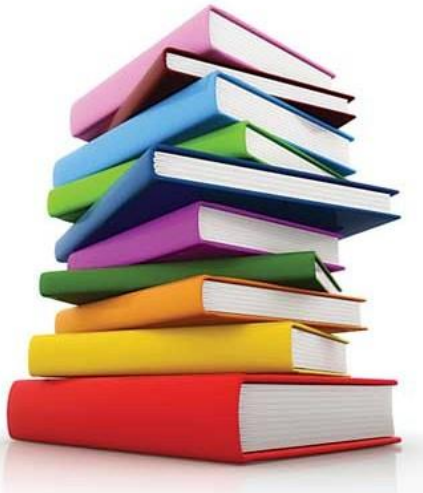




Parent Information Session

Reading P – 2



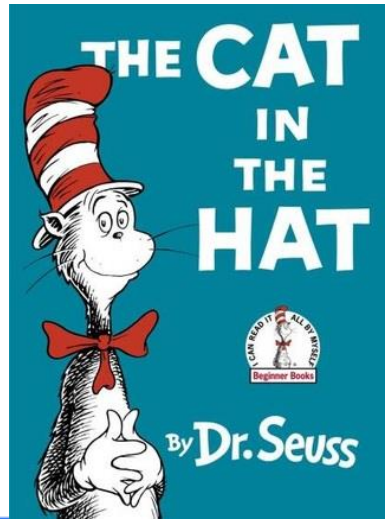
Tonight's session...

- Beliefs around Reading
- Why is Reading so important?
- What does reading look like at school?
- How you can help?
- Questions?????



