

Reading with children in Prep

Melissa Provost-Boyle
Deputy Principal
Ascot SS





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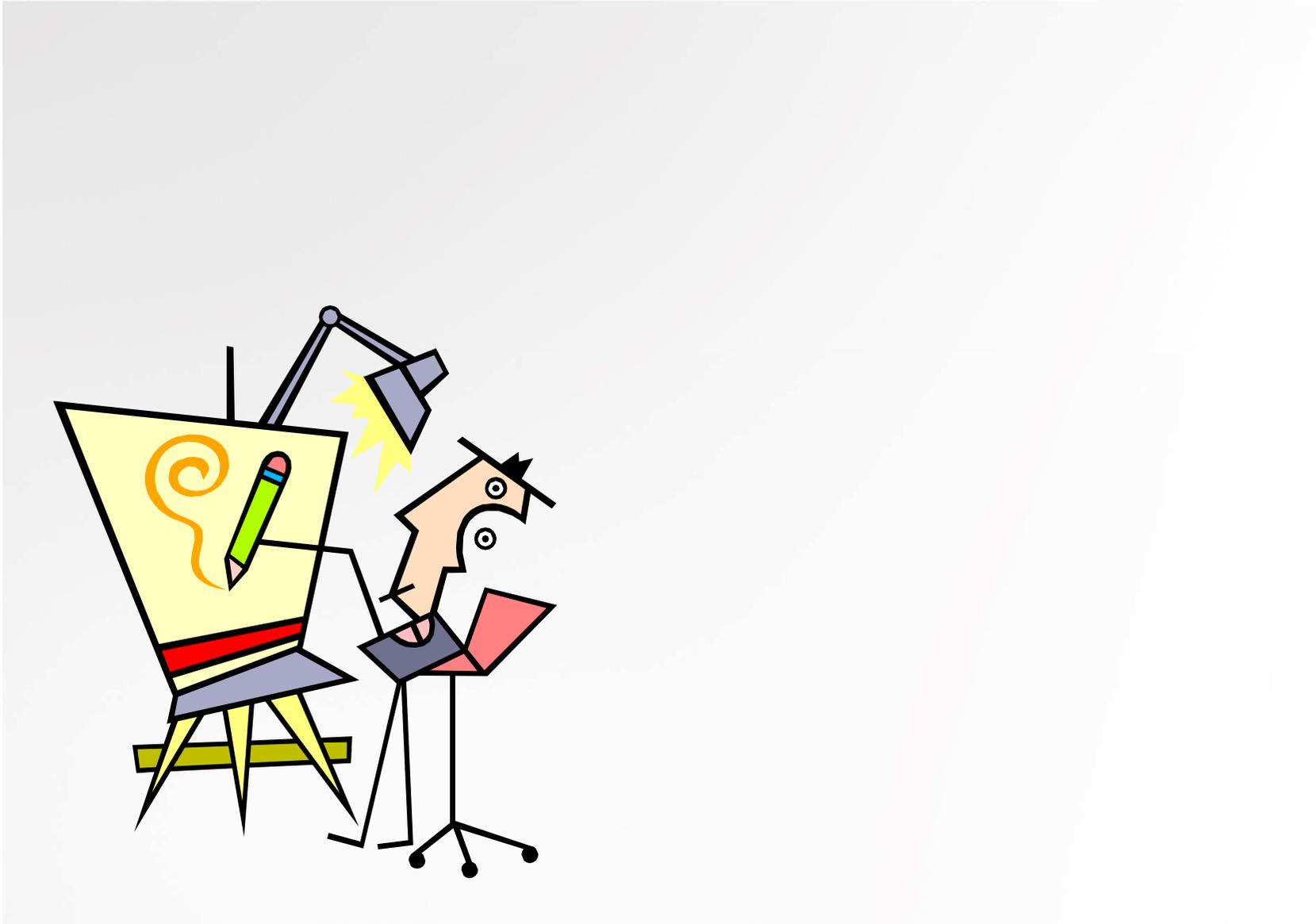
Today's session will focus on two aspects of reading.

1. Home reading: gaining an understanding the reading processing system.
2. Reading to children: how and why.





Something I have learnt ...





