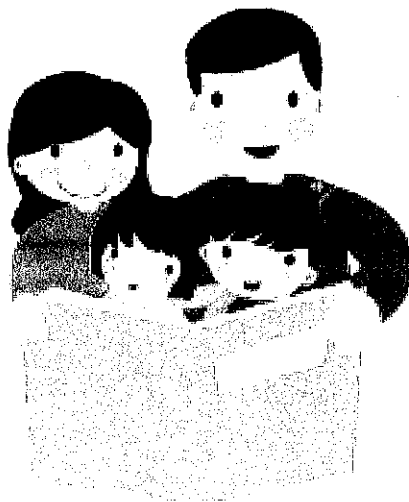


How can I support
my child's reading
at home?



General Description

Experimental readers often 'read' by using pictures or memory of the storyline. They may identify some words in texts, but, they are more focused on getting across the meaning of a text rather than reading every word accurately.

How to Support Experimental Readers

Experimental readers will benefit from a range of experiences. Consider any of the following suggestions.

- Read to your child every day.
- Reading aloud helps children expand their vocabulary, appreciate the value of books and other texts, understand new ideas and concepts, and learn about the world around them.
- Expose your child to a wide variety of texts, e.g. *books, magazines, electronic texts, brochures, newspapers, comics*.
These texts can be read many times so children become familiar with them. Familiarity helps build self-confidence.
- Encourage your child to 'have a go' at reading.
- Encourage and praise your child's attempts to 'read'.
- Ensure your child sees other members of the family reading and talking about their reading. This helps Experimental readers understand that there are different purposes for reading.
- Talk about the characters, people and events in texts.
- Encourage your child to express opinions about texts.
- Talk about letters, sounds, words, sentence patterns and interesting features in texts.



General Description

Early readers confidently read familiar texts. When meeting new texts they may read slowly and deliberately as they focus on the printed word, trying to read exactly what is on the page. Early readers express and justify their own reactions to texts they have read or listened to.

How to Support Early Readers

Early readers will benefit from a range of experiences. Consider any of the following suggestions.

- Read to your child every day. Early readers benefit from hearing 'good' readers. This is also an opportunity to share and discuss information presented in texts.
- Encourage your child to choose texts to read on a daily basis.
- Expose your child to a wide variety of texts and give them encouragement to read new material, e.g. *books by a new author, a different type of text such as poetry.*
- Give encouragement and praise whenever your child chooses to read.
- Ensure your child sees other members of the family reading, and talking about their reading.
- Talk about characters, people, settings, plots and events in texts.
- Encourage your child to express their opinion about texts and to justify their reactions.
- Point out and discuss common words with your child.
- Encourage your child to try different ways to work out a word they don't know:
 - predicting (guessing using clues)
 - skipping the word and reading on to the end of the sentence
 - re-reading the sentence.
- Encourage your child to talk about how the meaning of an unknown word was worked out or could be worked out.



General Description

Transitional readers can recognise many words automatically and therefore read familiar texts fluently and with expression. They use a variety of ways to work out unknown words such as slowing down, re-reading, reading on and sounding out. Transitional readers change the way they read to suit different texts or purposes.

How to Support Transitional Readers

Transitional readers will benefit from a range of experiences. Consider any of the following suggestions.

- Read to your child regularly. Transitional readers still benefit from hearing 'good' readers. This is also an opportunity to share and discuss opinions about information presented in texts.
- Encourage your child to choose texts to read on a daily basis. Expose your child to a wide variety of texts and give encouragement to read new material, e.g. *books by a new author, texts on different topics.*
- Give encouragement and praise whenever your child chooses to read.
- Ensure your child sees other members of the family reading, and talking about their reading.
- Talk about characters, people, settings, plots, events and information found in texts.
- Encourage your child to discuss how characters or people are presented in texts, and make comparisons with people in real life.
- Encourage your child to express and justify their reactions to texts, and listen to the opinions of others.
- Point out and discuss words related to different topics and subjects, e.g. *'perimeter' in maths, 'environment' in science.*
- Talk about how to find information in different texts, e.g. *using the index, looking for headings.*
- Support your child in completing research work.