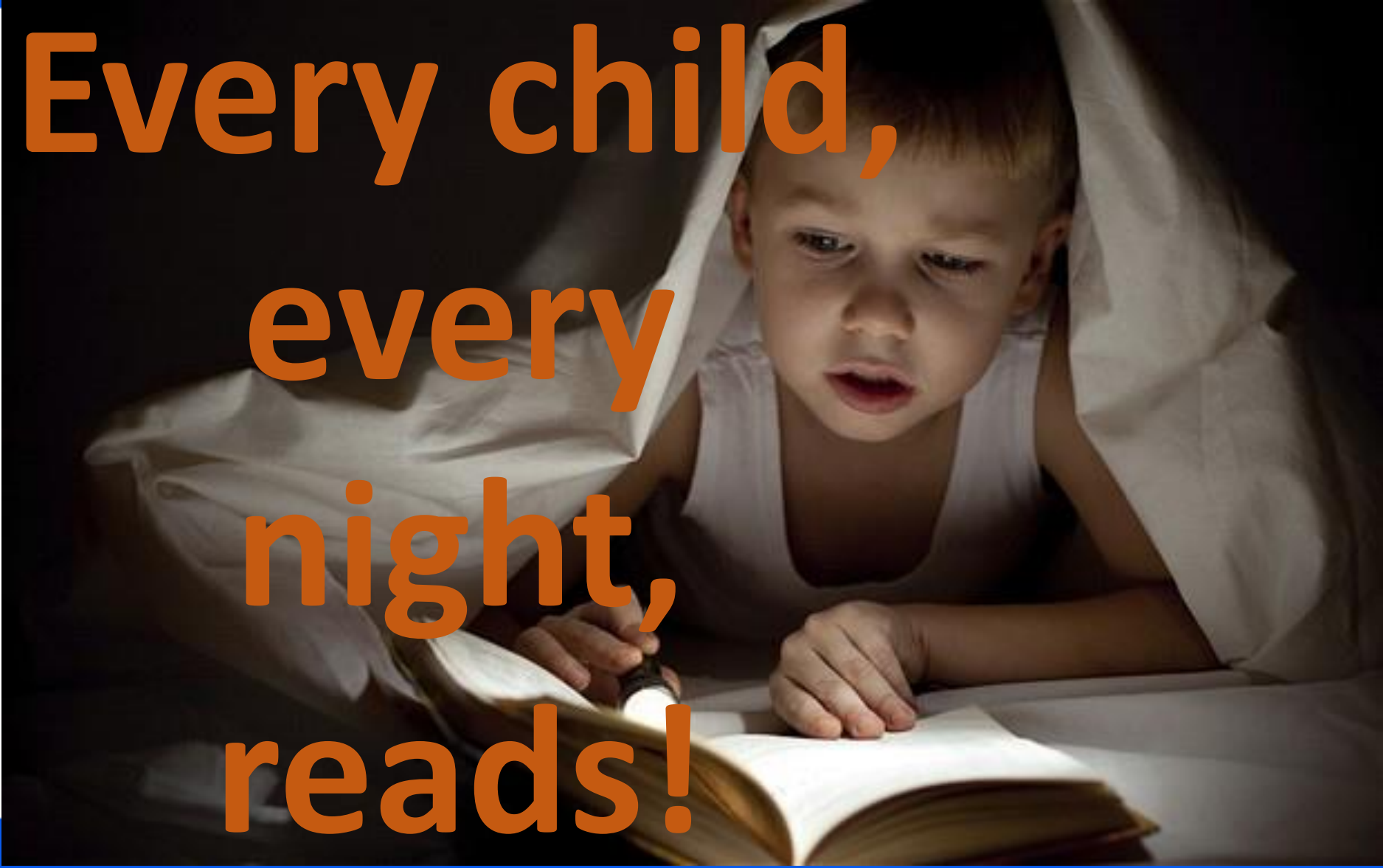
Reading at Rochedale State School

- We believe that reading is the process of *understanding* texts to encourage **thinking**.
- It is *meaning making*.
- Reading should foster a positive atmosphere and encourage our children to love reading.





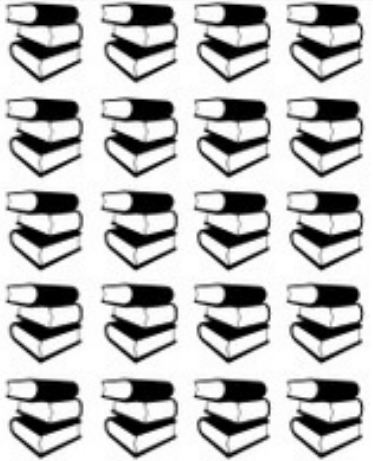


Every child,
every
night,
reads!





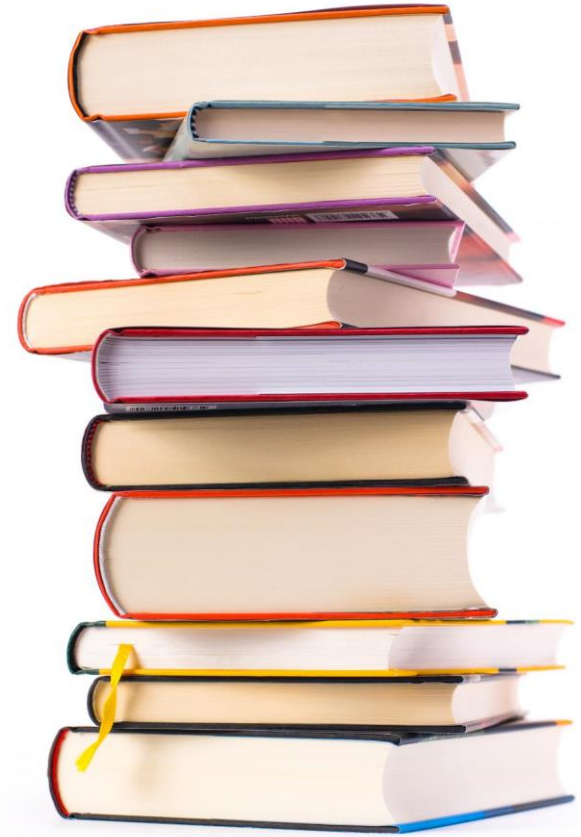
Why?

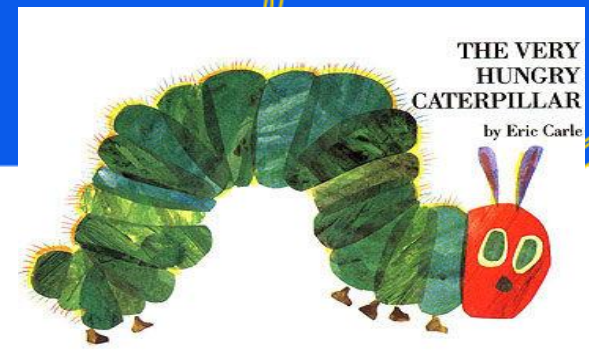
WHY READ 20 MINUTES AT HOME?

