

A grayscale photograph of a woman with curly hair sitting on a bed with a young boy. She is holding an open book and reading aloud to him. The boy is holding a teddy bear. The background shows a window with blinds. The text 'READING AT HOME' is overlaid in orange, and 'Reading Strategies for Parents' is overlaid in green.

# READING AT HOME

## Reading Strategies for Parents

**Cinderella avuto un tempo meraviglioso al ballo finché non udì il primo colpo della mezzanotte! Si ricordò che la fata aveva detto, e senza una parola di saluto è scivolata dalle braccia del principe e corse giù per le scale. Mentre correva ha perso una delle sue scarpette, ma non per un attimo ha fatto lei il sogno di fermarsi a raccoglierlo! Se l'ultimo colpo della mezzanotte erano a suonare ... oh ... Che disastro che sarebbe!**



Cinderella had a wonderful time at the ball until she heard the first stroke of midnight! She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince's arms and ran down the steps. As she ran she lost one of her slippers, but not for a moment did she dream of stopping to pick it up! If the last stroke of midnight were to sound... oh... what a disaster that would be!



# Phases of Reading

## Role Play Readers

- Show an interest in books and print
- Imitate adult readers
- Pretend to read using pictures and memory

# Setting the Scene

- Find a quiet spot – avoid distractions
- Get comfortable – reading should be fun!
- Make a comment about the book e.g. “This book looks like it might be funny.”
- Talk about the cover – what might the book be about?
- Note how a book should be handled
- Browse through the book first – look at pictures, maybe identify letters/words that are familiar

# Reading Time!

- Read clearly – even exaggerate expressions for characters, etc.
- Hold book so your child can see word and pictures
- Draw attention to pictures – this helps children make connections with the print
- Point out some words as you read
- Ask and answer questions
- Encourage your child to ‘read’ too – e.g. Describe pictures, say words that are repeated, etc.
- Praise your child’s attempts to ‘read’

# Debrief...

- **Talk about the characters and what happened in the book**
- **Help your child retell the stories from the pictures and from memory**

# Phases of Reading

## Experimental Readers

- Often 'read' by using pictures and memory of storyline
- May identify some words in texts
- More focused on getting meaning across, rather than reading every word accurately



# Setting the Scene

- Find a quiet spot – avoid distractions
- Get comfortable – reading should be fun!
- Encourage your child to look at title and cover
- Talk about what book may be about

# Reading Time!

- Sometimes follow the words with your finger from left to right
- Point out key words in text and explain them
- Ask lots of questions!
- Answer your child's questions – don't worry about interrupting flow of story
- Encourage your child to look at pictures for clues to predict what might happen or to help decide what an unknown word may be
- Act out parts of the story

# Debrief...

- Talk about book and encourage your child to re-read parts of story
- Talk about characters, plot, setting e.g. “Which was your favourite character? Where did the story take place?”
- Discuss what was learnt from informational books, e.g. “What did you find out about...?”
- Compare people and events in books with own lives
- Play a game to find words in story that begin with same letter as own name

# Phases of Reading

## Early Readers

- Confidently read familiar texts
- May read new texts slowly and deliberately, focusing on printed word, trying to read text accurately
- Express and justify own response to texts

# Setting the Scene

- Find a quiet spot – avoid distractions
- Get comfortable – reading should be fun!
- Encourage your child to look through book and predict what it might be about
- Point out author's name – does your child know/like this author?
- If applicable, talk about what has happened so far in the story

# Reading Time!

- Point out key words in text and explain those your child doesn't know
- Stop occasionally and ask “What do you think will happen next? Why do you think that?”
- Occasionally ask ‘why’ questions e.g. “Why do you think the author put that bit in the story?”
- Answer your child's questions – don't worry about interrupting flow of story
- Talk about the illustrations to see if they match what is in your child's mind or your mind

# Debrief...

- Talk about text and encourage your child to re-read parts either alone or with you
- Encourage your child to retell text to you or another family member
- Compare characters from the book with real people your child knows
- Talk about characters, plot, setting and events, e.g. “Which was your favourite character? Where did the story take place?”
- Discuss what was learnt from informational books, e.g. “What did you find out about...?”
- Discuss the purpose of the text, e.g. “Why do you think the author wrote this book?”

# Let's Read Together!





# Pause Prompt Praise

## Pause

- Don't jump in with the correct word if your child hesitates over a word or says the wrong word – give your child a chance to work it out or self-correct

## Prompt

- Encourage your child to use the pictures to help decode unfamiliar words; assist with action related to sound; read to the end of the sentence and then come back to unknown word; look at initial letters; think about context of story

## Praise

- Always praise your child's efforts – reading should be fun!