

# Reading to Your Child

It is important to make reading aloud to your child part of your daily routine. Set aside a regular time every day, find a comfortable place without any distractions, and choose something interesting to read together.

## *Things to do before reading*

- Encourage your child to select the book. Give them a pile of well-known books so they can choose which one will be read aloud.
- Familiarise yourself with the book as this will make you a better storyteller. Take a minute to look over the book before you share it with your child.
- Settle your child down and talk a little about the book, e.g. "This story looks as *if* it is going to be funny."
- Browse through the book so your child becomes familiar with books and how they are handled, e.g. *holding the book the right way, turning the pages.*

## *Things to do when reading*

- Read clearly. Make the story interesting by exaggerating expressions for different character voices and sounds. The more dramatic the better. You may like to add simple props so your child can identify with different characters or act out parts of the story.
- Hold the book so your child can see the pictures and writing.
- Sometimes let your child hold the book and turn the pages.
- Draw attention to the pictures.
- Sometimes point to the words as you read.
- Ask and answer questions as needed.
- Encourage your child to join in and 'read' too. Invite him or her to describe pictures, 'read' pages or join in with words that are repeated.
- Accept and praise your child's attempts to 'read'.

## *Things to do after reading*

- Talk about the characters and what happened in the book.
- Help your child tell the story from the pictures.

Keep in mind that your child's reading level and listening level are different. When you read easy books, your child will soon be joining in with you. When you read more advanced books, you instil a love of stories and you build the motivation that encourages children to become lifelong readers.

# Supporting Oral Reading at Home

If your child makes a mistake and corrects the error ...	If your child comes to a word they don't know and pauses ...	If your child makes a mistake which does not make sense ...	If your child makes a mistake which does make sense ...
<ul style="list-style-type: none"> <li>• Offer praise or support for making the correction.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait and give them time to work it out.</li> <li>• If they're successful, encourage them to read on to maintain meaning.</li> <li>• If they are likely to know the word, ask them to go back to the beginning of the sentence and have another go at it.</li> <li>• Ask them to guess a word which begins with the same letter and would make sense.</li> <li>• Ask a question which will give a clue to the meaning, e.g. <i>"How do you think Johnny feels? Angry?"</i></li> <li>• If they are unlikely to know the word, say it quickly and encourage them to keep reading to maintain fluency and avoid loss of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait to see if they work it out for themselves and offer praise if they do.</li> <li>• If they don't correct the word themselves ask, <i>"Does that make sense?"</i></li> <li>• Ask a question which will give a clue to what the word is, e.g. <i>"Where will he go to catch the train?"</i></li> <li>• If they are unlikely to know the word, say it quickly and encourage the child to read on. Later, when the whole text has been read, go back to unknown words and help your child use other word-identification strategies such as:               <ul style="list-style-type: none"> <li>– sounding out individual sounds in a word</li> <li>– sounding out chunks of words, e.g. <i>base or root of the word, prefixes and suffixes</i></li> <li>– looking at the words around it.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Do nothing until the child has finished.</li> <li>• When they have finished, go back to the word and say <i>"You said this word was ____ it made sense but it begins (or ends) with the letter ____ so what do you think it could be?"</i></li> <li>• You may wish to discuss the letters of the word with your child and see if they can think of any other words with similar letters.</li> </ul>