❖ Student A reads an average of 20 minutes per day.	❖ Student B reads an average of 5 minutes per day.	❖ Student C reads an average of 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.
		

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.





Why Reading?

- Research tells us that a child struggling to read competently by the end of Year 3 may continue to experience challenges with their learning.
- This highlights the importance of reading in the early years and the need to ensure children are provided with enough reading mileage.

Reading is extremely complex



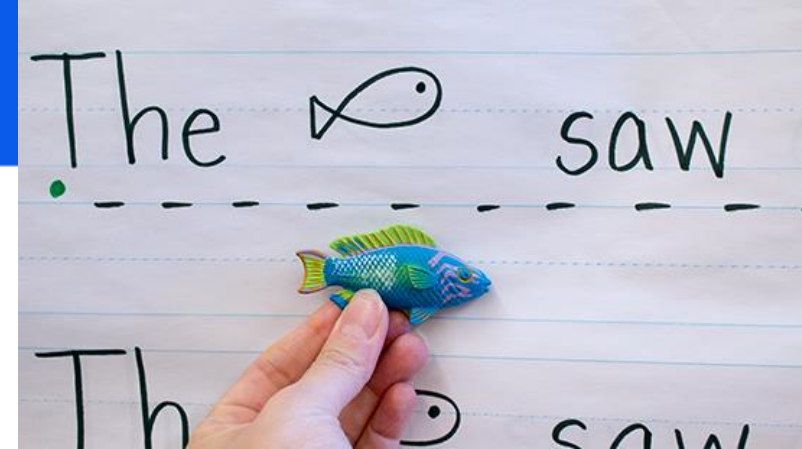
Captain Readit

To help encourage students to read, we use our own superhero Captain Readit. Captain Readit works with children and motivates them to read and set goals with their reading.

Students are provided with opportunities to receive a reading award/ticket. This is then placed in Captain Readit's box in the library and a winner from each year level is announced on parade each week. Winners are allowed to choose a book from Captain Readit's Treasure Chest found in the library.



Early Reading



What are the pre-reading strategies?

- Identifying and knowing letter name and sounds
- Becoming familiar with words (vocabulary) – sight words
- Concepts of print
 - Reading left to right
 - Text holds a message
 - There are sentences (text structure)

• Connecting this knowledge to their writing – expanding their ability to communicate

My Teeth are
hELthy. bec Kus I
Brush my teeth Evry
nit AND Evry day.
EVN on Bthdays.



Sight Words

M100 Sight Words

Our Magic 100 Words I											
Golden Words			Red Words			Blue Words			Green Words		
a	and	be	all	are	as	an	by	do	big	can	did
I	in	is	at	but	for	go	if	me	get	has	him
it	of	that	had	have	he	my	no	or		new	now
the	to	was	her	his	not		up		off	old	our
			on	one	said				out	see	she
			so	they	we					two	who
			with	you							
Orange Words			Indigo Words			Violet Words					
back	been	came	call	come	here	about	before	could			
down	from	into	make	must	only	first	little	look			
just	like	made	some	then	were	more	other	right			
much	over	them	what	will	your	their	there	want			
this	well	went					where	which			
	when										



Reading in classrooms

Reading in your child's classroom can happen a variety of different ways...

- Modelled Reading
- Shared Reading
- Guided Reading
- Independent Reading



Each of these aspects of reading provides an opportunity (either collaboratively or independently) to rehearse explicitly taught strategies.



Modelled Reading









Independent Reading



Decoding and Comprehension

In the lower school, decoding and comprehension are explicitly taught.

Decoding





<p>Eagle Eye</p> 	<p>Look at the pictures for a clue to help you work out the word.</p>
<p>Stretchy Snake</p> 	<p>Stretch the word out slowly then put the sounds together.</p>
<p>Flippy Dolphin</p> 	<p>Flip the vowel sound around, try a long sound or a short sound, or another vowel!</p>
<p>Peekin' Poodle</p> 	<p>Check the pictures and the words to see what makes sense.</p>




<p>Lips the fish</p> 	<p>Say the first few sounds of the word <u>out</u> loud, read the sentence then say the sounds again.</p>
<p>Chunky Monkey</p> 	<p>Look for parts of the word that you know the sounds of! Then work out the word.</p>
<p>Tryin' Lion</p> 	<p>Try and try again, try a word you do know so the sentence makes sense.</p>
<p>Skippy Frog</p> 	<p>Skip the word, read the sentence then go back and re-read it, re-read it!</p>
<p>Helpful Kangaroo</p> 	<p>After you have tried all the other strategies, mark the page and ask for help.</p>

Decoding and Comprehension

In the lower school, decoding and comprehension are explicitly taught.