Supporting Oral Reading

<p>If your child makes a mistake and corrects the error ...</p>	<p>If your child comes to a word they don't know and pauses ...</p>	<p>If your child makes a mistake which does not make sense ...</p>	<p>If your child makes a mistake which does make sense ...</p>
<ul style="list-style-type: none"> • Offer praise or support for making the correction. 	<ul style="list-style-type: none"> • Wait and give them time to work it out. • If they're successful, encourage them to read on to maintain meaning. • If they are likely to know the word, ask them to go back to the beginning of the sentence and have another go at it. • Ask them to guess a word which begins with the same letter and would make sense. • Ask a question which will give a clue to the meaning, e.g. <i>"How do you think Johnny feels? Angry?"</i> • If the word is not likely to be known, say it quickly and encourage them to keep reading to maintain fluency and avoid loss of meaning. 	<ul style="list-style-type: none"> • Wait to see if they work it out for themselves and offer praise if they do. • If they don't correct the word themselves ask, <i>"Does that make sense?"</i> • Ask a question which will give a clue to what the word is, e.g. <i>"Where will he go to catch the train?"</i> • If the word is not likely to be known, say it quickly and encourage the child to read on. Later, when the whole text has been read, go back to unknown words and help your child use other word-identification strategies such as: <ul style="list-style-type: none"> – sounding out individual sounds in a word – sounding out chunks of words, e.g. <i>base</i> or <i>root of the word, prefixes and suffixes</i> – looking at the words around it. 	<ul style="list-style-type: none"> • Do nothing until the child has finished. • When they have finished go back to the word and say <i>"You said this word was ____; it made sense but it begins (or ends) with the letter __ so what do you think it could be?"</i> • You may wish to discuss the letters of the word with your child and see if they can think of any other words with similar letters.

Reading to and with Your Child

Set aside a regular 'special' time every day when you read to and with your child.

Things to do before reading

- Allow your child to select the book and discuss the reasons for the selection.
- Encourage your child to look at the title and cover of a book and talk about what it might be about.

Things to do while reading

- Sometimes follow the words with your finger from left to right as you read.
- Point out key words in the text and explain words your child may not know.
- Ask a lot of questions, e.g. "What is happening now? What do you think will happen next? Why is he or she doing that?"
- Answer your child's questions even if it interrupts the flow of the story.
- Encourage your child to look at the pictures for clues to predict what might happen or to help decide what an unknown word might be.
- Act out parts of the story, e.g. *Rosie the hen went for a walk across the yard.*
- Put aside a book if your child has lost interest and choose another.

Your child may want to 'read' the book or sections of it along with you or even by him or herself. Encourage your child's 'reading' even if it is not correct. Give plenty of praise and don't dwell on mistakes.

Things to do after reading

- Talk about the book and encourage your child to re-read parts of the story with you.
- Talk about the characters, plots and settings of stories, e.g. "Which was your favourite character? Where did the story take place?"
- Discuss what was learnt from informational books, e.g. "What did you find out about spiders?"
- Compare the people and events in books with those in your own lives.
- Challenge your child (in a fun way) to find words in the story that begin with the same letter as his or her name.

Selecting Texts

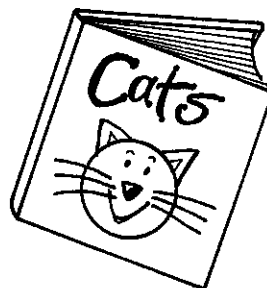
What makes a children's book 'good'? The real test of a 'good' book is your child's reaction to it. If it interests the child who reads or listens to it and captivates their attention it will help them discover the joy of reading.

To discover 'good books' for your child:

- encourage your child to select books to be read to him or her
- select appropriate books based on your child's special interests
- make use of book and audio tape sets, CD-ROMS, video or film versions of any books read
- make use of everyday print material that comes into the home such as cards, newspapers, magazines, comics and advertising brochures
- encourage your child to share books read in school with family members at home. Likewise, encourage your child to share books read at home with teachers and school friends.

Look for texts that:

- rhyme
- have repeated familiar phrases. Repeated key words and catchy sentences or phrases are easy for your child to remember so she or he can join in with the reading
- have a predictable story where the action moves quickly
- have colourful illustrations that bring the text to life and give clues to the meaning of unfamiliar words
- extend personal experiences so children become aware of what happens in the world around them.



