

Helping your child to read at Home



AGENDA

- **Important 'READING' facts**
- **How can I support my child to read independently?**
- **How can I develop their understanding of text?**
- **Scheme V Real texts**

The top quartile of pupils know about **7100 words** by age seven: acquiring three new words a day! (oral)


(Biemiller 2003)

The bottom quartile have about **3000 words**, they acquire only one new word a day. The gap continues to widen.

Children who learn **eight nursery rhymes** by heart in first three years rise to top rank of readers at age eight

Poor vocabulary knowledge is the prime cause of academic failure

(Becker, 1997)



**Why, what
and where
do YOU
read?**



Vocabulary

**To hear how
words/sentences
are structured
(GRAMMAR)**

**For
pleasure**

Knowledge

When should I read with my child?

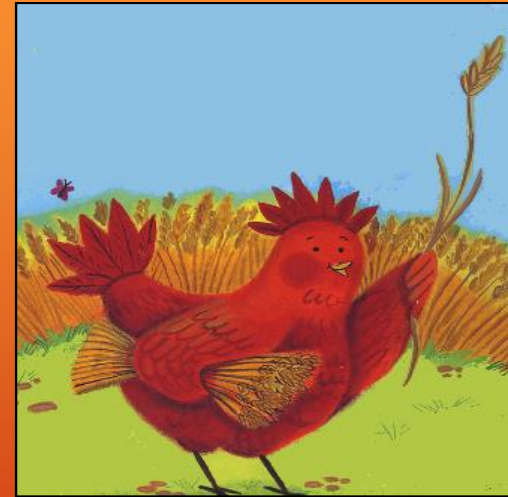


- At least **10 minutes** per day
- Free from other duties
- Relaxed
- Realistic commitment booked
- Quality time is more important than quantity

Getting started...

- Cover-title
- Author/illustrator
- Blurb
- Illustrations
- Characters
- Fiction/non fiction
- Setting
- Connections
- Simple prediction

The Little Red Hen



Story retold by Bev Evans



Warm up

- 'walk through the book'- discuss illustrations/pictures on page
- pick out any words that you know that your child is unfamiliar with and encourage them to look at them on the page

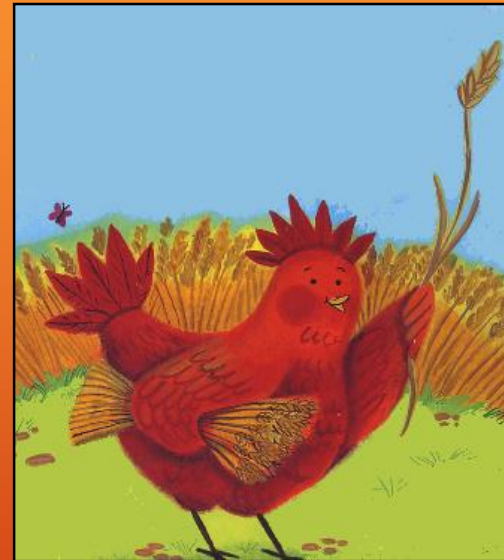
bread



corn



The Little Red Hen



Story retold by Bev Evans



How can I help my child read

Dzieci muszą
nauczyc się
czytać, a potem
przeczytać, aby
dowiedzieć
się.

Decoding strategies



Engaging strategies

■

!

?

,

“NO!”

Once upon a time
there was a little
red hen who lived on
a farm.



Early one morning she
found some corn.



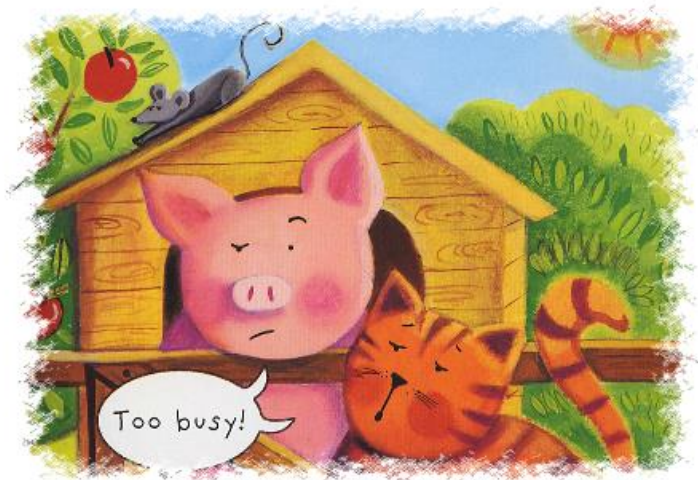
"Who will help me plant
the corn?" said the
little red hen



"Not I!" said the pig.

