

Reading with children in Year 1 and Year 2

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Reading with children in Year 1 and 2

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

1. Assisting children with home reading:

- gaining an understanding the reading processing system
- supporting children's problem solving
- building fluency.

2. Reading to children: how and why.





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





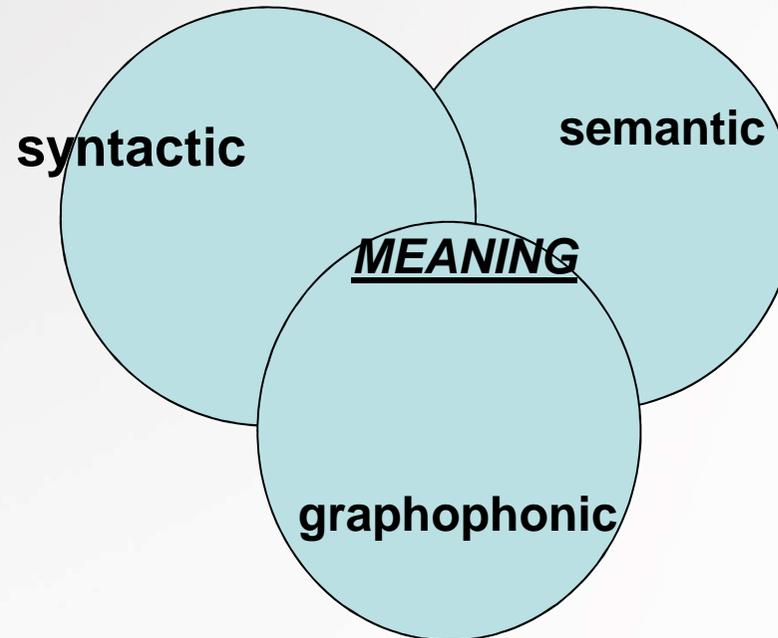
How do we read?

- 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





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.





The effective reader needs to use.....

- **their knowledge of the world**
- **the possible meaning of the text**
- **the sentence structure**
- **the importance of order of ideas, or words, or of letters**
- **the size of words or letters**
- **special features of sound, shape and layout**
- **and special knowledge from past literacy experience,**
 - *before they resort to left to right sounding out of chunks or letter clusters or, in the last resort, single letters.*

Clay, M. (1993) *An Observation Survey of Early Literacy Achievement*, Heinemann, Auckland.





First reading books contain simple sentence patterns, concrete objects and everyday type language.





Reading Strategies

For independent learners reading and writing improves whenever they read and write. It is most helpful to think of the learner who is successfully solving problems as building a neural network for working on written language *and that network learns to extend itself*. It is this successful strategic activity called up by the student that creates the self-extending system.

Clay, M. (2005) *Literacy Lessons pp. 40-42 (Two)* pp. 103-104.

In the independent student:

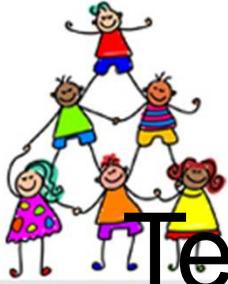
Early strategies are secure and habituated, freeing the reader to attend to other things.

The child:

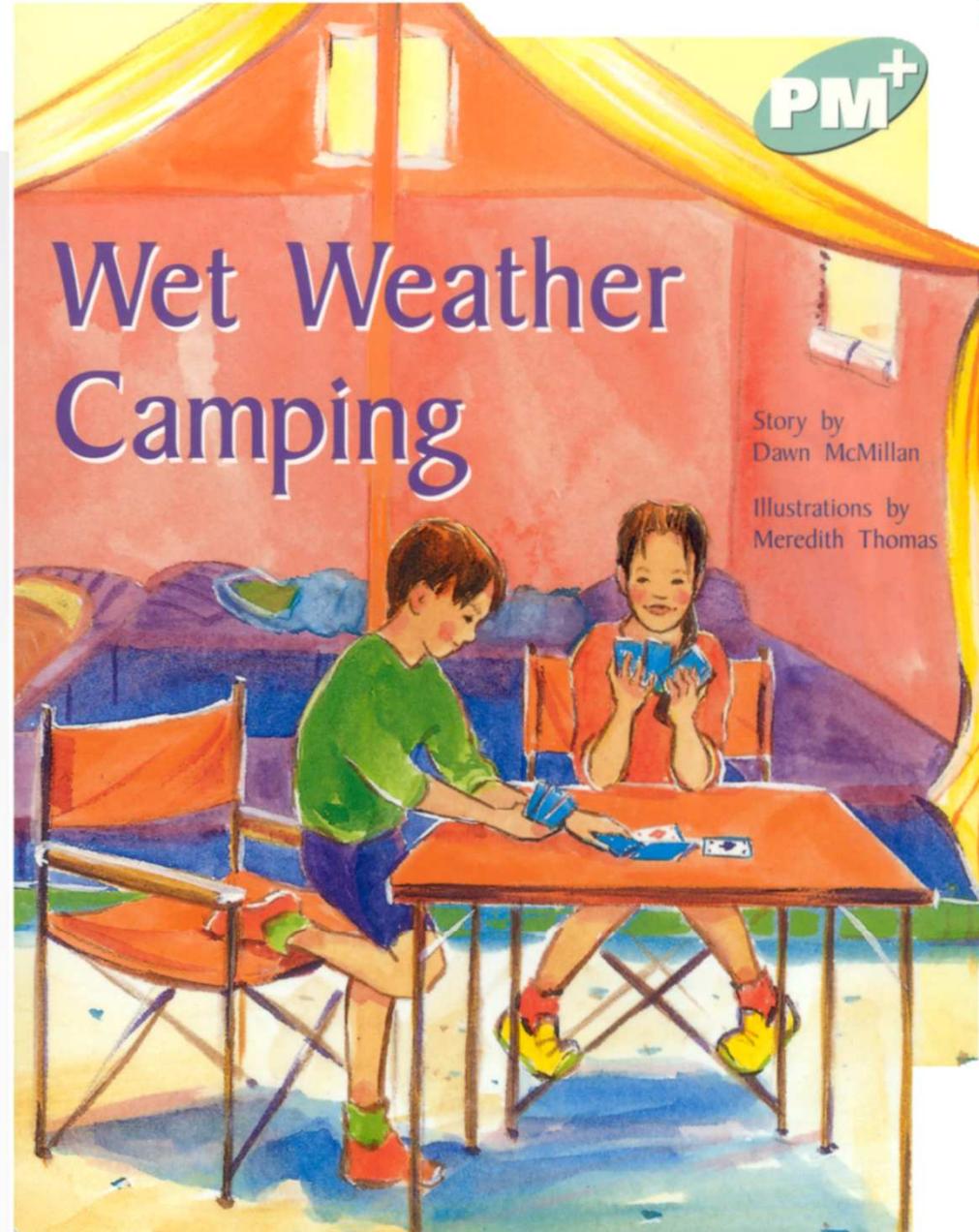
- **monitors** his own reading and writing
- **searches** for cues in word sequences, in meaning in letter sequences
- **discovers** new things for himself
- **cross checks** one source of information with another
- **repeats** as if to **confirm** his reading and writing so far
- **self-corrects** taking initiative for making cues match or getting words right
- **solves** new words by these means

