

Helping My Child With Reading

Reading to your children is one of the most valuable things you can do for them. Reading to your child does more than create a love of books. It prepares children for their own silent reading by getting them used to the language of books.

'The Reading Bug' Paul Jennings, 2003

PART 1. READING AT SCHOOL

A) English K-10 Syllabus - Reading

Reading at school should be primarily challenging at a guided reading level. At Claremont College, we follow the NSW English Syllabus. It is broken into four stages for the Primary years.

Early Stage One (Kindergarten)

Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics to make meaning from short, predictable printed texts on familiar topics. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. Students recognise, discuss and respond to the different kinds and purposes of various written, visual and digital texts from a variety of cultures. They read with some fluency and accuracy, drawing support from concepts of print and their developing sound and letter knowledge. Students explore and identify some features of texts, including the use of rhyme, letter patterns and sounds in words in written and spoken texts.

Stage One (Year 1 & 2)

Students read and view imaginative, informative and persuasive texts. They use an increasing variety of skills and strategies, including knowledge of text structure, context, grammar, punctuation, word usage and phonics, to make connections between texts and between their own experiences and information in texts. Students read with developing fluency and intonation short texts with some unfamiliar vocabulary, simple sentences and images. Students read, interpret and discuss texts from a variety of cultures, including visual and multimodal texts, using a range of skills and strategies. They locate literal information in written texts and refer to features of language and images to make inferences about characters' actions and motivations. Students explore and identify ways in which texts differ according to purpose, audience and subject.

Stage Two (Year 3 & 4)

Students independently read, view and respond to familiar and challenging texts and justify interpretations of ideas, information and events using a range of skills and strategies. They integrate a range of skills and strategies efficiently when reading, interpreting, analysing and evaluating texts and visual images. Students identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understandings. They recognise the representation of characters, settings and events in imaginative texts and start to evaluate point of view. They explain some ways in which authors and illustrators engage the interests of audiences and achieve a range of purposes. Students explore the structural and grammatical features and purposes for a range of written, visual and multimodal texts.

Stage Three (Year 5 & 6)

Students independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge, values and experiences. They identify, critically analyse and respond to techniques, literary devices and language features used by writers to influence readers. Students compare and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic. Students identify text structure of a range of complex texts and explore how grammatical features work to influence an audience's understanding of written, visual, media and multimodal texts.

NSW English K-10 Syllabus

B) Types of Reading

Shared Reading

Opportunity to model reading strategies
Demonstrates fluency
Develops comprehension and thinking skills

Guided Reading

Small group of students working with an adult
Text suits the needs of the group
Focus is on reading strategies and comprehension

Partner Reading

Working co-operatively with others/encourages peer assistance/collaboration
Sharing enjoyment of books

Solo/Silent Reading

Allows reader time to 'take in' the information
Provides opportunities for students to choose own reading material
Students can practice using learned reading strategies

Reading Digital Texts

Online reading programs e.g. ABC Reading Eggs
eBooks: Tumble Books
Use of iPads & computers to listen to a text
Creation and manipulation of texts

C) Assessment of Reading at Claremont

The Fountas & Pinnell Benchmark Assessment System (F&P) is used from Kindergarten to Year 6 to determine students' independent and instructional reading levels according to the F&P Text Level Gradient™
<http://www.fountasandpinnell.com/textlevelgradient/>.

The F&P Text Level Gradient™ is the most recognised and trusted tool for selecting books for small-group reading instruction. When teachers have determined all students' independent and instructional reading levels, they are able to:

- Observe and quantify student reading behaviours;
- Engage students in comprehension conversations that go beyond retelling; and
- Make informed decisions that connect assessment to responsive teaching.

Fountas and Pinnell's goal is to support each child's development of self-initiating actions he/she will be able to apply to a range of texts of similar difficulty. With daily teaching, the teachers help each child climb the ladder of text difficulty with success. The goal of guided reading is to bring the child to the level of complex texts appropriate for the grade, in doing so, teaching must begin with where the child is able to engage with some success, so that there is a point of contact, thereby engaging the child's development of a self-extending system for processing texts.

'Take Home Readers' have now all been relabelled to match Claremont College's change from the PM Benchmarking reading scheme (which was used in K-2) to align with Years 3-6 so that all students will now progress from K-6 on the same reading scheme - Fountas and Pinnell. This should prevent discrepancy between the reading levels when students move from Infant grades to Primary grades.

PLEASE NOTE: Most children in Years 3 to 6 will not bring home 'Take Home Readers', as they are already reading beyond these short books, and have moved onto chapter books.

D) What Do Effective Readers Do?