"Not I!" said the cat.

"Not I!" said the rat.



"Oh, very well then,"
said the little red hen,
"I'll do it myself!"



And so she did!



Early reading development...



Jane Considine 2010 ©

AF2

"Who will help me water the corn?" said the little red hen.



"Not I!" said the pig.

"Not I!" said the cat.

"Not I!" said the rat.

"Oh, very well then," said the little red hen, "I'll do it myself!"



And so she did!



"Who will help me cut the corn?" said the little red hen.



"Not I!" said the pig.

"Not I!" said the cat.

"Not I!" said the rat.

"Oh, very well then," said the little red hen, "I'll do it myself!"

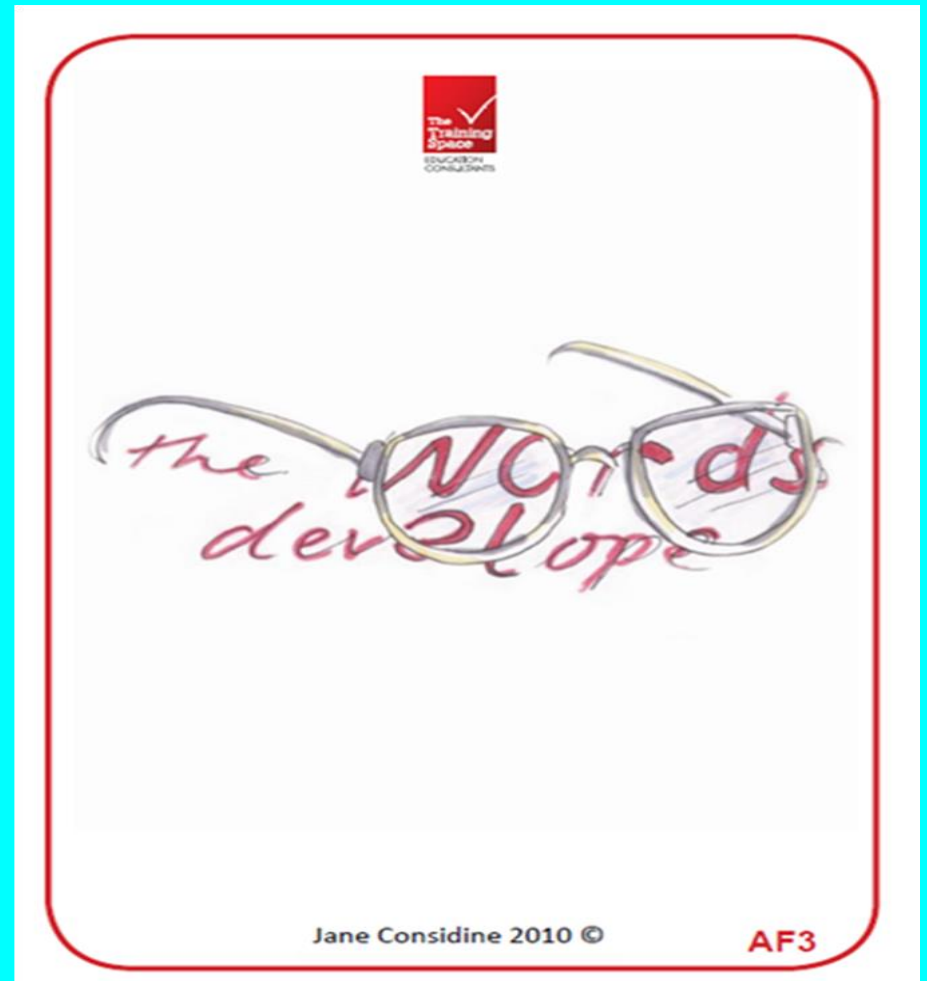


And so she did!

How can I help my child read for meaning?

To read (to listen to) a narrative is not merely to move from one word to the next, it moves us from one level to the next.

Roland Barthes



Summarising

What happened first?

What happened after the hen cut the corn?

