

Listening to Your Child Read

Susan Kliffen, Helen Taylor and
Jemma Rapson





Outline

- ◆ What is Reading?
- ◆ Progression of books.
- ◆ How parents can help.
- ◆ How to listen to your child read.
- ◆ Older Readers.
- ◆ Trouble Shooting.

What Is Reading?

- ◆ 4,500 years
- ◆ Different developmental progressions
- ◆ Responsibility of your child

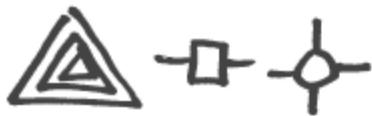
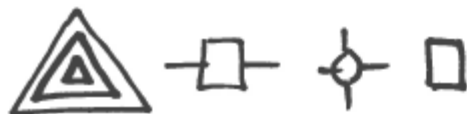
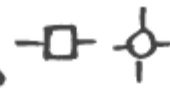


Components of Reading

- ◆ Decoding
- ◆ Comprehension
- ◆ Fluency
 - Word level
 - Sentence level
 - Text level



Put yourself in your child's shoes



□om o△d m△m

ro△ d△w△ t-□-⊕ b⊕o-⊕-□.

T-□-⊕□ ro△ d△w△ t△

t-□-⊕ wot⊕r.

△=m △=t ⊕=d ⊕=b ⊙=w □=r

□om o△d m△m

rod d△w△ the bφo-o-□.

The□ rod d△w△ t△
the wotφr.

△-□-φ = the



□om oΔd m△m

roΔ d△w△ the bφoφ□.

The□ roΔ d△w△ t△
the wotφr.

△□φ = the


Progression of Books

- ◆ Emergent
- ◆ Early Level
- ◆ Emerging Fluency
- ◆ Fluency



- ◆ At 5 years 1 month check
- ◆ At 6 years standardised testing
- ◆ Daily monitoring


How Can You Help?

- ◆ Be enthusiastic and keep it enjoyable
 - ◆ Encourage your child to try for themselves
 - ◆ Be patient
 - ◆ Praise, Praise, Praise
 - ◆ Discussion is important
 - ◆ Continue to read with your child.
- 
- A stylized, dark teal silhouette of a mountain range is positioned in the bottom right corner of the slide, partially overlapping the text area.

How To Set It Up

- ◆ Choose an appropriate place
- ◆ Give them your full attention
- ◆ Show your interested from the start
- ◆ Comment about title, cover and make connections.

This is important because without background knowledge the story is harder to read and less meaningful.





What to Expect

- ◆ Children will not get it right all the time.

What is an Error?

- Word added
- Word left out
- Different word.

What is Self Correction?

- An error that has been fixed.

- ◆ Good readers monitor their reading.
- 

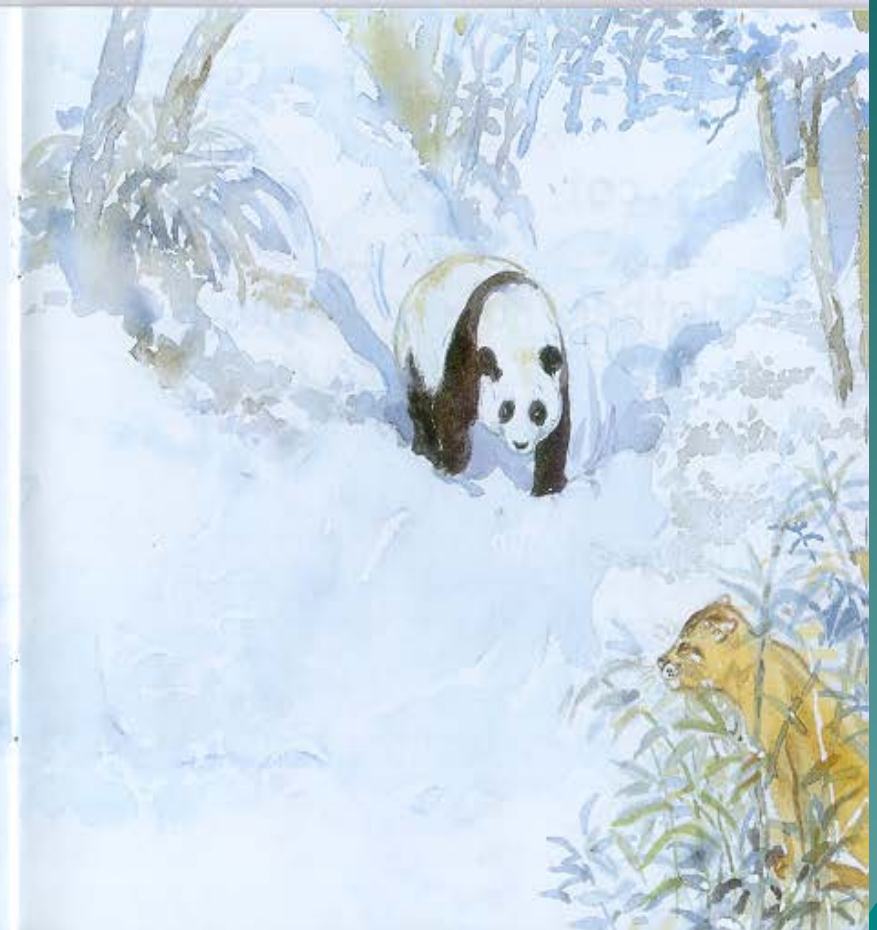
What Do You Do?