Ways of Thinking	Systems of Strategic Actions for Processing Written Texts	
Thinking Within the Text	Solving Words	Using a range of strategies to take words apart and understand what words mean while reading continuous text.
	Monitoring and Correcting	Checking on whether reading sounds right, looks right, and makes sense.
	Searching For and Using Information	Searching for and using all kinds of information in a text.
	Summarising	Putting together, remembering, and carrying forward important information while reading, and disregarding irrelevant information.
	Maintaining Fluency	Integrating sources of information in a smoothly operating process that results in expressive, phrased reading.
	Adjusting	Reading in different ways as appropriate to the purpose for reading and the type of text.
Thinking Beyond the Text	Predicting	Thinking about what will follow while reading continuous text.
	Making Connections <ul style="list-style-type: none"> • Personal • Word • Text 	Searching for and using connections to knowledge gained through personal experiences, learning about the world, and reading other texts.
	Synthesising	Putting together information from the text and from background knowledge in order to create new understandings.
	Inferring	Going beyond the literal meaning of a text to think about what is not there but is implied by the writer.
Thinking About the Text	Analysing	Examining elements of a text to know more about how it is constructed.
	Critiquing	Evaluating a text based on personal, word, or text knowledge.

'The Continuum of Literacy Learning' Fountas & Pinnell, 2010

E) Introducing a New Book

- Discuss the selection of the book.
- Discuss the subject matter, author, type of text (fiction or non-fiction).
- Make predictions about the text from the cover.
- Adult can read the first paragraph/page or whole book.
- Discuss vocabulary, characters and setting.
- Child reads book with adult support or adult and child read alternate pages.
- Share thoughts about the book through a comprehension conversation.

F) What Do We Do When a Child Comes to a Word They Don't Know

- Skip the word and read on to the full stop.
- Go back and re-read the sentence.
- Think, what is the text about? Take another look at the pictures. What word fits?
- Look at the first sound, small words and parts you know.
- What word fits the sounds and makes sense?
- Ask for help.

G) What to Do When a Child Makes a Mistake

- When the meaning is not lost, let the reader read on. E.g. the text says 'Help!' the boy shouted and your child reads 'Help!' the boy said.
- If the meaning is lost, wait. Stop the reader at the end of the sentence. Ask: Did that make sense? (Re-read as it was first read, if needed) What word fits there?
- If the reader is unable to continue, wait. Encourage the reader to read on to the full stop leaving out the word. Go back to the word. Give a clue; "It means...", "What word makes sense?" "What sounds can you see?". Prompt for approximately 10 seconds, and then supply the word.

H) Reading Comprehension

F&P use 'Comprehension Conversations'. A comprehension conversation is the most effective way to collect the best evidence of comprehension because you can paraphrase questions and probe further for student understanding.

<http://www.fountasandpinnell.com/faqs/assessment>

Each comprehension conversation covers the areas of; 'Thinking Within', 'Thinking Beyond' and 'Thinking About'.

Thinking Within

Literal Understanding (able to decode and use information)

- What was the boy's/girl's name?
- Where did they go for dinner?
- When were the swimming races held?
- Who kicked the ball over the fence?
- How did Molly know her tooth was loose?
- Tell me some of the things the girl liked to play with?

Thinking Beyond

Inferring and Making Connections (synthesising new information and using background knowledge)

- Why did they need honey to make the popcorn balls?
- After the donkey kicked the wolf, why did she say, "You can't eat me now"?
- Why do Emperor penguins take small steps when they walk?
- Explain what is meant by 'the force of gravity'.
- Explain why an elderly man would keep a bird that could bark like a ferocious dog.
- What was the character feeling? Give an example from the text.
- When did the man realise that something was wrong and the expedition was in trouble?

Thinking About

Analysing Author's Craft (critiquing quality or objectivity of text)

- Replace the adverb 'tentatively' in, 'James stopped to pick up the wallet and tentatively peered inside'.
- Replace the adjective 'precise' in, 'The transmitter will send data on this bird's precise location'.
- What descriptive language did the author use? Give an example from the text.
- What is the author's purpose or point of view?
- Why did the author write in this way?

PART 2. ASSISTING YOUR CHILD WITH READING

Reading at home should be for consolidation, but most of all, for enjoyment. The aim is for parents to instill a love of reading in their child.

A) Practical Ways to Help at Home

Share a storybook with your child every day. Make time for reading with your child aloud and ensure the environment is quiet so there are no background noises such as televisions, computers or radios on.

Point word by word as you read. When reading with your child, point to each word you read. This way, children understand reading goes from left to right and the word they are saying is what they are seeing.

Talk about the story. If you come across a new word, talk about its meaning. Always ask children questions about the story and their thoughts and opinions. Read your child's favourite book over and over as this will encourage their reading, and help them to enjoy the experience. Make stories entertaining by using different voices for different characters.

Encouragement. Always use positive reinforcement and encouragement when your child is reading. Join your local library to share story time together and choose books to read together. Try to read different kinds of literature/texts such as poems, recipes, newspapers, catalogues and magazines to make children aware that text is everywhere.

