

Supporting Oral Reading

Early Card 8

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"> • Offer praise or support for making the correction. 	<ul style="list-style-type: none"> • Wait and give them time to work it out. • If they're successful, encourage them to read on to maintain meaning. • 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. • Ask them to guess a word which begins with the same letter and would make sense. • Ask a question which will give a clue to the meaning, e.g. <i>"How do you think Johnny feels? Angry?"</i> • If the word is not likely to be known, say it quickly and encourage them to keep reading to maintain fluency and avoid loss of meaning. 	<ul style="list-style-type: none"> • Wait to see if they work it out for themselves and offer praise if they do. • If they don't correct the word themselves ask, <i>"Does that make sense?"</i> • 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> • If the word is not likely to be known, 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"> – sounding out individual sounds in a word – sounding out chunks of words, e.g. <i>base</i> or <i>root of the word</i>, <i>prefixes and suffixes</i> – looking at the words around it. 	<ul style="list-style-type: none"> • Do nothing until the child has finished. • 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> • 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.



Supporting Comprehension

Talking to your child about what he or she has been reading or what you have been reading together is a wonderful opportunity to make connections with his or her life, talk about opinions and to understand what the text is about. Asking questions is one way your child can respond to texts to show they understand. Different types of questions will provide more information about your child's understanding of the text.

'Right There' (Literal) Questions

These questions focus on what the author said and usually require the child to remember specific information, e.g. *events, characters, main ideas*. It is helpful to follow up these types of questions with "How did you know that?" or "Can you show me where it says that?"

'Think and Search' (Inferential) Questions

The answers to these questions can be found in the text but not necessarily in the one place. The child has to 'put the answer together' from various sections or sentences in the text, e.g. *"Why do you think ... behaved in that way?"* These questions are sometimes the *how* and *why* questions.

'Author and Me' (Interpretive) Questions

These questions require the child to base the answer on the text but also draw on what they know to reach an answer. To answer these questions the child needs to have read the text, as the answers are not wild guesses, e.g. *"The author has saidwhat does she mean by that?"*

'On My Own' (Critical or Evaluative) Questions

These questions go beyond the text, asking for the child's own opinions or judgements. The answers are not in the text at all. The text provides a starting point for discussions about the underlying messages, e.g. *"I wonder why the fairy godmother stopped her magic at midnight?"*

It is not necessary to ask each type of question every time a text is read. Sometimes your child will stop and ask you questions, and other times you may ask the questions and direct your child's attention to specific things in the text. This should always be a fun way to explore the text and to stimulate discussions, not a time when the child feels 'tested' or 'interrogated'.





Building a Love of Reading

There are many ways to encourage your child to be a reader and develop a love of reading. Try any of the following suggestions.

- Buy books and magazine subscriptions as gifts.
- Have a selection of reading materials such as comics, magazines and informational texts available at home and in the car.
- Have a special place for each person in the family to keep their books.
- Encourage your child to set aside a time for reading. Do this yourself so your child can see you as a reader.
- Encourage all family members and visitors to participate in reading or being read to.
- Encourage children to select their own books and magazines.
- Allow your child to have a subscription to a magazine of their choice.
- Exchange books with friends and other family members.
- Talk about books whenever possible.
- Display your own collection of books. Discuss why you liked or disliked any of the books. Encourage your child to do the same.
- Show an interest in what your child is reading. Ask them to recommend books for you to read.
- Visit the library often so your child can check out a variety of texts to sustain their interest.
- Provide access to a computer so your child can make use of the Internet for research purposes. Often local libraries have computers where the Internet is available.
- Join online book clubs. This is one way your child can share their thoughts with others, as well as hear others' opinions. Ensure any web sites your child is visiting are legitimate.





Early Card 14B


Supporting Graphophonic and Word Knowledge Through Games

What Comes Next?

What Comes Next? is an adaptation of what was known as the game Hangman. However, in What Comes Next? your child is required to guess the letters in the correct order.

- Choose a word from something your child has read. Make a dash for each letter in the word.
- Give your child a clue to help them guess the first letter, e.g. *the first letter is between A and C in the alphabet.*
- Allow your child to guess the letter.
- As your child guesses the next letter, a guess that could be a correct English letter sequence is written on the left, e.g. *ba, bi.*
- Those that could not be a correct English letter sequence are written on the right as single letters, e.g. *t, b* — not modelling incorrect letter patterns, e.g. *bt, betk.*
- A penalty is only given for guesses that could not be correct. When your child guesses a letter that couldn't be right, a segment of the mouse is drawn.
- Have your child continue to guess the letters in order until all letters are written.
- The game ends if the drawing is completed before the word is completed.

