

PARENT READING WORKSHOP

Boondall State School
2022



WHY IS READING WITH YOUR CHILD SO IMPORTANT?

- Value reading (and see it valued by others)
- Continually develop skills
- Assist with other curriculum areas
- Assists with oral language development
- The more exposure the better

The MORE
that you read,
the MORE things
you will know.
The MORE that you
LEARN,
the MORE places you'll go.



I Can Read with my Eyes Shut, By Dr Seuss

READING INVOLVES USING...



- Visual information e.g. pictures, logos, colour and size of words/letters, body/facial expressions

- Memory



- Knowledge of the world to predict words and check their reading makes sense.

THE ESSENTIAL COMPONENTS FOR LEARNING TO READ

phonemic awareness

- repeats familiar rhyming verses, chants and jingles
- identifies rhyming words
- provides a word starting with a given sound
- claps the syllables of spoken words e.g. ba/na/na
- makes new words by changing sounds e.g. swap the /p/ in spin with /k/

phonics

- identifies some letter names e.g. first letter of own name
- says some of the sounds for letters in a word
- writes letters to correspond with single letter sounds
- uses knowledge of sounds to attempt to read and spell unknown words

vocabulary

- knows and uses a range of everyday words and some subject-specific words in areas of interest
- asks questions to find out meanings of unfamiliar words
- is aware that some words have multiple meanings
- uses more precise vocabulary to describe feelings and experiences

The essential components for learning to read

text comprehension

- responds to stories by connecting information and events to personal experiences
- retells events in a story
- predicts a plausible next event in a story
- talks about information in factual texts
- analyses and evaluates a character's actions/ motives in a story

fluency

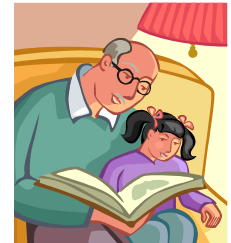
- reads aloud accurately, quickly and with expression
- automatically recognises words, word parts and letter sounds
- fluent reading allows the child to focus on the meaning of what they are reading

GETTING READY TO READ.

- Your child will be more successful if reading is part of your family life!



Read **to** them every day.



Let them see you read for enjoyment.



Listen to books on road trips rather than use iPads/DVDs.

Read books (and write/make books for them to read) that are **familiar, repetitive, short, interesting/fun.**



Re-read enjoyable, familiar texts so they can join in the reading.



Let them see you read every day for real-life purposes
e.g. signs, lists, recipes, letters, websites, labels,
packaging, DVDs and words on clothing.



Talk about how texts are organised and how they are used
e.g. how a recipe, list or letter is set out and read.



WHAT IS HOME READING?

- Reading to, reading with, students reading
- Time for students and parents to engage in reading
- Reinforces reading skills in a safe and supportive environment
- Assists students to feel positively about reading
- Enjoyable not laborious
- Frequent and concise
- Aimed at success



WHAT DOES HOME READING LOOK LIKE AT BOONDALL SS?

Whole School Home Reading Incentive Program

- Each night that students read with parents/guardians, the Home Reading Card needs to be signed.
- An exciting and motivating element of the program is the presentation of certificates and incentives to reward the efforts of our students when they reach significant milestones. This usually happens at assembly and your class teacher will notify you of your child's achievement.



Why Should Students Read for 20 Minutes Each Day?

Why can't I skip my 20 minutes of reading tonight?

Student "A" reads 20 minutes each day
3600 minutes in a school year...

That's 1.8 million words!



90th percentile

Student "B" reads 5 minutes each day
900 minutes in a school year...

That's only 282000 words



50th percentile

Student "C" reads only 1 minute each day
180 minutes in a school year...

That's only a mere 8000 words



10th percentile

By the end of Grade 6....

- Student "A" will have read the equivalent of 60 whole school days!
 - Student "B" will have read only 12 whole school days

Which student would you expect to have a better vocabulary?

Which student would be more successful in school... and in life?

PRIOR TO READING

- Choose an appropriate time and place to read.
- Encourage enthusiasm. Try and make the reading event a special part of their day.



BEFORE READING

Before reading

Selecting the book

- Browse through a small range of books (fiction and non-fiction) together.
- Talk about what the book might be about.
- Encourage your child to select the book they would most like to read.

Looks like

*Which one would you like to read today?
I wonder what each one is about.
What do you think this one is about?
This book is called _____.*

Introducing the book

Discuss the subject matter and illustrations.

- Talk about the cover.
- Browse through the book, discussing the illustrations and predicting the story-line or information.
- If possible, link the events or information to your child's experiences.

Looks like

*What do you think this book will be about?
Have you read anything else written by this author?
I wonder what this book will be like?
Let's see if the illustration will help us. Oh yes, it shows ...
I think that could be ... don't you?
Can you see why I think it's...?*

DURING READING – READING TO THEM

- Most importantly, read with passion! Provide a good model of fluent, expressive reading and show that reading is a great way to have fun.
- Think aloud as you read, asking a few questions as you go.... *“What do you think is going to happen next?”* *“Why did that character do that?”* *“What would you do?”* But be cautious! Too much questioning can turn a fun read into an inquisition and that’s no fun at all!
- Encourage your child to track print with you and join in as you read.
- Encourage your child to point out any words or letters that they know.

DURING READING – READING TO YOU

- Praise attempts, remain positive.
- Not just about getting the words correct.
- Building understanding is just as important.
- Stop throughout the story to discuss and engage students.
 - What do you think will happen next?
 - Why did he do that?
 - Are you noticing what I am noticing?
- Make sure the flow of the story is maintained by stopping only briefly.