Create stories! Have your child create stories of their own which you can scribe (if necessary) and then read together.

'The Parents Guide to Kindergarten' Turi & Dickinson, 2010

B) Articles About Reading

Reading With Children Even After They Can Read

<http://theconversation.com/research-shows-the-importance-of-parents-reading-with-children-even-after-children-can-read-82756>

Reading to Young Children: A Head Start in Life (Research Paper)

<http://www.education.vic.gov.au/documents/about/research/readtoyoungchild.pdf>

How to Ask Questions to Check Comprehension (The Reading Mama - A Fantastic Blog to Follow)

<https://thisreadingmama.com/tuesdays-teaching-tip-3/>

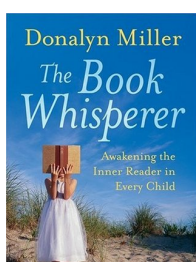
ABC Reading Eggs

<https://readingeggs.com.au/articles/2012/12/11/simple-steps-to-teach-kids-how-to-read/>

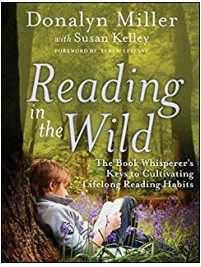
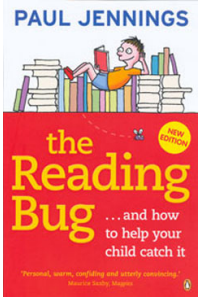
Reading and Literacy Apps for Children

<https://www.tsc.nsw.edu.au/tscnews/ultimate-list-reading-and-literacy-apps-for-children>






C) Suggested Texts About Reading



Donalyn Miller says she has yet to meet a child she couldn't turn into a reader. No matter how far behind Miller's students might be when they reach her 6th grade classroom, they end up reading an average of 40 to 50 books a year. Miller's unconventional approach dispenses with drills and worksheets that make reading a chore. Instead, she helps students navigate the world of literature and gives them time to read books they pick out themselves. Her love of books and teaching is both infectious and inspiring. The book includes a dynamite list of recommended "kid lit" that helps parents and teachers find the books that students really like to read.

	<p>In <i>Reading in the Wild</i>, reading expert Donalyn Miller continues the conversation that began in her bestselling book, <i>The Book Whisperer</i>. While <i>The Book Whisperer</i> revealed the secrets of getting students to love reading, <i>Reading in the Wild</i>, written with reading teacher Susan Kelley, describes how to truly instill lifelong "wild" reading habits in our students. Based, in part, on survey responses from adult readers as well as students, <i>Reading in the Wild</i> offers solid advice and strategies on how to develop, encourage, and assess five key reading habits that cultivate a lifelong love of reading. Also included are strategies, lesson plans, management tools, and comprehensive lists of recommended books.</p>
	<p>Your child deserves the best reading teacher in the world. And the one person who will read more than anyone else to help your child learn to read... is you. In this clear and humour-filled guide, Paul Jennings cuts through the jargon and the controversies to show every parent practical and effective ways for helping their child to catch the reading bug. This legendary children's author has spent years teaching, lecturing, writing and parenting. Now you can benefit from his advice. In this book you will find brilliant book lists for your child - now updated and expanded, the whole reading experience explained, great cartoons and anecdotes, and a supplementary chapter on the special reading needs of boys.</p>

D) What are Some Good Reading Apps?

	<p>Homer is the learn-to-read program powered by your child's passions. When kids read about what they love, they love learning to read - so the HOMER Method takes your child's passions and current reading level, then creates a personalized learn-to-read plan that grows with them, from age 2 to 8.</p>
	<p>Reading Eggs is the multi-award winning learning system that helps children learn to read. Based on scientific research and designed by literacy experts, it's proven to help children learn to read using guided reading lessons, activities and e-books.</p>
	<p>Reading Raven is an extremely engaging learn-to-read educational game that provides step-by-step reading lessons designed to help young children build a solid foundation for reading. Help your children learn to read with their own personal reading adventure guide!</p>
	<p>Ultimate Dinopedia Love Dinosaurs? Dig into more than 700 dinos with National Geographic's interactive Dinopedia! Get audio pronunciation, vital stats, size comparisons, and phenomenal art. Check out bonus videos for select dinosaurs, a visual table of contents, and an interactive family tree.</p>
	<p>The Adventures of Captain Underpants Players can dive into the world of the Captain in the Book-O-Rama, with the entire first epic novel "The Adventures of Captain Underpants" by Dav Pilkey presented for the first time in full color and high resolution. Experience the book as never before with full narration, and literally move through the story with parallax animation technology. Then animate the action yourself in the Flip-O-Rama—in hilarious 2D!</p>

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