WHAT COMES NEXT?	
b e c _ _ _ _ _	
COULD BE t ba bet beck	COULDN'T BE t b



(The word is because.)

Word Searches

Early Readers enjoy the challenge of searching for particular words in magazines, the environment and newspapers. With your child, choose 4 or 5 words to find over a given time. Have your child keep a record of the number of times they find the word and where it was found. You can make this into a personal competition where the child tries to find more of the next word, e.g. *"I found 'because' 20 times last week and I found 'and' 30 times this week."* They might like to share their findings at school with the teacher and peers.





Building Word Knowledge Through Games

Puzzles

Puzzles provide opportunities for your child to investigate both the structure and meaning of words. There are many commercially produced publications (including software packages) incorporating puzzles such as crosswords and word sleuths, and others that involve creating words, finding small words inside larger words and rhyming activities.

Tic Tac Toe

Tic Tac Toe is played in the same way as Noughts and Crosses. However, specified letters, patterns or words are used to create a sequence of three diagonally, up or down, instead of noughts and crosses. For example, you may write words that have a particular sound spelt a different way in each word and your child may have to write words ending with 'ough'. If your child is having difficulty thinking of words to add, you could both make a list of words prior to beginning Tic Tac Toe.

tray
strain
vein
great
cake

tray	enough	strain
	rough	
though	vein	

enough
rough
cough
though
through

Odd One Out

Odd One Out assists your child to identify words or parts of words that vary. A series of four words is presented. Three of the words have something in common. The fourth will be the 'odd one out'. Your child needs to select the odd one and suggest why it does not fit.

Depending on the words chosen, this activity can be used in many different ways:

Number of Syllables – "Listen while I say four words: *bicycle, January, newspaper, elephant*. Tell me which one doesn't have three syllables."

Matching Sounds – "Listen while I say four words: *strain, vein, meat, great*. Tell me which one has a different middle sound."

The focus can also be on the meaning of the words, e.g. *Which is the odd word out of: dams, ice caps, rivers, oceans?* The answer is 'oceans' because it is the only source of salt water.

Word Searches

Transitional readers enjoy the challenge of searching for particular words in magazines, the environment and newspapers. With your child, set criteria, e.g. *words that begin with 'aqua'*. Have your child keep a record for a week of the words found. You can make this into a personal competition where the child tries to find more of the next word, e.g. "*I found ten words beginning with 'aqua' last week and I found fourteen words beginning with 'semi' this week.*" They might like to share their findings at school with the teacher and peers.






Building Word Knowledge Through Games

What Comes Next?

What Comes Next? is an adaptation of what was known as the game Hangman. However, in What Comes Next? your child is required to guess the letters in the correct order.

- Choose a word from something your child has read or from a particular subject area, e.g. *diameter*. Make a dash for each letter in the word.
- Give your child a clue to help them guess the first letter, e.g. *the first letter is between C and E in the alphabet*.
- Allow your child to guess the letter.
- As your child guesses the next letter, a guess that could be a correct English letter sequence is written on the left, e.g. *dr, de*.
- Those that could not be a correct English letter sequence are written on the right as single letters, e.g. *t, b* — not modelling incorrect letter patterns, e.g. *dt, ditk*.
- A penalty is only given for guesses that could not be correct. When your child guesses a letter that couldn't be right, a segment of the mouse is drawn.
- Have your child continue to guess the letters in order until all letters are written.
- The game ends if the drawing of the mouse is completed before the word is completed.

WHAT COMES NEXT?		
d i a _ _ _ _ _		
COULD BE		COULDN'T BE
dr		l
din		w
dis		
		

(The word is diameter.)

Board Games

Play games such as Scrabble, Topple, Scattergories, Concentration or Balder-dash together, they are fun and they reinforce reading skills.





Name: _____ Date: _____

Stop-and-Think Cards

Cut up your cards and randomly place them throughout your text.

Stop-and-Think Card

- ☐ Do I understand what that was about?
- ☐ Were there any parts I did not understand?
- ☐ Could I explain what I have just read to someone else?
- ☐ What might the next part be about?
- ☐ Are there any questions I need to have answered?

Congratulations!
Read ON!

Stop-and-Think Card

- ☐ Do I understand what that was about?
- ☐ Were there any parts I did not understand?
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- ☐ Were there any parts I did not understand?
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- ☐ What might the next part be about?
- ☐ Are there any questions I need to have answered?

Congratulations!
Read ON!