Reading is making meaning from text

| What Have you read this week? | Why Did you read it? |
|---|--------------------------------|
| | |





Reading Context

As readers attempt to become proficient readers, they encounter a range of different texts

These can include illustrations, maps, diagrams, video, t.v., computer.....

Each of these will be constructed in different ways, in order that they achieve their social purpose





How do we read?

- We get cues (sources of information) from:
- **within ourselves:** our language abilities and our knowledge and attitudes
- **within the text:** knowing what makes sense [semantics]: and knowing the way things are said [grammar – syntax]
- **within the words:** knowing the word by sight; or working out how to say the word





Prior Knowledge

****** *We gain meaning from the text we are reading:*

The boys arrows were nearly gone so they sat down on the grass and stopped hunting.

Over at the edge of the wood they saw Henry making a bow to a small girl who was coming down the road. She had tears in her dress and tears in her eyes. She gave henry a note which he brought over to the group of young hunters. Read to the boys, it caused great excitement. After a minute, but rapid examination of their weapons they ran down to the valley. Does were standing at the edge of the lake making an excellent target.





Prior Knowledge

****** *We gain meaning from the text we are reading:*

BOWLING: G McGrath 18-7-25-0

J Gillespie 21-9-31-3 [1nb]

B Lee 25-8-77-1 [8nb]

S Mc Gill 40-9-107- 4 [2nb]

D Lehman 9-2-26-1

A Bichel 15-3-35-1





More Information ...

Two people were killed and two were _____ in _____ city last _____. P_____ believed the explosions _____ caused by faulty g_____ mains underneath the footpath.





Making meaning

- Hours began the of his from 16 a building friends house, little day with a helping working help and dreams he
- Building little help a day, and from the 16 dreams of his friends, he began working the hours of his house.





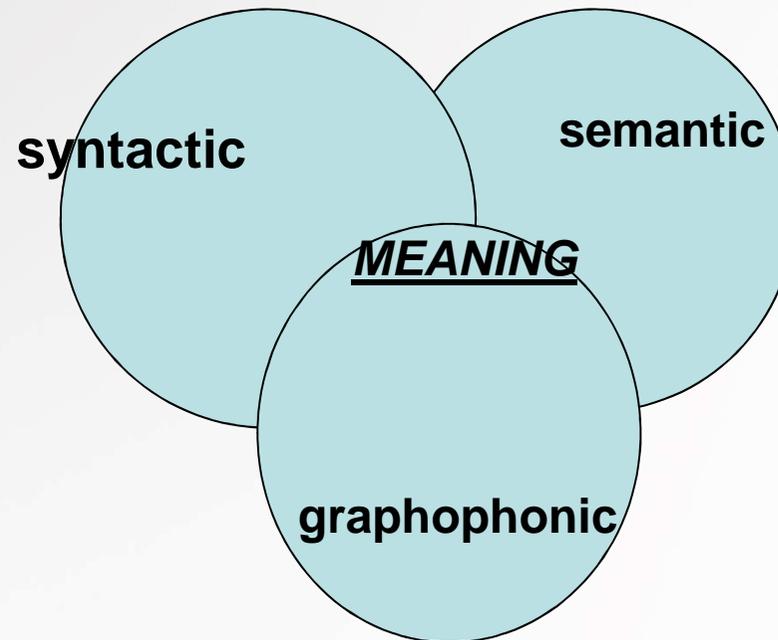
Making Meaning

Working 16 hours a day, and with a little help from his friends, he began building the house of his dreams.





- Three Cueing Systems of Language



Effective readers use skills interdependently as the need arises.





It _____ across the grass.

More information is provided:

- John let his frog go. It _____ across the grass.
- John let his frog go. It h_____ across the grass.





Once upon a time there lived a beautiful princess who longed to lead a normal life.

????????????????????