Developing Word and Text Knowledge

Early readers need to continue to develop instant recognition of words commonly found in written texts, e.g. *because, their, since*. This will help your child to read more fluently. (Ask the teacher if you are unsure of which words are being learnt.)

Point out these common words whenever possible, e.g. *on signs, in the newspaper, after reading a book*.

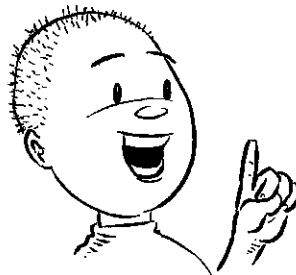
Play games using these words so your child gets to use and see them often, e.g. *Tic Tac Toe, Concentration*.

When talking about words, draw attention to how the same sound can be made using different letters, e.g. *the 'e' sound is spelled differently in bee, beach, me, niece*. Ask your child to see if they can find any other words where the 'e' sound is spelled in a different way. You can do the same for other sounds if and when the time is appropriate.

As well as talking about words, talk to your child about some of the punctuation in a book you or they are reading. Talk about how the punctuation can affect the reading of a story, e.g. *Use of exclamation marks – Run! Run!*

Use of question marks – Where are we going?

Use of speech marks – "Help me!" cried Mrs Smith.



Experimental Card 12A

Supporting Phonemic Awareness and Graphophonic Knowledge Through Games

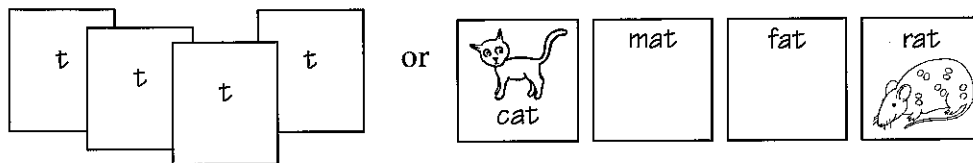
'I Spy ...'

- Begin by saying "I spy with my little eye something that ...", and continue by adding "begins with t", or "rhymes with bear", or "ends with at".
- Invite your child to guess the word.

Snap

Use the format of a traditional Snap game.

- Make up a set of cards that match in some way, e.g.



- Deal out all the cards to the players.
- In turns, each player overturns one card from his or her hand and places it face up on the table, forming a central pile.
- When an upturned card matches the one on top of the central pile, that player places his or her hand on the central pile, says SNAP, and gives the category for the Snap. The player then takes all of the cards to add to his or her hand.
- Play continues in this way until one player has all the cards.

Concentration

Concentration is a game that invites players to exercise concentration and memory to locate matches from a given selection of cards placed face down. The cards used for Snap can also be used for Concentration.

- Make a set of cards with letters, words or pictures. The cards could include:
 - Words that begin with the same sound, e.g. *ship, shop, shoe*
 - Words that rhyme, e.g. *bear, tear, wear*
 - Words that have the /e/ sound spelt the same way, e.g. *leaf, beach*.
- Place all cards in the pack face down on the table.
- In turns, each player overturns two cards (one at a time), attempting to match them in some way, e.g. *they rhyme, start with the same letter*.
- If there is a match, the player states what that is, keeps the cards and has another turn. If there is no match, the cards are replaced exactly where they were, face down.
- The game continues in this way until all the cards are matched. The winner is the player with the most matched pairs.

Supporting Phonemic Awareness and Graphophonic Knowledge Through Games

Snap and Clap

Snap and Clap makes use of rhythm and repetition to encourage your child to focus on rhyming words. The focus of the game is on providing a rhyming word, not on maintaining a complicated clapping and snapping pattern.

- Begin with a simple snap, clap rhythm and then say a word. Challenge your child to repeat the snap, clap rhythm and provide a rhyming word at the end.

For example, snap, snap, clap (you say) *light*

snap, snap, clap (your child says) *right*

snap, snap, clap (you say) *might*

Continue until you run out of rhyming words. The focus should always be on the rhyming words, not following a complicated clapping pattern.

