

Home Reading



Today we look at:

Reading emersion & tips to facilitate readers

How to make reading motivating

What is reading

Suitability of a home reader & your child's reading level

Strategies to support reading unknown words

Making errors in reading

Facilitating comprehension in home reading

Mem Fox



writing, teaching, learning, loving, living

Mem Fox's Ten read-aloud commandments

1. Spend ten minutes every single day reading aloud. From birth!
2. Read at least three stories a day: it may be the same story three times. Children need to hear a thousand stories before they can begin to learn to read. Or the same story a thousand times!
3. Read aloud with animation.
4. Read with joy and enjoyment:
5. Read the stories that your child loves, over and over, and over again!
6. Let children hear lots of language by **talking to them constantly** about the pictures in the book; or sing any old song that you can remember; or say nursery rhymes in a bouncy way; or be noisy together doing clapping games
7. Look for rhyme, rhythm or repetition in books for young children, and make sure the books are really short.
8. Play games with the things that you and the child can see on the page, such as letting kids finish rhymes, and finding the letters that start the child's name and yours, remembering that it's never work, it's always a fabulous game.
9. Never ever teach reading, or get tense around books.
10. Please read aloud every day because you just adore being with your child, not because it's the right thing to do.

Flashing screens or turning pages?

Winning The War Between Books And Television – more words from Mem Fox



Television will not go away. It's here to stay and its attractions are many. Focus on what we can do to make books and reading as attractive as watching TV.

1. Provide a home that has many books in it.
2. Ensure children have books of their own, and their own bookshelves, so that favourite books can be owned and read over and over again.
3. Have a wide variety of reading material throughout the house—thrillers, paperbacks, magazines, newspapers, encyclopedias, classics, kids' novels, non-fiction books and manuals, specialist journals, posters, charts, and picture books. Some short books. Some long. Some hard for little children to read. Some really easy.
4. Allow children to read whatever they want to read.
5. Let your child see you enjoying reading, which means reading at times when children can watch their parents being totally absorbed in books.
6. Books read by the children should be beautiful, intrinsically rewarding books
7. Children need time to read; a quiet place to read in; warmth in winter; a comfortable spot to curl up in; and enough light to read by.

Reading our favourite books



When children learn to read before school without any lessons, they do so because they've been looking at the same print over and over again as they've listened to the same language, in the same stories, which have been read so many times that their parents are driven to distraction. Not only does the print become familiar, language becomes familiar. Learning to read is much more about learning language than it is about making sounds from the letters on a page.



What is reading?



- It's making meaning, not sound, from the marks we see on the page.
- capability in phonics doesn't mean competence in reading.
- We use phonics when we realise we've spelt something incorrect
- Phonics is also useful when we come to read a word we don't know
- Correctly sounding out the words is not reading, it's barking at print, retrieving no meaning at all from the text.
- Only 50% of the words in English are phonically decodable

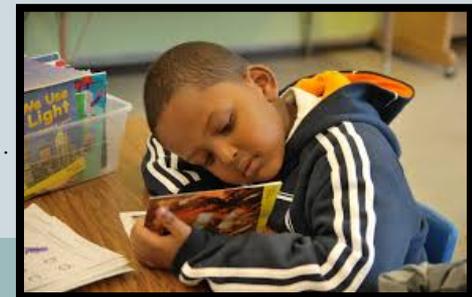
When we force reluctant readers to read to us and when we tell them to sound out words they don't know, instead of simply giving them the word, they tend to read so slowly that they make little sense of the print and receive no joy from it. ('Giving the word' is what the parents of young early readers should do.)

Mem Fox 2008

At-Home Reading Levels:



- In a home environment, where you are reading one-on-one with your children, and your support is on them exclusively for the entire reading time.
- Use the **90% rule**. Early phonic readers often have only a few words per page. Your child should be able to read (even slowly or carefully) most of the book, although they may need reminders from you to use their decoding and comprehension strategies. They must *also* be able to give you a retell with most of the details of the story and show 80% accuracy on (independent) comprehension questions.
- It does not benefit young readers to always struggle to decode words or decipher meaning.
- Your child will learn more at a supported level of reading, as opposed to a struggling level of reading. Don't forget the confidence-building that comes from reading books with ease!
- If your child is struggling to read, find a different book,
- or play some sight word/phonics games to build his decoding skills.