Developing Word Knowledge

Draw your child's attention to words that are part of their daily life. Point out and read aloud any everyday print, e.g. *cereal packets, traffic signs, billboards*. Make everyday outings an opportunity to show your child how print relates to his or her life.

Many of the words written in texts occur again and again, e.g. *and, but, the*. If your child is to become a fluent reader he or she will need to learn to recognise these words immediately. Challenge your child to find the words in other places. Do this in a fun way so the child does not feel they are being 'tested'.

Talk about and help your child to recognise words that are meaningful to them, e.g. *name of their street, town, school, pet, friends*.

Magnetic letters can be used to learn about letters and spell words. While you work in the kitchen, your child can pick out letters and try to spell words, placing them on the refrigerator. Encourage your child to use what they know about letters and sounds to spell as best they can.

When talking about words, make connections between the letters and the different sounds they make, e.g. *"This is the letter 'c' and it makes the sound /c/ as in 'cat' but in this word 'city' it makes /s/."*

Where appropriate, continue to place labels around the home. These could include labels on:

- personal items, e.g. *This is where John keeps his books.*
- household items, e.g. *The television can be turned on at 5 p.m.*

These labels should be written in full sentences as this helps your child to:

- make a connection between spoken and written words
- understand that we speak in connected phrases and sentences
- understand that the printed word remains the same.



Building a Love of Reading

There are many ways to encourage your child to be a reader and for them to develop a love of reading. Try any of the following suggestions.

- Give books as presents.
- Give books as a treat, e.g. *after school instead of buying an ice cream.*
- Teach songs and action rhymes. Encourage your child to sing and say these by him or herself. Be prepared to offer help where needed.
- Have a selection of reading materials such as comics, magazines or books available at all times, e.g. *when travelling, when waiting for an appointment or when visiting friends.*
- Have a special place where books are kept.
- Set aside a time for reading.
- Encourage all family members and visitors to the house to participate in reading or being read to.
- Encourage children to select their own books.
- Have a family subscription to a magazine, e.g. *National Geographic.*
- Encourage your child to exchange books with friends.
- Talk about books whenever possible.
- Display your own collection of books.



Supporting Comprehension

Talking to your child about what you have been reading together is a wonderful opportunity to make connections with his or her life, in order to develop understanding of the text. Asking questions is one way for your child to respond to texts. Different types of questions will provide more information about your child's understanding of the text.

'Right There' Questions

'Right there' questions focus on what the author said. The answer is often 'right there' in the text or pictures. They usually begin with *who*, *when*, *where* or *what*. It is helpful to follow up these types of questions with a further question that asks the child to clarify their answer, e.g. *"Can you show/read me the part that says that in the book?"*

'Think and Search' Questions

The answers to these questions can be found in the text but not necessarily in the one place. The child has to 'put the answer together' from various sections or sentences in the text, e.g. *How are and alike?* These questions are sometimes the *how* and *why* questions.

'Author and Me' Questions

These questions require the child to base the answer on the text but also draw on their own previous experiences to reach an answer. The answers are not wild guesses; they should be probable, not just possible, e.g. *"I wonder why ..."* *"Are princesses always beautiful?"*

'On My Own' Questions

These questions ask for the child's own opinions or judgements. The answers are not found in the text at all, e.g. *"Did anything happen in the story that has ever happened to you? Tell me about it."* *"How have you acted when you were ... (happy or scared)?"*

It is not necessary to ask each type of question every time a story is read. Sometimes your child will stop and ask you questions, and other times you may ask the questions and direct your child's attention to specific aspects of the story. This should always be a fun way to explore the story or information further, not a time when the child feels 'tested'.



Using Computers

Computers can't replace reading but they can support what your child is learning.

Many computer programs (also called software) offer activities that can both grab your child's interest and teach good lessons. Children have fun using some of the colourful, action-filled programs. It is also valuable if you spend time with your child while they are using the computer.

By using computer reading programs your child can:

- hear stories
- read along and interact with what's on the computer screen
- play with objects and characters on the screen to learn about letters and sounds, rhyming words, repetitive phrases, and other skills important in learning to read
- command the computer with their voice, record and play back the recording so that they can hear themselves reading
- write simple stories
- add pictures and characters to stories and have them read back
- make and print their own books
- gain praise and see improvement in language abilities.