Pause

- ◆ They may notice their error and stop.
- ◆ You wait.
- ◆ Unknown words
- ◆ They are thinking about what to do.
- ◆ Let them think ... 5 seconds.
- ◆ It also allows you time to think about what you are going to say.
- ◆ They may get the word – praise.*8

Mother Panda sees Baby Panda
and the big cat.

Mother Panda
runs down the hill.



Prompt

- ◆ Prompting gives readers a clue, but stills empowers them to do the reading task.
- ◆ If they haven't said anything, say "Try that again."
- ◆ You expect them to go back to the beginning of the sentence or page and have another go. They may get it – **praise** or **prompt** again.



If you need to prompt again, you will need to be more specific.


Does it make sense? **Meaning**^{*14,15,16}

Does it look right? **Sounds to letters** ^{*11}


Does it sound right? **Grammar**^{*12}

Three bears lived in a house
in the forest.


One day Mother Bear made
some porridge for breakfast.



My porridge
is too hot!



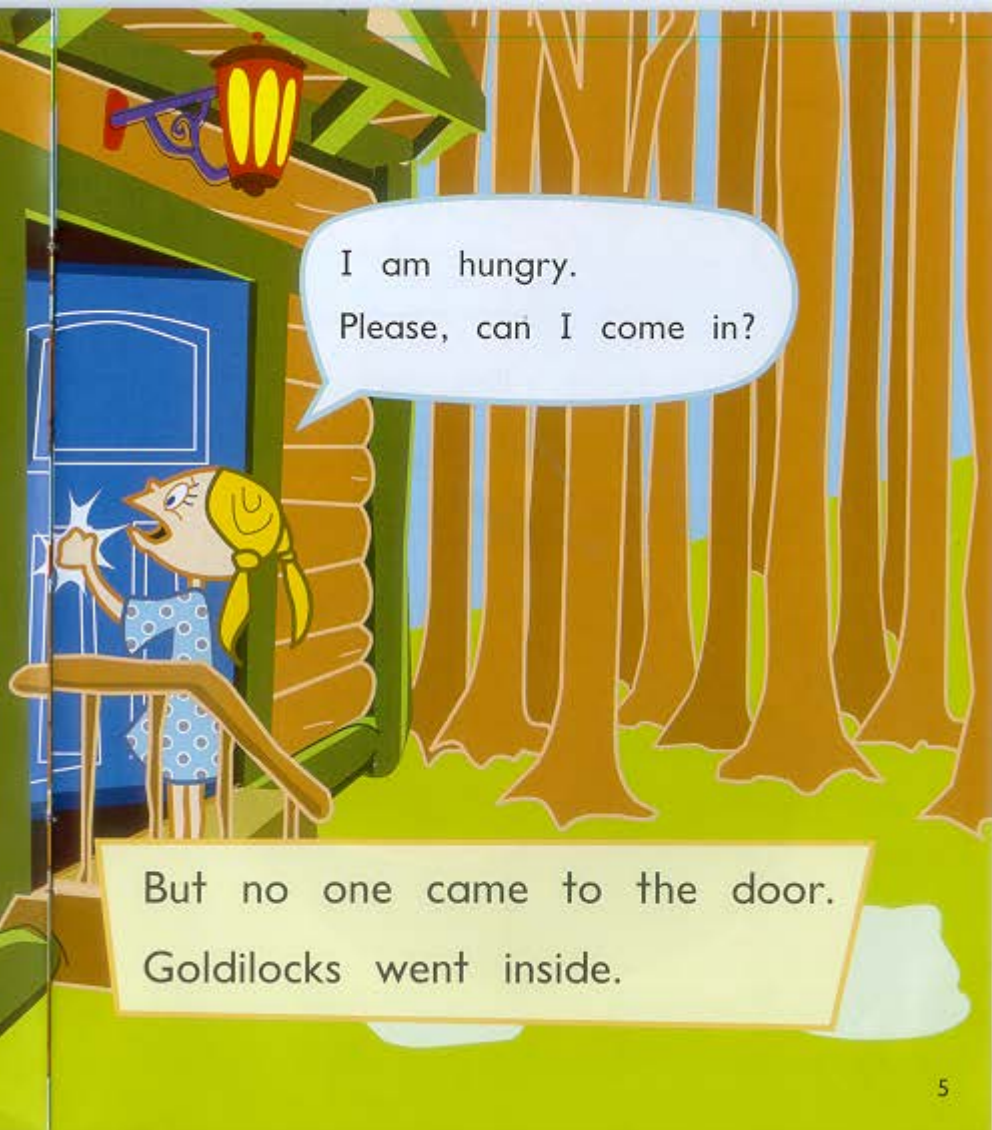
My porridge
is too hot!