What did the pig say to the hen at the end?

Visualising

What might you hear when you go to the farm?

What might you see when you visit a farm?

What does making bread feel like?

Connecting

What is the same?

What is different?

What does it remind you of?

Have you ever felt like this?

Predicting

Cover: What do you think this story will be about?

Look at the picture of the hen cutting corn, what will she do next?

What do you think the animals will do when the hen eats the bread?

Questioning



Inferring

How did the hen feel when no one helped her?

What makes you think that?

Who do you think the hen was making bread for?



"Who will help me
bake the bread?" said
the little red hen.

"Not I!" said the pig.

"Not I!" said the cat.

"Not I!" said the rat.

"Oh, very well then,"
said the little red hen,
"I'll do it myself!"



And so she did!



"Who will help me eat
the bread?" said the
little red hen.



"I will!" said the pig.

"I will!" said the cat.

"I will!" said the rat.

"Oh no you won't!" said
the little red hen.

"I will eat it all
myself!"

And so she did!



Summarising

What happened after the hen baked the bread?

Visualising

What might you see the animals doing after the hen ate the bread?

Connecting

Have you ever felt like the hen?
Tell me about it.

Predicting

What do you think the animals will do when the hen needs help next time?

Questioning



Inferring

How do you think the hen felt when she ate the bread?

What makes you say this?

The End



Likes



Dislikes

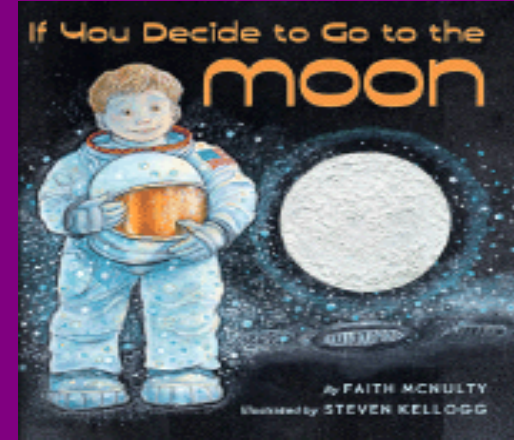
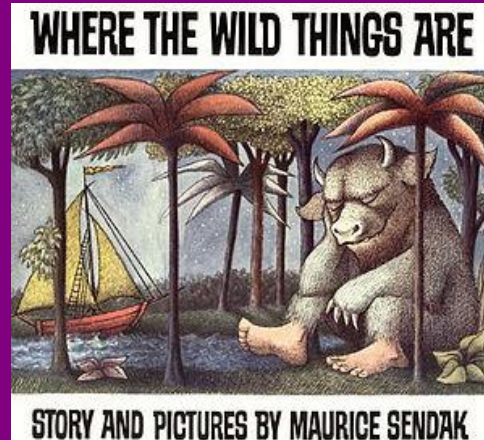
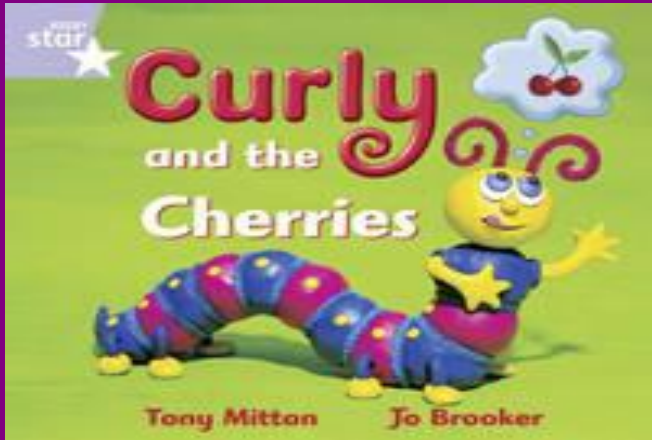