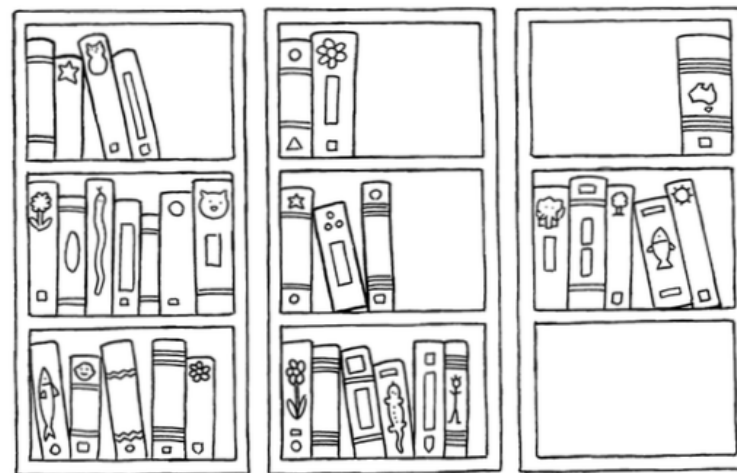
Note: By searching the Web, you can find sites that have free interactive books and activities that your child might enjoy.



Using the Library

Visiting the library is a great way to encourage your child's imagination and learning as well as providing an opportunity for you to show your child that you value books and reading.

- Make library visits a regular activity.
- Introduce your child to the librarian. Let your child know that the librarian is there to help.
- Get a library card for yourself and your child.
- Use the card catalogue or computer with your child to look up book titles and favourite topics.
- Ask the librarian to help you both find interesting books that your child can read.
- Look through the books with your child.
- Have your child choose the books to take home.
- Encourage your child to attend library storytelling time, 'summer' reading programs and 'special holiday' activities.



Games



Supporting Phonemic Awareness and Graphophonic Knowledge Through Games

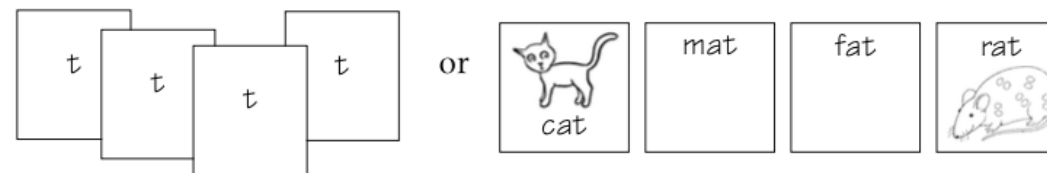
'I Spy ...'

- Begin by saying "I spy with my little eye something that ...", and continue by adding "begins with t", or "rhymes with bear", or "ends with at".
- Invite your child to guess the word.

Snap

Use the format of a traditional Snap game.

- Make up a set of cards that match in some way, e.g.



- Deal out all the cards to the players.
- In turns, each player overturns one card from his or her hand and places it face up on the table, forming a central pile.
- When an upturned card matches the one on top of the central pile, that player places his or her hand on the central pile, says SNAP, and gives the category for the Snap. The player then takes all of the cards to add to his or her hand.
- Play continues in this way until one player has all the cards.

Concentration

Concentration is a game that invites players to exercise concentration and memory to locate matches from a given selection of cards placed face down. The cards used for Snap can also be used for Concentration.

- Make a set of cards with letters, words or pictures. The cards could include:
 - Words that begin with the same sound, e.g. *ship, shop, shoe*
 - Words that rhyme, e.g. *bear, tear, wear*
 - Words that have the /e/ sound spelt the same way, e.g. *leaf, beach*.
- Place all cards in the pack face down on the table.
- In turns, each player overturns two cards (one at a time), attempting to match them in some way, e.g. *they rhyme, start with the same letter*.
- If there is a match, the player states what that is, keeps the cards and has another turn. If there is no match, the cards are replaced exactly where they were, face down.
- The game continues in this way until all the cards are matched. The winner is the player with the most matched pairs.



Supporting Phonemic Awareness and Graphophonic Knowledge Through Games

Snap and Clap

Snap and Clap makes use of rhythm and repetition to encourage your child to focus on rhyming words. The focus of the game is on providing a rhyming word, not on maintaining a complicated clapping and snapping pattern.

- Begin with a simple snap, clap rhythm and then say a word. Challenge your child to repeat the snap, clap rhythm and provide a rhyming word at the end.

For example, snap, snap, clap (you say) *light*

 snap, snap, clap (your child says) *right*

 snap, snap, clap (you say) *might*

Continue until you run out of rhyming words. The focus should always be on the rhyming words, not following a complicated clapping pattern.

A Trip to the Moon

- Begin the game by saying “We’re going on a trip to the moon. You can come if you bring *something*.” The ‘something’ will depend on the category you choose, e.g.

syllables – “You need to bring something that has two parts to its name, e.g. *rocket, ticket, burger*”

rhymes – “You need to bring something that rhymes with honey, e.g. *funny, sunny, money*”

matching – “You need to bring something that starts with *sh*, e.g. *ship, shoe*”

- Have the players take turns to say “I will bring a ...”
- Continue the game for a specified length of time or until the choices have run out.

