

Helping your child to read

Parent/Carer workshop

13/09/2017

The process of learning to read

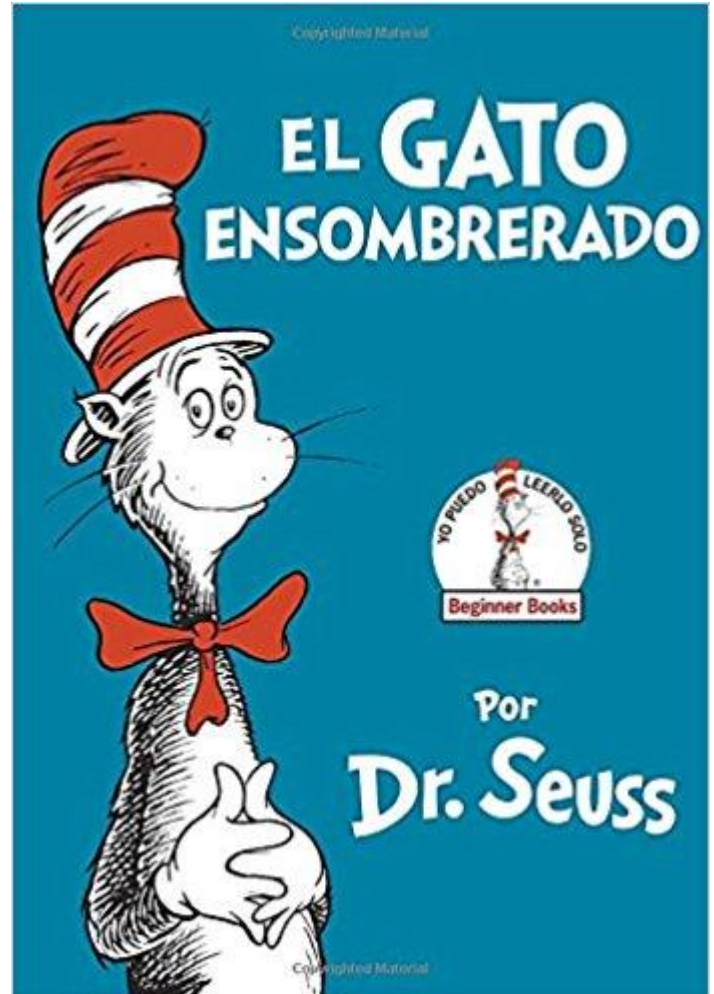
- Starts from birth
 - Children who have stories read to them from a young age have a greater vocabulary, are able to make links between stories and recognise that print carries meaning.
 - Children need stimulating experiences that they can link their reading to e.g. trips to the seaside, travelling on a train, going to the park.
 - Listening to and saying rhymes helps children to begin to make links between letters and sounds e.g. flat, cat, mat, hat, sat, pat, rat.

Why is reading so difficult for some children?

- English language has 26 letters, 44 sounds (phonemes) and 144 representations of these sounds (graphemes). Spanish has 27 letters, 22 sounds (phonemes) and 29 representations of these sounds (graphemes).
- Brain has to recognise the grapheme (written letters), link this to the sound (phoneme), combine the sounds to make words, say the word and then know if this word makes sense to be a correct.
- Essentially children need a good auditory, visual and short term memory, good speech and good knowledge of vocabulary.

What does this say?

El Gato Ensombbreroado



What does this say?

Mira me
estoy comiendo



Mira me
estoy bebiendo



And this...

Mira me

Estoy comiendo naranjas y bebiendo leche



Strategies used to read

- Decoding (Fred talk)- breaking words down into separate sounds and blending together.
- Remembering previously known words and applying to repeated occurrences.
- Using pictures to support learning.
- Using previous knowledge/ experiences e.g. Trip to Spain, The Cat in the Hat.

Learning to read the words on the page

- Memorise written letter combinations (graphemes) and link the sounds (phonemes)
- Break longer words into manageable chunks (syllables) or separate words e.g. butt-er-fly or butter-fly
- Practise commonly occurring words so that they are instantly recognised. Most children need to be exposed to a word between 4-14 times before it becomes automatic.
- How do I know it makes sense? Experiences provide knowledge and vocabulary to link words to meaning. Sounding out 'snow' as in 'cow' and realising it is actually 'snow' as in 'blow'.
- Use pictures to gain meaning and understanding of the context.
- Re-read the full sentence one more time to build fluency and comprehension.

Difficulties with comprehension

- The ultimate goal of reading is to enable children to understand what they read.
- Fluency is essential. Otherwise all effort is placed in sounding out words.
- Children who comprehend well, seem to be able to activate their relevant background knowledge when reading – that is, they can relate what is on the page to what they already know.
- Good comprehenders also must have good vocabularies, since it is extremely difficult to understand something you can not define.
- Good comprehenders also have a knack for summarizing, predicting, and clarifying what they have read, and they frequently use questions to guide their understanding.
- Children need to be able to comprehend a range of text types from fiction, non-fiction and poetry.

How can you help to improve your child's fluency?

- Use the paired reading strategy.

<https://www.tes.com/articles/paired-reading>

- Child and adult read together at the same time.
- Child indicates using an agreed silent cue that they want to read independently.
- When child gets stuck, adult tells them the word. Child repeats the word and then adult and child continue to read together again until the child initiates the signal again.
- Repeat until the reading session is complete.

- Use the repeated reading technique

https://www.youtube.com/watch?v=8q2mvF_6K6M

- 1st read- decipher words
- 2nd read- identify where to vary intonation e.g. Speech, question marks, exclamation marks
- 3rd read- comprehension- What is the main character like? How do you know? Summarise what you have read.

What to do if your child is struggling to read?

- Build vocabulary through everyday talk.
- Provide and recall experiences that enable your child to link their reading. For instance before reading a story about a holiday, discuss own experience of holidays and the types of things that happen. This will clue your child's brain into identifying these words within the story.
- Read as much as possible. Use reading in meaningful contexts such as recipes, instructions for playing games.
- Read a mix of scheme books and 'real' books. Real books are more enjoyable and can be selected towards your child's interests.
- Consider conditions that may be affecting their reading e.g. Dyslexia. If there is family history of reading difficulties, this could be a possibility.

What to do if your child is a reluctant reader?

- Read for meaning and be seen as readers. Children need to see the value in reading.
- Provide your child with the opportunity to choose their own books at the local library.
- Tap into their interests. They may prefer to read comics, non-fiction books and manuals about their favourite TV shows, music bands and characters. Any reading is good reading.

Useful web links

- Oxford Owl- online book library including scheme books and tips for parents of struggling and reluctant readers

<https://www.oxfordowl.co.uk/for-home/advice-for-parents/>

- Ruth Miskin- advice on supporting at home as well as videos to show how to say the sounds

<http://www.ruthmiskin.com/en/parents/>

- Reading rockets- Helping the struggling reader

<http://www.readingrockets.org/helping>