSION or CONVERSATION NOT an INTERROGATION!

The questions do not have to be difficult:

- Did the story prediction come true?
- What else happened in the story?
- What was the interesting part in the story?
- What parts were your favourite and why?
- Maybe, locate one or 2 words in the books.
- What did you learn from this story?
- What character did you like and why?
- Make it a conversation as you would in a book club.



## **HIGH FREQUENCY WORDS**

It is important for children to have a core bank of words that they know automatically to help support them with their reading and writing.

Children are encouraged to work through the lists at their own pace.

Progress at school is regularly monitored **HOWEVER** children are expected to spend some time at home practicing these words which will appear regularly in their reading books.

- Encourage your child to recognise these words in their Take Home Readers.
- Make flash cards to use together and practice recognising the words together before you read.
- Play Memory/Snap.
- Use the word in a sentence.
- Make it FUN!

## **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.

### 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!
- Once is not enough. Encourage your child to re-read favourite books and poems. Re-reading helps kids read more quickly and accurately.
- I read to you, you read to me. Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.