Reading difficult words



Instead of simply telling them to “sound it out,” try these tricks:

- **Say nothing.** Give him a chance to figure it out.
- **Say, “Look at the picture.”**
- **Say, “Let’s get the first sound.”**
- **Say, “What would make sense?”** Even if he gets the wrong word, you can say “Yes, it’s a kind of house, but the author chose a different word. Look at the first letter and see if you can get it now.”
- **Say, “Chunk it.”** Are there smaller words in the bigger ones (e.g., ‘going’ has the word ‘go’ in it)?
- **Say, “Let’s reread.”** Before you tell your child the word, see if he can reread the sentence and get it with a “running start.”
- **Say, “Close your eyes. Now look again.”** Have him close his eyes, open them, and see if his brain can just “get” the word as a sight word, without trying to sound it out.

Reading difficult words



- **Say, "Say it like a word."** Decoding will only take you so far. If you know how to make the sounds come together like a word you know, it makes reading so much easier. It's not about saying the sounds faster; it's about saying them like a word. Country can be sounded out as "cow-n-try" or "count" "try." But if they "say it like a word," they are more likely to get to country. You can use a slinky to help them literally "see" what it looks like when they say stretched out sounds. Have them collapse the slinky as they "say it like a word."
- **Skip the word** and come back when they have the context of the sentence (be sure they do).
- **Look at word families.** If your child knows 'at', they will more easily be able to identify 'hat.'
- **Get the main word first**, then add on prefixes or suffixes. You can use your finger to cover up parts of the word while your child gets the main word.
- **Tell them the word.** You do not want to hinder the comprehension of a story by belaboring a single word. Instead, give your child the word and have her re-read the sentence so that the word sticks in her mind for the next time she encounters it!

Stretchy Snake



Slowly stretch each letter sound to make the word.

ship = sh | i | p

Skippy Frog



Skip the tricky word.

Read to the end.

Go back & try it again.

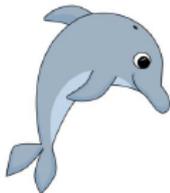
Tryin' Lion



Try to re-read the sentence.

Think "what makes sense?"

Flippy Dolphin



Flip the vowel sound.

Try the long & short sounds.

Ways to Take Action!

Eagle Eye



Look at the picture.

Use the beginning letter.

Lips the Fish



Get your mouth ready.

Say the first sound.

Stretchy Snake



Slooooooowly stretch each letter sound together.

Ghunky Monkey



Break the word into chunks you know.

m at © fl at © spl at ter

Tryin' Lion



Try to re-read the sentence. Think about what would make sense.

Skippy Frog



Skip the tricky word.

Read to the end.

Go back & try it again.

Flippy Dolphin



Flip the vowel sound.

Try long & short sounds.

Careful Caterpillar



Carefully read all the parts of the word.

Chunky Monkey



Break the word into chunks you already know.

m at

fl at

spl at ter

Eagle Eye



Look at the picture.

Think "what is in the picture that starts with the beginning letter?"

Careful Caterpillar



Carefully read the whole word.

Think about all the word parts.

Think about what makes sense.

Lips the Fish



Get your mouth ready!

Say the beginning sound.

If your child misreads a word:



- Ask yourself:
- **Does it matter?** Saying 'house' instead of 'home' or misreading a character's name won't change the meaning of the story. Let it go.
- Tell them to:
- **"Check it:"** Does it look right, sound right, make sense?
- **"Make a picture in your head."** What word doesn't fit?"
- **"Flex it."** This is the way to tell your child to try the other sound the letter makes (e.g., long vs short a, or 'j' for g, as in giraffe).
- Ask them:
- **"Does it fit the picture/story?"**
- **"Does that sound like a word you know? Say it like a word."**
- **"What is happening here and how does this sentence fit in?"**

To facilitate comprehension/thinking strategies, have your child:

- Retell the story from memory.
- Ask a *question* about what he has already read (to themselves, or to you).
- *Infer* or guess what is going on or might happen, based on what they already know and what they have read.



To facilitate comprehension/thinking strategies, have your child:



Make a connection:

- **Make a text-to-text connection** where he relates this book to another he has read.
- **Make a text-to-world connection** where he relates the book to an experience going on in our world (e.g., truffula trees being chopped down and our own struggles with deforestation).
- **Make a text-to-self connection** where he relates the book to himself or an experience he has had (e.g., remembering a time he was not listened to, even when he knew better than the other person).
- **Visualize:** Encourage your child to **create a mental image or play the scene like a movie** in her head
- **Evaluate:** Determine the importance of characters, events, or details.
- **Synthesize** information means taking information you learn along the way and combining it with the information you know.

To facilitate comprehension/thinking strategies, have your child:



Other tips:

- Make a prediction.
- Take the character's perspective or relate to the character's feeling.
- Read it like a sentence. If your child reads haltingly, have them re-read the same sentence to get the fluency (and confidence!) aspect of reading. It's hard to comprehend disjointed sentences.

