What Is Reading?

- Reading is all about gaining meaning.
- Reading needs to make sense. It must communicate a message.
- It’s not just recognising words and sounds- it’s about gaining the whole meaning.
- No message- no understanding!
- Reading occurs everywhere not just in books.

Create a Positive Reading Environment

- Read to your child regularly and let them see you reading.
- Sharing books is about beginning reading!
- Be a positive role model and enjoy positive experiences in reading.
- Allow opportunities for story telling by both yourself and your child. This allows for story structure development and develops a love of stories.
- Pretend reading is real reading.
- Listen regularly to your child read aloud. Play rhymes and word games to give a sense of patterns in words and language.
- Talk to your child about everything that interests them.
- Read everything, signs, catalogues, comics, the newspaper.

The Home Reader

- Readers get changed every Monday to Thursday.
- Some books may have already been read at school, the others may be new, unseen books.
- Books are to be kept in the Reading Folders. Please ensure the children look after them.
- The books will be written in the Reading Diaries. Keep the Reading Diaries in the Reading Folder.
- Books should be easy to read to encourage success. Memorizing the story is fine and also helps successful reading.
- We regularly listen to the children read to reassess their levels and comprehension.
- A minimum of 10 minutes of reading time every night.
- Please reread a few times to encourage fluency and success.
- Beginning readers are designed to be highly repetitive.

Reading is not about:-
- Levels
- Getting it right all the time
- Just recognising words and sounds
- Only reading books
- Sounding out every word
- Keeping up with your friends
When My Child Brings Home a new Reader- What can I do?

- Give the book to the child to hold and control turning the pages.
- Talk about the cover, the pictures and the title.
- Your child may not yet be looking at the words but the pictures form the most meaning of the story.
- For a new book make predictions about what is going to happen in the book from the cover.
- For books that have been read at school, ask a few questions about what the story might be about.
- Flick through the pages and talk about the pictures and words briefly. Ask questions eg: “What is happening on this page?”
- Clue your child into any tricky words eg: names or technical words but don’t expect your child to remember the word.
- Model the language in the book eg: “on every page it says…”

Now Let Them Read!

- Give your child the chance to read by themselves.
- Try not to interrupt with corrections.
- It is not always necessary to correct mistakes, particularly if the story still makes sense.
- Praise them for their efforts
- Talk about the story after reading
- If you need to correct them, follow these guidelines

If Your Child is Stuck on a Word, What Can I Do?

| Pause- Wait five seconds before interrupting. |
| Praise - Reward any attempt no matter how small. |
| Prompt- Give your child a couple of clues about what the word could be. |

Prompts you can say:-
- Check the picture
- Did that make sense? Does that sound right? Does it look right?
- Let’s try again and think what would come next.
- What would sound right there?
- Can we say it that way?
- Get your mouth ready for the first sounds.
- Go back and reread the sentence
- Stretch the word out
- Have a guess. “What do you think it might be? Why could it be that word? Don’t let your child struggle on a word for too long. If your child still doesn’t know the word after a couple of clues- just Tell them the Word!
Stay Cool and Calm - Things to Avoid!

- Covering the pictures - they are there for the purpose of telling the story
- Saying “You had that word before…I just told you that word”
- “No that’s wrong”
- Sounding out all the words
- Telling your child they need harder levels or the book is too easy

Praise, Praise, Praise!

Always tell your child that they have done something good in reading, even if it has been a distressing time

Something you could praise your child for:-
- For reminding you it’s time for reading
- For making a good attempt at the word
- For going back and rereading
- For reading with expression
- For checking the picture
- Finding a word or sound they know
If It All Gets Too Much!!!!

- Don’t force your child to read if they are tired or disinterested.
- Read the book with or to your child.
- Take turns reading
- Just look at the pictures
- Talk about your favourite parts and funny things that happened in the story.
- Save it for another time
- Enjoy your quality time with smiles.

My Child ‘Hates’ Reading!!!!

- Come and talk to us
- The book may be too hard.
- Find a variety of different material to read – comics, joke books, how to books, posters, computer game instructions, magazines, recipes, TV guide, atlases, letters, picture books
- Play games on Literacy websites
- Visit the library

The Books Are Too Easy!!

- Terrific!! They should be easy!
- Your child is confident and equipped with great strategies.
- They are understanding the meaning of the story and not just reading the words
- Extend their ideas of reading and solving text by doing other activities like writing or making games.

Ideas to Extend Reading

- Retell the story in your own words
- Find sounds or words you know
- Find all the full stops and capital letters.
- Write/scribe a sentence, cut it up and reassemble it.
- Read the book to someone over the phone.
- Draw your favourite part of the story
- Make up your own ending to the story.
- Put yourself in the story
- Extend the story- using similar ideas from the story.
- Read your book to a pet, toy or imaginary friend
- Record the story to read
- Sing or act out the story
- Make your own book
- Make flash cards of words your child struggled with in a book
- Draw the characters in the book
I am a good reader when ...

1. I look at the picture clues to read tricky words.
2. I get my mouth ready to say the beginning sound in the word.
3. I listen to make sure the word makes sense.
4. I skip over the tricky word. I read the rest of the sentence and try it again.
5. I chunk sounds in words.
6. I stretch out the sounds in words and blend them together.
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<thead>
<tr>
<th>A Text's Author</th>
<th>A Text's Audience and Purpose</th>
<th>A Text's Meaning and Message</th>
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| - Who is the author/producer?  
- What do you think are the author's values, attitudes and beliefs?  
- Who or what may have influenced the author's world view? Explain.  
- What is it that they believe in that is different from what we believe in?  
- What do you interpret to be the author's intent? Explain.  
- How has the author worded ideas in the text?  
- Knowing what we know about who created this text, how do we expect him or her to treat the subject matter?  
- With whom do you think the author wants us to identify or sympathise?  
- How might the creator of this text view the world? Why do you think that? | - Who is the target audience? How do you know?  
- Why are we reading or viewing this text?  
- What do we already know about the text based on what we can see?  
- How are children, adolescents, or young adults represented in this text?  
- How are boys or girls represented?  
- What has been left out of this text that you would like to have seen included?  
- Is the text fair? Does it treat the subject matter/sides/parties fairly?  
- Who benefits from this text? Who does not?  
- What does the reader/viewer need to know ahead of time in order to really understand this text?  
- How does the author hold the audience's interest? | - How might different people interpret the message of the text?  
- When and where was the text crafted? How do you know?  
- What was going on in the world at the time the text was crafted?  
- How does the wording influence the meaning?  
- How do the features of text influence the message?  
- How does the medium influence the message of the text?  
- What do the images suggest? What do the words suggest?  
- What kind of language is used in this text? What is its influence on the message?  
- How might different people interpret the message of the text?  
- What is real in the text? What is not real? How is reality constructed? |

Making Connections