What Could It Be?

What Could It Be? involves the creation of clues, presented orally, for your child to solve. Create riddles for your child to solve. For example, you might start by saying, “*I’m thinking of something in the room whose name has two parts. It is made of glass and you can see through it. What is it?*”

What Could It Be? clues can be:

– rhyming words, e.g. “*I’m thinking of an animal. The animal’s name rhymes with ‘pear’.*
What could it be?”

– beginning sounds, e.g. “*I’m thinking of an animal that’s name begins with /b/.*
What could it be?”

Hunting for Words

Challenge your child to go ‘hunting’ for words/objects/pictures at home that have something in common, e.g. *words beginning with /tr/, ending with /ing/ or rhyming with ‘lake’.* Children often enjoy this sort of challenge and may like to take their discoveries to school to share with the teacher.



Supporting Phonemic Awareness and Graphophonic Knowledge Through Games

Odd One Out

Odd One Out assists your child to identify words or parts of words that vary. A series of four words is presented. Three of the words have something in common. The fourth will be the 'odd one out'. Your child needs to select the odd one and suggest why it does not fit.

Depending on the words chosen, this activity can be used to develop an understanding of:

syllables – “Listen while I say four words: *monkey, lion, elephant, zebra*. Tell me which has more parts to its name.”

rhymes – “Listen while I say four words: *coat, boat, goat, balloon*. Tell me which one doesn't rhyme.”

matching Sounds – “Listen while I say four words: *beach, boat, seal, bean*. Tell me which one has a different middle sound.”

As an extension of this activity, do not give the criteria and ask your child to pick the odd one out. For example, “Listen while I say four words: *window, water, apple, wardrobe*. Which does not belong?” When you first begin this activity, make sure the words differ in only one aspect as this makes it easier for your child to identify the difference.

Tic Tac Toe

Tic Tac Toe is played in the same way as Noughts and Crosses. However, specified letters, patterns or words are used to create a sequence of three diagonally, up or down, instead of noughts and crosses. For example, you may write words that begin with 'st' and your child may have to write words beginning with the letter 't'.

tap	tap	stick
stop	star	tip
top		

If your child is having difficulty thinking of words to add, you could both make a list of words prior to beginning Tic Tac Toe.

Alternatively, have cards with pictures and/or words on them and have your child place their word onto a space while saying what it is.



Name: _____ Date: _____

Favourite Texts — Informational

Text: _____

Author: _____

Diagrams	poor	good	very good
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Glossary	poor	good	very good
----------	------	------	-----------

Information	poor	good	very good
-------------	------	------	-----------

_____	poor	good	very good
-------	------	------	-----------

_____	poor	good	very good
-------	------	------	-----------

_____	poor	good	very good
-------	------	------	-----------

Recommendation:

OK

Good

Fantastic

Reading for Success



Name: _____ Date: _____

Favourite Texts — Literary

Text: _____

Author: _____

Illustrations	poor	good	very good
---------------	------	------	-----------

Plot	poor	good	very good
------	------	------	-----------

Characters	poor	good	very good
------------	------	------	-----------

_____	poor	good	very good
-------	------	------	-----------

_____	poor	good	very good
-------	------	------	-----------

_____	poor	good	very good
-------	------	------	-----------

Recommendation:

OK

Good

Fantastic

Page

Heading for Success



Name: _____ Date: _____

Facts and Falsehoods

Statements

Text: _____

fact/falsehood

fact/falsehood

fact/falsehood

fact/falsehood

fact/falsehood

Reading for Success



Comprehension Skills

Questions to help readers to effectively understand the text.
These questions can be asked as you are sharing a text with children.

Who are the main characters?

What happened when or during?

What caused...?

What happened to..?

Look at the illustrations and retell the story..?

Find /tell me the words and phrases which describe the
Characters?



Comprehension Skills

Questions to help readers to effectively understand the text.

These questions can be asked as you are sharing a text with a child.

Why was....so determined?

What was the purpose of?

What was it necessary to...?

What is the result of....?

What kind of person is...?

What is meant by...?

Do you like this character? Why?

Why was it wrong for?

What would you do if you were?

How does...make you feel?How did the author express the idea of



Inferencing

How to improve comprehension skills.

Questions to ask:

Did he she realise...?

Do you think?

What is the main idea of this...?

Discuss the significance/importance of...?

