

Five from five parent webinar (Jennifer Buckingham)

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The three best things you can do with your child at home – if your child is a beginning or developing reader

- Work on letter-sound knowledge (practicing the sounds that different letters/combinations of letters make)
- Develop vocabulary by finding and talking about new words and using them in different ways
- Read together in a relaxed and enjoyable way

For older children who can read aloud fluently

- Purposefully build and extend vocabulary – using news articles, shared books etc
- Try to have as much variety in their reading as possible
- Read books that contain language that is more difficult than they might normally choose themselves, to read **together**

What do we need to know about how children learn to read?

- Reading is a complex skill, with many elements
- Requires a lot of knowledge and expertise to develop successful reading but there is lots parents can do to support their child at home.
- www.fivefromfive.com.au aims to bridge the gap between what happens in classrooms and current research on effective reading instruction. Click on 'parent' to access resources for home
- The Simple View of Reading – Reading comprehension is made up of word identification (to see a word and be able to read it quickly) and language comprehension (vocabulary, grammar etc). If a child can work out what the word says and they know what that word means then they will be able to read.
- Within those two areas, many sub-skills make reading a complex process.
- English has a complex spelling system – 44 letter phonemes, 26 letters and 200 letter combinations. Therefore, English must be taught explicitly and systematically.
- Reading research has identified **5 keys to reading success** (which is ultimately comprehension) **1. Phonemic awareness 2. Phonics 3. Fluency 4. Vocabulary 5. Comprehension**
- Research has identified not only these 5 keys but that **explicit** or **direct** instruction is the most effective teaching method, especially for phonemic awareness and phonics.

What are the 5 keys to reading?

PHONEMIC AWARENESS

- The specific skill of identifying the individual speech sounds in a word.
- Orally blending and segmenting words into sounds, and the more advanced skill of being able to manipulate these sounds

- What are the 44 phonemes? Check out this link to hear all the sounds our children to know (https://www.youtube.com/watch?v=5J2Ddf_0Om8) Accurate pronunciation is very important when practicing these with your children. Aim for the sounds to be as 'pure' as possible. Avoid adding the –uh sound, b not buh
- What is phonemic awareness? <https://www.youtube.com/watch?v=NnUhPhKvC2g> (also phonemic awareness activities on www.fivefromfive.com.au)

PHONICS AND THE ALPHABETIC CODE

- Beginning readers are different from skilled readers. Learning to read involves making connections between different parts of the brain, connections that are not there already. Beginning readers need this explicitly taught
- Phonics is the relationship between letters and sounds (phonemes), children need to learn this code to put meaning to the words.
- Phonemes can be represented by a cluster of letters and there are different ways of representing these sounds
- Lots of resources on the parent information section on the five from five website, including non-online activities

READING FLUENCY

- Children who can read fluently are much more likely to be able to comprehend a text, as they are not using all their brainpower to decode the content.
- Several ways to improve reading fluency, these include modelling, practice/repetition and feedback
- Modelling gives an idea of what to do, gives the students an explicit example
- Practice/repetition is skill-building
- Audio assisted reading can be used to help a child's fluency.
- Child reads along with a book that is not too easy not too hard
- If you do not have access to online books you could record yourself reading, then the child can read along.

VOCABULARY

- Words the children need to know so they can understand what they hear and read and in order that they communicate more effectively.
- Is a powerful predictor of reading comprehension
- Knowing what the words **mean** is essential for the children to **understand** what they have read
- Early years are critical for learning vocabulary and adults play a significant role in this.
- Everyday conversation can introduce a variety of words, older students can be exposed to a wider vocabulary in the texts they read

COMPREHENSION

- This is our end goal! But, all the elements work towards achieving this.
- Also involves a range of other sub-skills

CHOOSING APPROPRIATE BOOKS

Decodable readers

- Recommended in the early years of reading
- Written specifically to give children practice of the phonics knowledge they have been learning
- Encourage children to 'sound out' words they don't know, not to guess or use the picture to guess
- Available in different levels of difficulty
- Not intended to be the only books a child reads, they still need to have access to a range of books.

Picture books

- Very important for reading enjoyment and for developing language
- Books that have many words that are too difficult for the children to decode by themselves should be read with or to children.

Chapter books

- These books have more text than pictures. The text will be separated into chapters.
- Chapter books for younger readers will have simple vocabulary and sentence structures

Finding the right books

- Even reluctant readers can be encouraged to read with the right books!
- Things to consider 1. Content - find a book they **want** to read 2. Readability – find a book they **can** read 3. Choice – involve your child in the process