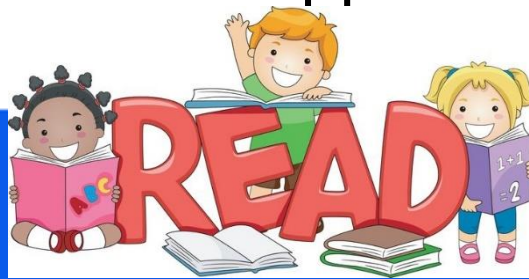
Comprehension

<p>Spinner the Spider</p> 	<p>Connect what you are reading with what you already know.</p>
<p>Questioning Owl</p> 	<p>Ask questions before you read and look for the answers while you are reading.</p>
<p>Picturing Penguin</p> 	<p>Put pictures in your head as you read and play the story like a movie in your head.</p>
<p>Digger the Dog</p> 	<p>Dig for important <u>facts</u>, find out the message behind the story.</p>

<p>Iggy the Inferring Iguana</p> 	<p>Make predictions, make conclusions and reflect upon what you are reading.</p>
<p>Jabber the Re-teller</p> 	<p>Put the information together to tell the story in your own words after you have read it.</p>
<p>Repair Bear</p> 	<p>Think while you are reading so you know when you <u>don't</u> understand something.</p>

Measuring Reading Development

- Throughout these aspects of reading, teachers collect observations and carry out assessment to make informed decisions about your child's reading development.
- These assessment tools allow teachers to identify strengths and weaknesses to monitor your child's progress and set reading goals.
- Although students operate at a particular level – our primary focus is on a child's reading behaviour. Students' learning needs are taken into consideration and learning experiences/assessment are modified to ensure all students are provided with opportunities to succeed in reading.





- Rochedale State School promotes a positive culture around goal setting. Teachers provide feedback to students about their reading and work with each child to create a personal reading goal.
- These goals, as mentioned earlier, focus on behaviour/strategies rather than an attainment level.
- Children are encouraged to work towards this goal via key strategies when reading at school and at home.

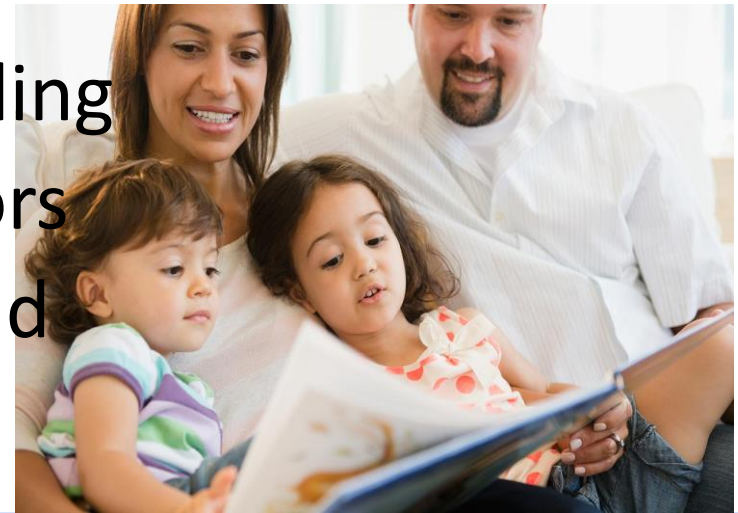


Reading at home



Although it's important to provide opportunities for your child to exercise reading strategies at home – it is MORE important that children develop a love of literature. To do this, it is important that parents...