Puzzles



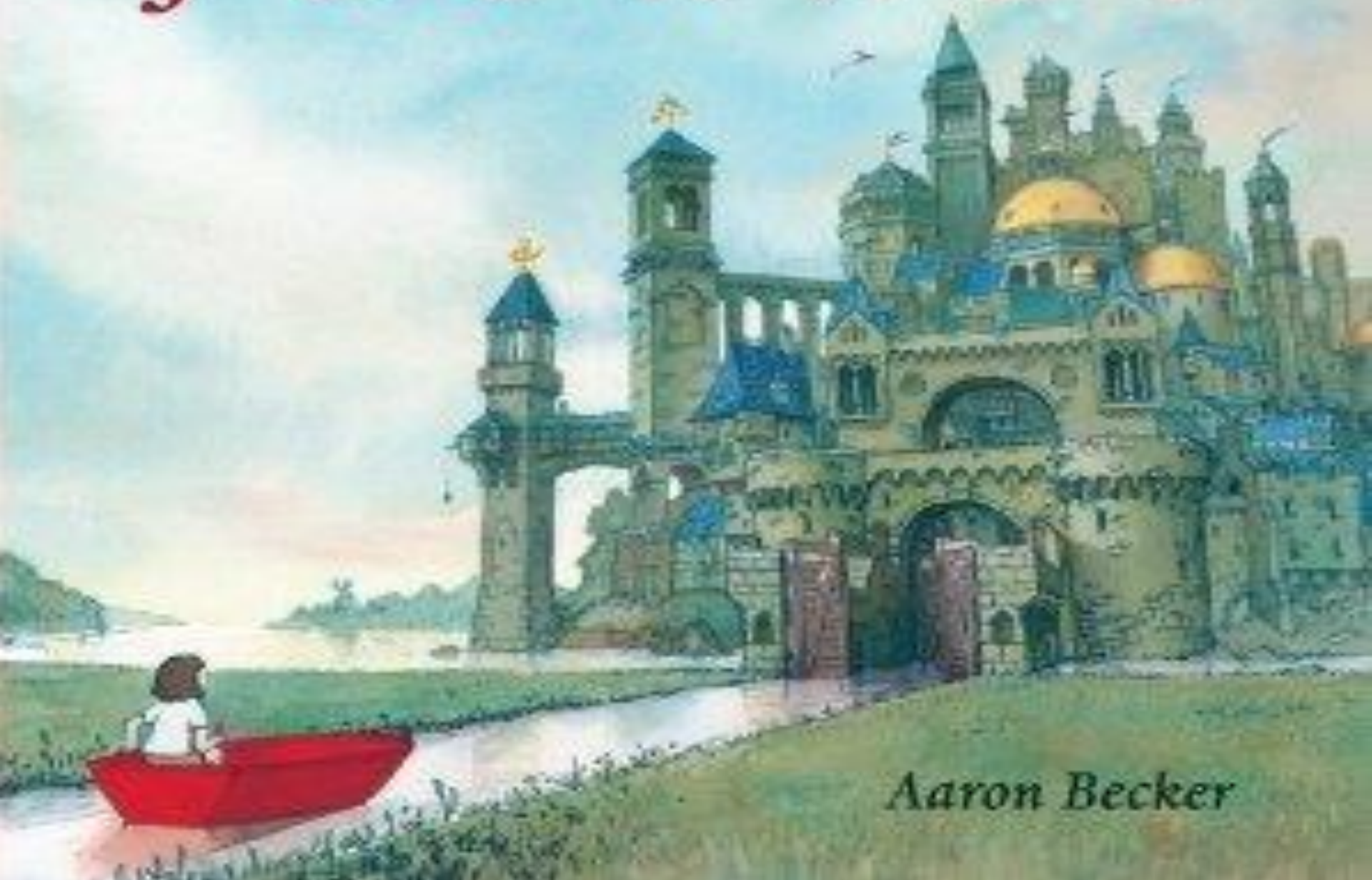
Connections

SCHEME V REAL BOOKS



- build up a sight vocabulary of key words.
- develop confidence and fluency
- designed to be used alongside good quality real books and not instead of them.
- opportunities to read to your child for pleasure and purpose
- a chance to MODEL turning pages, reading with expression, predicting etc
- Motivation levels are high
- Higher level of inference
- Wider range of vocabulary

JOURNEY



Aaron Becker

Read everyday for at least 10 minutes

ENCOURAGE YOUR CHILD TO READ EVERYTHING

ALLOW YOUR CHILD TO DECODE USING A VARIETY OF STRATEGIES

DEVELOP vocabulary everyday

INTERACT THROUGH TALK & QUESTIONING

NURTURE GOOD ROLE MODELS

GIVE YOUR CHILD THE TIME TO READ BETWEEN THE LINES