A Trip to the Moon

- Begin the game by saying "We're going on a trip to the moon. You can come if you bring *something*." The 'something' will depend on the category you choose, e.g.

syllables – "You need to bring something that has two parts to its name, e.g. *rocket, ticket, burger*"

rhymes – "You need to bring something that rhymes with honey, e.g. *funny, sunny, money*"

matching – "You need to bring something that starts with *sh*, e.g. *ship, shoe*"

- Have the players take turns to say "I will bring a ..."
- Continue the game for a specified length of time or until the choices have run out.

What Could It Be?

What Could It Be? involves the creation of clues, presented orally, for your child to solve. Create riddles for your child to solve. For example, you might start by saying, "I'm thinking of something in the room whose name has two parts. It is made of glass and you can see through it. What is it?"

What Could It Be? clues can be:

– rhyming words, e.g. "I'm thinking of an animal. The animal's name rhymes with 'pear'. What could it be?"

– beginning sounds, e.g. "I'm thinking of an animal that's name begins with /b/. What could it be?"

Hunting for Words

Challenge your child to go 'hunting' for words/objects/pictures at home that have something in common, e.g. *words beginning with /tr/, ending with /ing/ or rhyming with 'lake'*. Children often enjoy this sort of challenge and may like to take their discoveries to school to share with the teacher.

Supporting Phonemic Awareness and Graphophonic Knowledge Through Games

Odd One Out

Odd One Out assists your child to identify words or parts of words that vary. A series of four words is presented. Three of the words have something in common. The fourth will be the 'odd one out'. Your child needs to select the odd one and suggest why it does not fit.

Depending on the words chosen, this activity can be used to develop an understanding of:
syllables – "Listen while I say four words: *monkey, lion, elephant, zebra*. Tell me which has more parts to its name."

rhymes – "Listen while I say four words: *coat, boat, goat, balloon*. Tell me which one doesn't rhyme."

matching Sounds – "Listen while I say four words: *beach, boat, seal, bean*. Tell me which one has a different middle sound."

As an extension of this activity, do not give the criteria and ask your child to pick the odd one out. For example, "Listen while I say four words: *window, water, apple, wardrobe*. Which does not belong?" When you first begin this activity, make sure the words differ in only one aspect as this makes it easier for your child to identify the difference.

Tic Tac Toe

Tic Tac Toe is played in the same way as Noughts and Crosses. However, specified letters, patterns or words are used to create a sequence of three diagonally, up or down, instead of noughts and crosses. For example, you may write words that begin with 'st' and your child may have to write words beginning with the letter 't'.

tap	tap	stick
stop	star	tip
top		

If your child is having difficulty thinking of words to add, you could both make a list of words prior to beginning Tic Tac Toe.

Alternatively, have cards with pictures and/or words on them and have your child place their word onto a space while saying what it is.

Supporting Graphophonic and Word Knowledge Through Games

What Comes Next?


What Comes Next? is an adaptation of what was known as the game Hangman. However, in What Comes Next? your child is required to guess the letters in the correct order.

- Choose a word from something your child has read. Make a dash for each letter in the word.
- Give your child a clue to help them guess the first letter, e.g. *the first letter is between A and C in the alphabet.*
- Allow your child to guess the letter.
- As your child guesses the next letter, a guess that could be a correct English letter sequence is written on the left, e.g. *ba, bi.*
- Those that could not be a correct English letter sequence are written on the right as single letters, e.g. *t, b* — not modelling incorrect letter patterns, e.g. *bt, betk.*
- A penalty is only given for guesses that could not be correct. When your child guesses a letter that couldn't be right, a segment of the mouse is drawn.
- Have your child continue to guess the letters in order until all letters are written.
- The game ends if the drawing is completed before the word is completed.

WHAT COMES NEXT?

b e c _ _ _ _ _

COULD BE		COULDN'T BE
t		t
ba		b
bet		
beck		



(The word is because.)

Word Searches

Early Readers enjoy the challenge of searching for particular words in magazines, the environment and newspapers. With your child, choose 4 or 5 words to find over a given time. Have your child keep a record of the number of times they find the word and where it was found. You can make this into a personal competition where the child tries to find more of the next word, e.g. *"I found 'because' 20 times last week and I found 'and' 30 times this week."* They might like to share their findings at school with the teacher and peers.