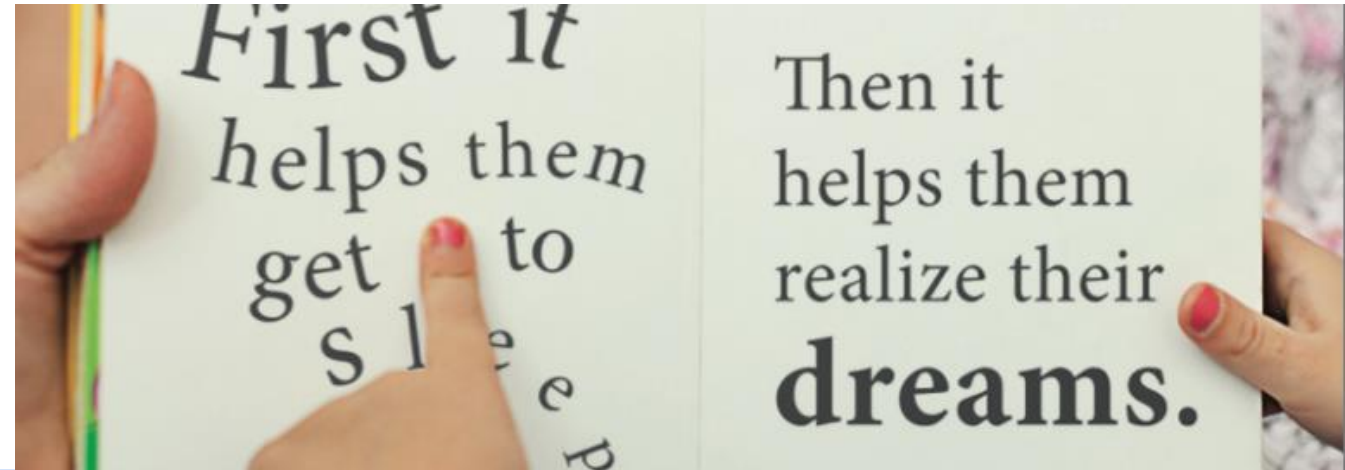
- ...make time to read to/with their children
- ...ask questions about their child's interests in reading
- ...expose them to a variety of different texts/authors
- ...visit the library or book store and excite your child about books.



What does reading at home look like?

It is important that parents take time to not only model good reading, but model how to get excited about a story/text. Exaggerate the emotions a text can contain and spread these emotions through to the child. Try hard to animate the characters and their voices. Reading sessions that excite the child will help them engage with the text and build a love for the story/reading. Take opportunities to discuss some of the plot/words/characters...

- Why did a character behave this way?
- What would you do?
- What do you think is going to happen next?



Home Reading Resources

Although promoting a positive culture around reading is important, we need to ensure the text students are reading is appropriate for their developmental level. Texts can either be...

EASY

INSTRUCTIONAL

DIFFICULT

Texts used for home reading should be **EASY**. This is because during home reading, children need to experience success and build their fluency and expression.



Vocabulary Development

- This is a perfect time to extend your child's understanding of language.
- Check for understanding - even simple words may not be clear
- Remember, reading is about making meaning. A child cannot visualise something they don't understand.
- Young children are often very literal
eg His nose was running...



On-line Reading Programs

- Bug Club
- Reading Eggs
- Apps – Teach your monster to read



Handouts: some helpful suggestions

When a Child Makes a Mistake

Wait!!

Until the end of the sentence.

This gives the reader time to notice and fix the mistake (self-correcting).

MISTAKE NOT FIXED

Prompt

That wasn't quite right.
Try that again.

MISTAKE STILL NOT FIXED

Does that make sense? Can you
say it like that? Does that look
right?

MISTAKE STILL NOT FIXED

Would... make sense?
Does it look like...?

Check it!

Run your finger under it as you
say it slowly and check the
letters.

MISTAKE FIXED

Specific Praise

I like the way you...

Great!! You noticed...Well
done! Now it makes
sense/looks right.

Good, you reread it and
made it sound right

Terrific, you checked the
letters.

STUCK ON AN UNKNOWN WORD

?

Think about what is happening in the story. What would make sense?
Does the picture help? How does it start? Can you say more?
Read it again and think what would sound right there?

Word still not known

Would make sense/ sound right? Does it look like?

AFTER SOLVING

CHECK IT! Run your finger under it as you say it slowly AND check the letters.

(Ask the child to reread the sentence to regain meaning)



HANDOUT

When your child reads to you...

BEFORE READING:

Introduce the book:

Read the title to your child

Look through the pictures together.

Anticipate which words might be tricky and use these in your talk.

DURING READING:

Be an adoring audience – wrapped up in the wonderful story your child is reading to you!

When your child makes a mistake.....

When your child is stuck.....

AFTER READING:

*Comment on the **story** !*

Observable behaviours to notice and support...