AFTER READING

- Talk about what you've read and explore new and interesting words and ideas together.
- Relate to students real lives:
 - When have you ever felt like that?
 - Have you seen someone do that before?
 - What did the story remind you of?
 - If the story was to keep going what do you think would happen next?
- Read the story again! Repeated readings build fluency and confidence.

AFTER READING

Responding to your child's reading

- Engage in an open discussion that summarises or encourages comments about information in the book.

Looks like

That was very interesting where it said that the bear went to sleep for all of the winter months.

What did you think about that?

Was there a character you liked the most?

The character I liked the most was _____.

Why was _____ your favourite?

Was there any part of the book that you liked especially?

Why?

This reminds me of another book we read last week.

Does it remind you of another book?

Yes, they were both about _____.

Do you know anyone like that?

Have you ever felt like that?

HOW DO I BUILD MY CHILD'S CONFIDENCE TO READ?

- Tell them it is okay to be learning to read and learning to read takes time.
- Make sure reading is fun, enjoyable and purposeful.
- Make sure they know you will help them.
- Praise them for their approximations/having a go.



Remember...EVERY CHILD IS DIFFERENT

Give your child time and space to grow. Some learn to read quickly, others take time to piece together all of the skills they need. Either way is ok.

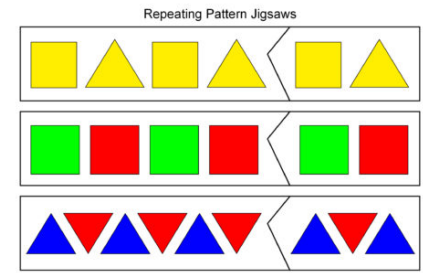
WHAT SHOULD I EXPECT?

Many beginning readers will approximate reading as they:

- look at pictures and tell a story to match the pictures
- look at pictures and remember the story
- run their finger under the words (not very accurately) as if they are reading and make up/remember the story
- read, fairly accurately, a simple familiar text, e.g. by looking at the pictures, using their memory, remembering repeated words/sentences and looking at some letters/sounds

EVERYDAY LEARNING

- Sing songs and learn fingerplays (eg. “5 Little Ducks”, nursery rhymes, “ABC” song).
- Play memory games (e.g. matching cards, “I Went Shopping”).
- Play movement games (e.g. Simon Says) and clap to different rhythms and songs.
- Work on visual discrimination (e.g. find the difference games, talking about detailed pictures – “Window” by Jeannie Baker).
- Work on puzzles together.
- Imaginative play – shops, vet, zoo.
- Patterns – follow, continue and create.





EVERYDAY LEARNING

- Shopping lists – 5 pictures with matching words
- Library visits – look for books that they enjoy, as well as prize-winning authors like Mem Fox, Alison Lester and Aaron Blabey
- Play with stories – make a new character, ending.
- Television – Sesame Street and Play School
- Visit interesting places – museums, army displays, parks, beaches, festivals
- Make your own books
- Lifeline Book Fair
- Name writing.



Blake and Hunter had a fantastic 2nd birthday!



LORE

PIRE



by
Bl
K
H
T
R

Milk



Toothpaste



Eggs



Yoghurt



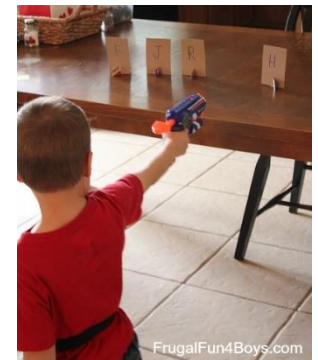
Bananas



LETTER/SOUND ACTIVITIES



- “I Spy” games.
- Letter Search (in newspapers, junk mail, stories).
- Break It Up games – hide a familiar object under a towel. Chop up the sounds and have your child blend them back together to guess the object.
- Homemade letter/sound dictionaries or boxes.
- Rhyme Race.
- Magnetic Letters.
- Hopscotch.
- Picture/Sound Match and Memory Games.



WORD PLAY ACTIVITIES

- Words in meaningful contexts around the house.
- Word Search (in books, on billboards).
- Writing letters and words on concrete with chalk or a wet paintbrush. Tracing them in sand.
- Drawing a carpark and writing words in each space. Your child can park their cars on the right words.
- Memory and Match games.
- Making words in playdoh or biscuit dough.
- Writing letters on Lego and building words.



PREPARING TO WRITE

- Prepare a writing centre – lots of pencils, fancy pens, paper and interesting notebooks
- Write to others (birthday cards, thank-yous, general updates for Grandparents).
- Let your child see you write and display writing at home.
- Label items at home. Swap or jumble the labels.
- Make up funny sentences and pick out different things, eg. words with the same sound, nonsense words.
- Trace words and letters – on paper, with chalk on the concrete, on your child's back.



ON-LINE RESOURCES

- <https://www.teachyourmonstertoread.com/>



- <https://readingeggs.com/>



*Storytime.
Anytime.*



<https://storyboxlibrary.com.au>

HANDOUTS

■ Steps to support reading at home



On the
Road to
Reading

Handy tips for supporting your beginning reader

The Dual Purpose of Home Reading

Home reading serves a dual purpose - one is reading to your child and the other involves your child reading to you. Both aspects of home reading are pivotal to your child's success as a reader.

Reading to your child teaches children the value and importance of reading. It provides children with opportunities to hear fluent reading, the rhythm of language and exposes children to new vocabulary.

When your child reads to you it creates a safe environment for children to rehearse the strategies they have learnt in class. This form of home reading aims to reinforce, stimulate and motivate students to become confident readers.



Students who read the most, read the best and stay in school longer. Conversely, those who don't read much, cannot get better.

The Best School Students in the World



Letter Sounds
Rainbow Game