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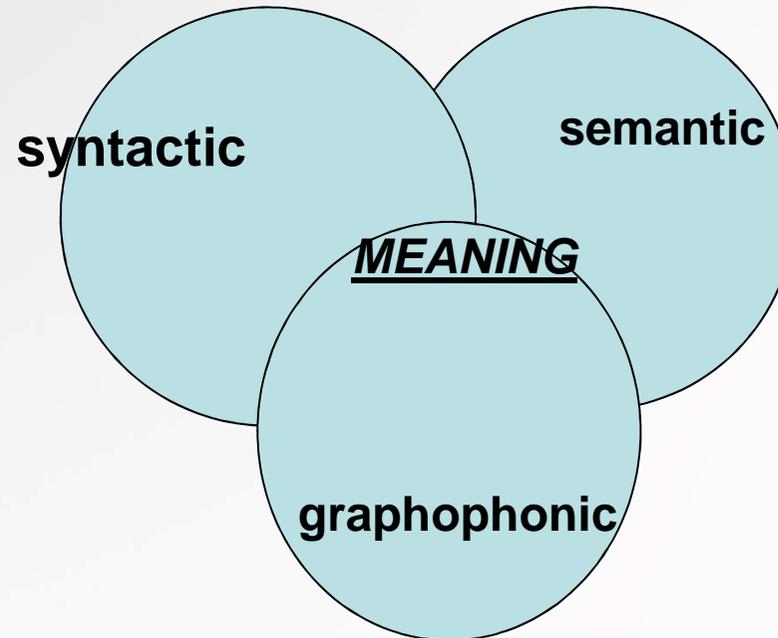
Strategies used by readers

- **What you did**
- Self corrected
- Read on
- Re-read
- Used phonic elements
- **What helped you predict and check**
- Efforts to make meaning
- Prior knowledge
- Knowledge of language
- Attempts to unlock the code





Three Cueing Systems of Language Sources of Information



Effective readers use skills interdependently as the need arises.

The goal is to attend to all three sources together.





View video of Parker reading





How do I support my child when they're reading?

- If meaning is lost... Ask 'Does that make sense?'
- If meaning is not lost, let the child continue reading, do not interrupt.
- Did that sound right?
- When the reader stops and cannot continue. Wait 5 seconds and prompt to meaning, structure or the visual information.





THE POWER OF PRAISE:

Praise is a powerful way to provide the young reader with some feed-back on performance. To be effective, it needs to be explicit and specific, and directly linked to the behaviour you are encouraging at the time. *I like the way you made that match!*

Just saying: “Good work!” or “Well done!” will not give the reader enough information on WHY it was ‘good’, or WHAT he has done well.

It is most helpful to begin your comment with:

- *‘I like the way you.....’*

Starting with these words makes it more likely you will describe the behaviour.

Examples:

- *I like the way you put those words together, just like talking!*
- *I like the way you made your voice sound just like Tom calling out!*
- *I like the way you looked at the picture to help you work out that new word!*

A word of caution!

Praise is best used to consolidate a new behaviour, rather than an old one.

Example:

When checking the picture to help solve a new word is a behaviour being encouraged, you would look for opportunities to praise the child for doing it.

Before long however, you will EXPECT the child to use this strategy, and your praise will be directed towards something different.

What you give praise for will change over time.





A WORD ON FINGER POINTING:

For the child who is just learning about directionality of print, and just beginning to understand the need to match what he says with what he sees, a clear pointing finger can be most helpful. The movement of the finger will guide the movement of the eyes - a very important outcome.

The pointing finger will support the beginning reader as he:

- establishes a top left starting position
- moves consistently left to right across a line
- matches words in speech with words in print
- locates the first letter of words.

HOWEVER.... if finger-pointing is allowed to persist it will get in the way of fluent reading. The reader will continue to attend 'word-by-word', rather than to meaningful 'groups of words'. Comprehension and the ability to solve will become increasingly difficult.

SO....once the young reader has established directionality of print, and demonstrates an understanding of one-to-one correspondence (*one word on the page = one word spoken*) it is important to begin to discourage pointing with the finger.





Reading to Children

- It's important that children see reading as a valued activity, valued by all family members.
- Throw yourself into the reading, the children will love it!
- During reading everyone should be enjoying themselves, believe me children know if you're faking it.
- Enjoy!!
- Talk about the book, make connections to other books and experiences.





Remember!!



The time you have with your child is better spent on enjoyable, successful, fluent reading rather than labouring over difficulties.