Directional movement - The child will have control of this without lapses, or else he is aware of his tendency to lapse and will be able to check on his own behaviour.

One to one matching - The child can adopt a controlled one-to-one matching of spoken to written words for checking purposes.

Self-monitoring - The child is checking on himself. This can be seen when an error is noticed but not necessarily corrected.

Cross-checking - The child notices discrepancies in his own responses by cross-checking one kind of information (say, visual) with a different kind of information (such as meaning).

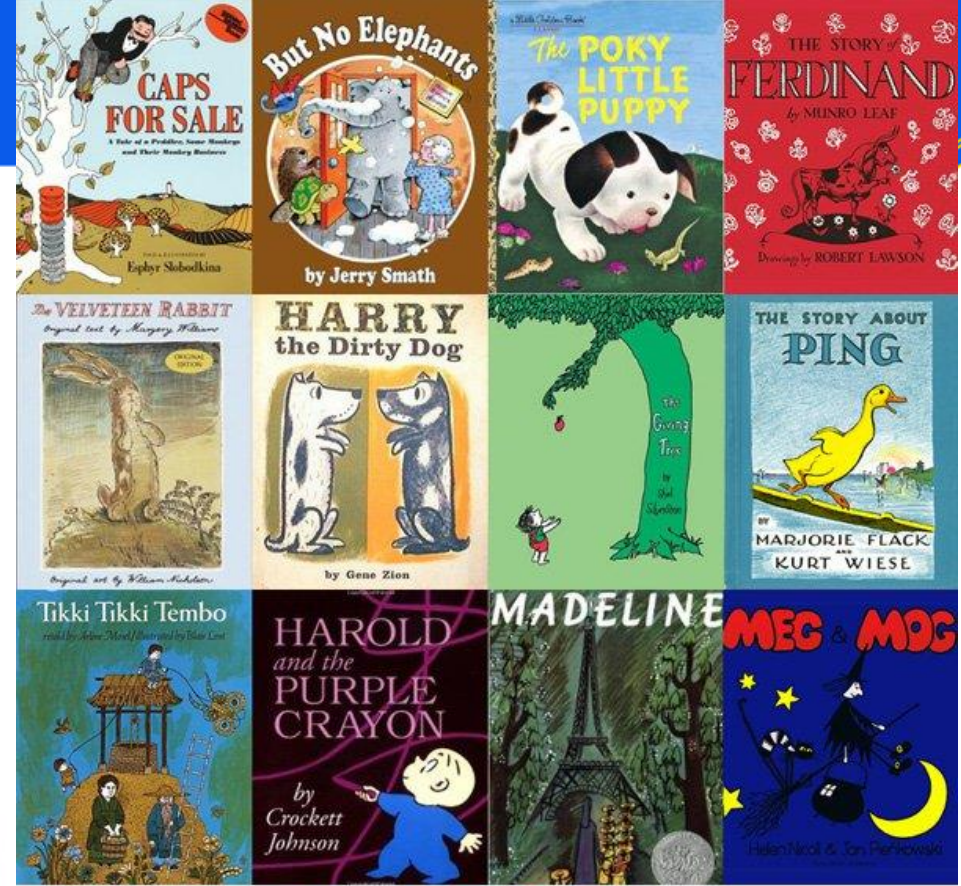
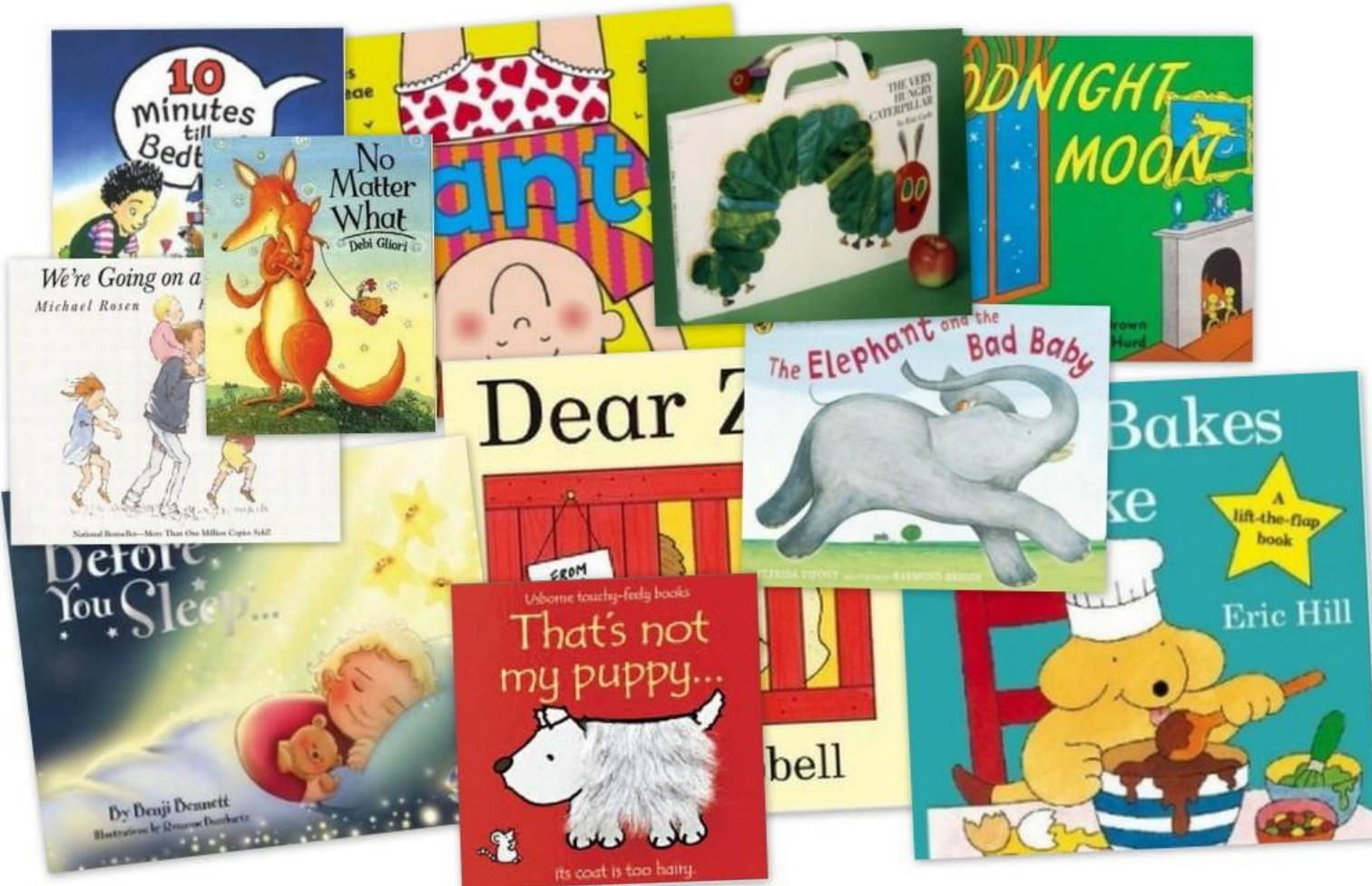
Searching for cues - The child is trying to achieve a match with meaning, structural and visual cues.