And **my** porridge
is too hot!

So Father Bear, Mother Bear
and Baby Bear went out
for a walk.

Goldilocks was walking
in the forest too.
She saw the bears' house.
She went to the door.



But no one came to the door.
Goldilocks went inside.

Goldilocks saw three bowls of porridge on the table.



This porridge is too cold!



This porridge is not too hot, and it is not too cold.

I will eat it all up.



I am little.

I am brown and yellow.

I like to fly.

Look at me.

What am I?




I am a bee!





Praise

- ◆ Reading correctly - phrasing and fluency
 - ◆ Giving it a go
 - I like the way you tried when the word was tricky and you didn't give up.
 - ◆ Nearly getting a word
 - Good try, yes it starts with that letter
 - Yes it makes sense
 - Yes it looks like that word.
 - ◆ Making a self correction.
- 

What Do You Do After the Reading?

- ◆ Discuss the story
 - although this is not the main event
- ◆ Ask questions
- ◆ Interact with the ideas
- ◆ Show you valued the story. *9



Baby Panda is safe.



Thomson Learning

AUSTRALIA
Level 7, 80 Dorcas Street
South Melbourne 3205
Victoria

Email nelson@thomsonlearning.com.au
Website <http://www.thomsonlearning.com>

First published in 2000
10 9
09 08 07 06


Text copyright © Beverley Randell 2000
Illustrations copyright © Nelson Australia Pty Ltd 2000

Baby Panda
ISBN 0 17 009583 5
ISBN 0 17 009592 4 (set)

Designed by Sarah Fletcher
Illustrated by Margaret Power
Typeset in Nelson Gill
Printed in China by 1010 Printing International Ltd.

Nelson Australia Pty Limited ACN 058 280 149
(incorporated in Victoria) trading as Nelson Thomson Learning.

Important Points


- ◆ Pictures are essential.
 - ◆ Look at the words
 - ◆ Inconsistent knowledge of words.
 - ◆ Fiction and non-fiction.
 - ◆ Continue reading to your child.
 - ◆ School reading should not be the only reading.
 - ◆ Provide opportunities to read and write.
- 
- A stylized, dark teal silhouette of a mountain range is positioned in the bottom right corner of the slide, adding a decorative element to the background.

Trouble Shooting

- ◆ Balance of managing frustration and providing the growth
- ◆ Comprehension
- ◆ Barking at print
- ◆ Phonological awareness
- ◆ Sequencing directionality.



Older Readers

- ◆ Learning to read and reading to learn.
 - ◆ Continue reading with them.
 - ◆ Focus on what the story is about.
 - ◆ Use books as a starting point for discussion about the world.
- 
- A stylized, dark teal silhouette of a mountain range is positioned in the bottom right corner of the slide, extending from the right edge towards the center.

