

A grayscale photograph of a woman with curly hair sitting on a bed with a young boy. She is holding an open book and reading aloud to him. The boy is holding a teddy bear. The background shows a window with blinds. The text 'READING AT HOME' is overlaid in orange, and 'Reading Strategies for Parents' is overlaid in green.

READING AT HOME

Reading Strategies for Parents

Cinderella avuto un tempo meraviglioso al ballo finché non udì il primo colpo della mezzanotte! Si ricordò che la fata aveva detto, e senza una parola di saluto è scivolata dalle braccia del principe e corse giù per le scale. Mentre correva ha perso una delle sue scarpette, ma non per un attimo ha fatto lei il sogno di fermarsi a raccoglierlo! Se l'ultimo colpo della mezzanotte erano a suonare ... oh ... Che disastro che sarebbe!



Cinderella had a wonderful time at the ball until she heard the first stroke of midnight! She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince's arms and ran down the steps. As she ran she lost one of her slippers, but not for a moment did she dream of stopping to pick it up! If the last stroke of midnight were to sound... oh... what a disaster that would be!



Phases of Reading

Role Play Readers

- Show an interest in books and print
- Imitate adult readers
- Pretend to read using pictures and memory

Setting the Scene

- Find a quiet spot – avoid distractions
- Get comfortable – reading should be fun!
- Make a comment about the book e.g. “This book looks like it might be funny.”
- Talk about the cover – what might the book be about?
- Note how a book should be handled
- Browse through the book first – look at pictures, maybe identify letters/words that are familiar

Reading Time!

- Read clearly – even exaggerate expressions for characters, etc.
- Hold book so your child can see word and pictures
- Draw attention to pictures – this helps children make connections with the print
- Point out some words as you read
- Ask and answer questions
- Encourage your child to ‘read’ too – e.g. Describe pictures, say words that are repeated, etc.
- Praise your child’s attempts to ‘read’

Debrief...

- **Talk about the characters and what happened in the book**
- **Help your child retell the stories from the pictures and from memory**

Phases of Reading

Experimental Readers

- Often 'read' by using pictures and memory of storyline
- May identify some words in texts
- More focused on getting meaning across, rather than reading every word accurately

Setting the Scene

- Find a quiet spot – avoid distractions
- Get comfortable – reading should be fun!
- Encourage your child to look at title and cover
- Talk about what book may be about

Reading Time!

- Sometimes follow the words with your finger from left to right
- Point out key words in text and explain them
- Ask lots of questions!
- Answer your child's questions – don't worry about interrupting flow of story
- Encourage your child to look at pictures for clues to predict what might happen or to help decide what an unknown word may be
- Act out parts of the story

Debrief...

- Talk about book and encourage your child to re-read parts of story
- Talk about characters, plot, setting 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...?”
- Compare people and events in books with own lives
- Play a game to find words in story that begin with same letter as own name

Phases of Reading

Early Readers

- Confidently read familiar texts
- May read new texts slowly and deliberately, focusing on printed word, trying to read text accurately
- Express and justify own response to texts

Setting the Scene

- Find a quiet spot – avoid distractions
- Get comfortable – reading should be fun!
- Encourage your child to look through book and predict what it might be about
- Point out author's name – does your child know/like this author?
- If applicable, talk about what has happened so far in the story

Reading Time!

- Point out key words in text and explain those your child doesn't know
- Stop occasionally and ask “What do you think will happen next? Why do you think that?”
- Occasionally ask ‘why’ questions e.g. “Why do you think the author put that bit in the story?”
- Answer your child's questions – don't worry about interrupting flow of story
- Talk about the illustrations to see if they match what is in your child's mind or your mind

Debrief...

- Talk about text and encourage your child to re-read parts either alone or with you
- Encourage your child to retell text to you or another family member
- Compare characters from the book with real people your child knows
- Talk about characters, plot, setting and events, 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...?”
- Discuss the purpose of the text, e.g. “Why do you think the author wrote this book?”

Let's Read Together!



Pause Prompt Praise

Pause

- Don't jump in with the correct word if your child hesitates over a word or says the wrong word – give your child a chance to work it out or self-correct

Prompt

- Encourage your child to use the pictures to help decode unfamiliar words; assist with action related to sound; read to the end of the sentence and then come back to unknown word; look at initial letters; think about context of story

Praise

- Always praise your child's efforts – reading should be fun!