Self-correction - Effective self-correction follows from using self-monitoring, searching for cues and cross-checking information. However, even unsuccessful attempts at self-correction are indicators that the child is aware these activities can be helpful.

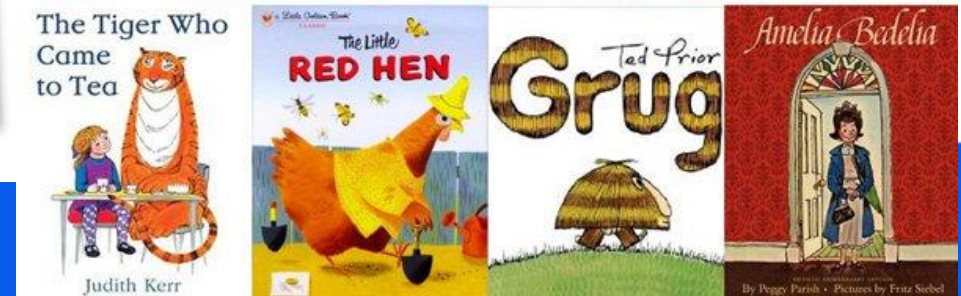




Suggested Readings



50 CLASSIC PICTURE BOOKS





Questions and Answers

A photograph of several hands raised in the air, symbolizing participation or a classroom activity. The hands are of various skin tones and are positioned against a white background with faint, large question marks.