Literacy Lessons Designed for Individuals P40 Part 1





Texts at higher levels contain more complex sentences, vocabulary and concepts.





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.





Supporting Problem-Solving

Noticing an error – monitoring

Was that ok?

Were you right?

Try that again.

Give the child time to solve the word, then **call for action** :

What will you try?

How will you work on that word?





Supporting Problem-Solving

Taking Words Apart – Chunking

e.g. basement base/ment chanted chan/ed

Can you see part that you know?

Show me the part that you know?

***Please do not ask a child to find a little word in a big word.

e.g. Come bring

Taking Words Apart – base words

Jump/s, point/y, laugh/ed

Do you know a word like that?

e.g. sounds - I know found → sound → sounds

Far – I know car → far





Fluency

“Fluency is the ability to read accurately, quickly, effortlessly, and with appropriate expression and meaning”

Rasinski, (2003)





View videos





Encourage your child to read familiar text with phrasing, fluency & expression.

- Put these words all together so that it sounds like talking
- Make it sound like..... (naming a favourite book)
- How would you say that?
- Make it sound like a story you would love to listen to.
- Are you listening to yourself? Did it sound good?





A WORD ON FINGER POINTING:

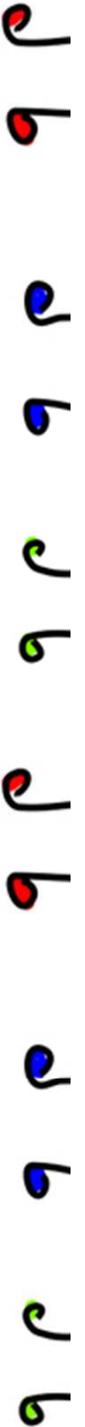
For the child who is just learning about directionality of print, and just beginning to understand the need to match what he says with what he sees, a clear pointing finger can be most helpful. The movement of the finger will guide the movement of the eyes - a very important outcome.

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.





Before reading....

TALK ABOUT

- The cover: ‘*What is this story/ book about?*’ – invite a brief retell / summary.
- The author and illustrator
- The illustrations
- Your child’s related experiences

Then sit back and be the audience!

Remember.....

- *Keep it short*
- *Keep it simple*
- *Keep it moving*
- *Keep it stress free*





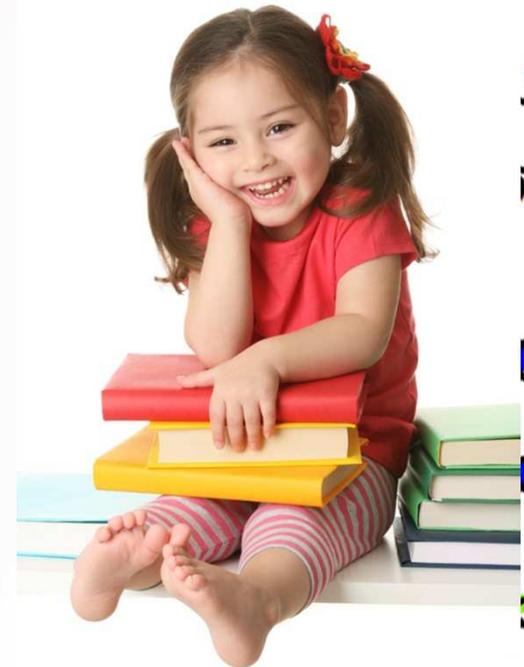
During reading ...

Try not to interrupt the reading too much.

Do respond to the story, where appropriate.

Encourage problem solving.

Enjoy!





After reading....

Respond to the story / ideas in the book!

Example: *'Seagull really was so clever to open that seashell!'*

Remember the time we went camping and it rained and rained?





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.





Read aloud to your child every day!

‘Reading aloud to children deposits literary language into their minds’



Dorn, L. (2007) The Language to Literacy Connection





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.





Read aloud to your child every day!

‘The act of reading or being read to develops the mind and increases intelligence. Most printed material, even a children’s book, has more sophisticated words than nearly every form of oral language.’

Rasinski, T. (2003) The Fluent Reader





Remember!!



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

