Reading to your child
Concepts About Print

Parent Workshop

Monday 2nd of March

Literacy
Reading To Children

One of the most important activity that you can do for your child is to read with them.

You are:
- modelling reading behaviours,
- modelling what a reader sounds like,
- modelling different language structures,
- developing new vocabulary,
- teaching them to hear words that rhyme,
- developing listening skills,
- developing comprehension skills
- developing the love for reading.
Read with your child.

• Take it in turns to read the sentences.
• Read it and say, “Now you try”
• Read one page each.
• Talk about the illustrations, what is happening in the story.
• Predict what would come next
• Ask them some questions about the characters and events.
We need volunteers to read to some of our students.

If you are able to read to some of our students at 3.00pm please come and see Leon, Brendan, Maria or Denise. We would really appreciate your time and so will the students you are reading too.

Dr Seuss Quote

The more that you READ, the more things you will KNOW.
The more that you LEARN, the more places you’ll GO.

Dr Seuss
What children need to learn about reading.
Front and Back Cover

Children need to identify the front cover of a book. Need to learn the features
- title
- illustrations
Learn the words author and illustrator
Back Cover

Children need to identify the back of a book.
Need to learn the features
-blurb
Making Predictions

- Children need to learn how to make a prediction about the book based on the information on the front cover
  - Title
  - Illustration
How to hold a book.

• Hold the book the correct way.
• How to turn the pages in the correct order.
• Where to start reading left to right
• Looking at the words when reading
Directionality

• Students need to learn that we read from left to right. We need to train our eyes to do that.

  left

  right

• We need to teach them about return sweep.

This is a cat.

It is black.

We start at the left again.
Top and bottom of a page.

• Children need to understand these concepts top and bottom. Read from the top of the page and then we go down.

• Children need to understand the concept of first.
• Read the first word.
Once upon a time there was a girl named Kate. She lived in a big castle with her mother and father.
One to One Correspondence

• Your child needs to understand that what we read needs to match what is on the page.
• When children are learning to read it is good for them to point to each word.

It is a brown dog.

It is good to model this to your child first and then get them to do it.
If they have trouble learning this put down a counter for each word.
Difference between a letter and word.

- This is a letter d
  (Letters come together to make words)

- This is a word. did

- Words are separated by spaces.

I like to read.
Different Punctuation Marks

• Full stops
A full stop is used at the end of the sentence. When you are reading you stop.

• Comma
It is used to show the reader where to take a breath.

• Question Mark
Is used at the end of the sentence to tell us that someone is asking a question. When you read your voice get a little louder.
Different Punctuation Marks

• Talking marks
  *Talking marks show that someone is talking*
  *When you are reading you read it with expression.*

• Exclamation Mark
  *An exclamation mark show strong emotion.*
  *When you are reading your voice changes*

• Capital Letter
  *A capital letter is used at the start of the sentence or for someone’s name, Days of the Week, Months of the Year, places, Street names*
High Frequency Words

• Locate the high frequency words that they are learning
Before Reading Book Orientation

• Before reading a book it is important to do a book orientation.

• A book orientation helps your child with
• -becoming familiar with the story
• -with phrases or language they might not have heard before
• -new names or vocabulary
• -comprehending what the book is about
• -drawing their attention to punctuation marks and reading with expression
Repeated Readings

• It is important to read over books that children have read before it:
  • develops confidence
  • consolidates reading strategies that have been learnt at school and at home
  • allows children to consolidate new vocabulary and phrases learnt previously
  • practise reading with expression
  • practise phrasing words together