



## Helping Your Child To Read

### Reading to your child

Read to them as often as possible.

- Just before going to bed is a good time . . . but not in front of the TV!
- Be enthusiastic about the story . . . or choose another.
- Allow your child to choose whenever possible.
- Yes, they will choose their favourite over and over again ... this is quite natural.

Talk about the illustrations and the story line.

**Remember:-**

- Sharing a book is a process of active involvement.
- Sharing a book helps your child's language development.
- Sharing a book establishes the importance of reading.
- Listening to stories helps your child develop concentration.
- Ask questions - but don't spoil the story line.
- Demonstrate that books are important.
- Give a feeling of security and sit together.
- Give praise when your child joins in and supplies the missing word.
- Enjoying the story together is the most important part.



## Your child reading to you

- Invite your child to share the book or part of it with you.
- Talk about the book first. Look at some of the pictures. Predict the setting or story line.
- Be enthusiastic and listen. (Don't just pretend to while doing something else.)
- If the book is too difficult read it with your child.

Our aim in helping children to read should be to:-

- **Help them become independent -**
  - Independent in selecting books.
  - Independent in working out difficult words.
  - Independent in correcting mistakes.

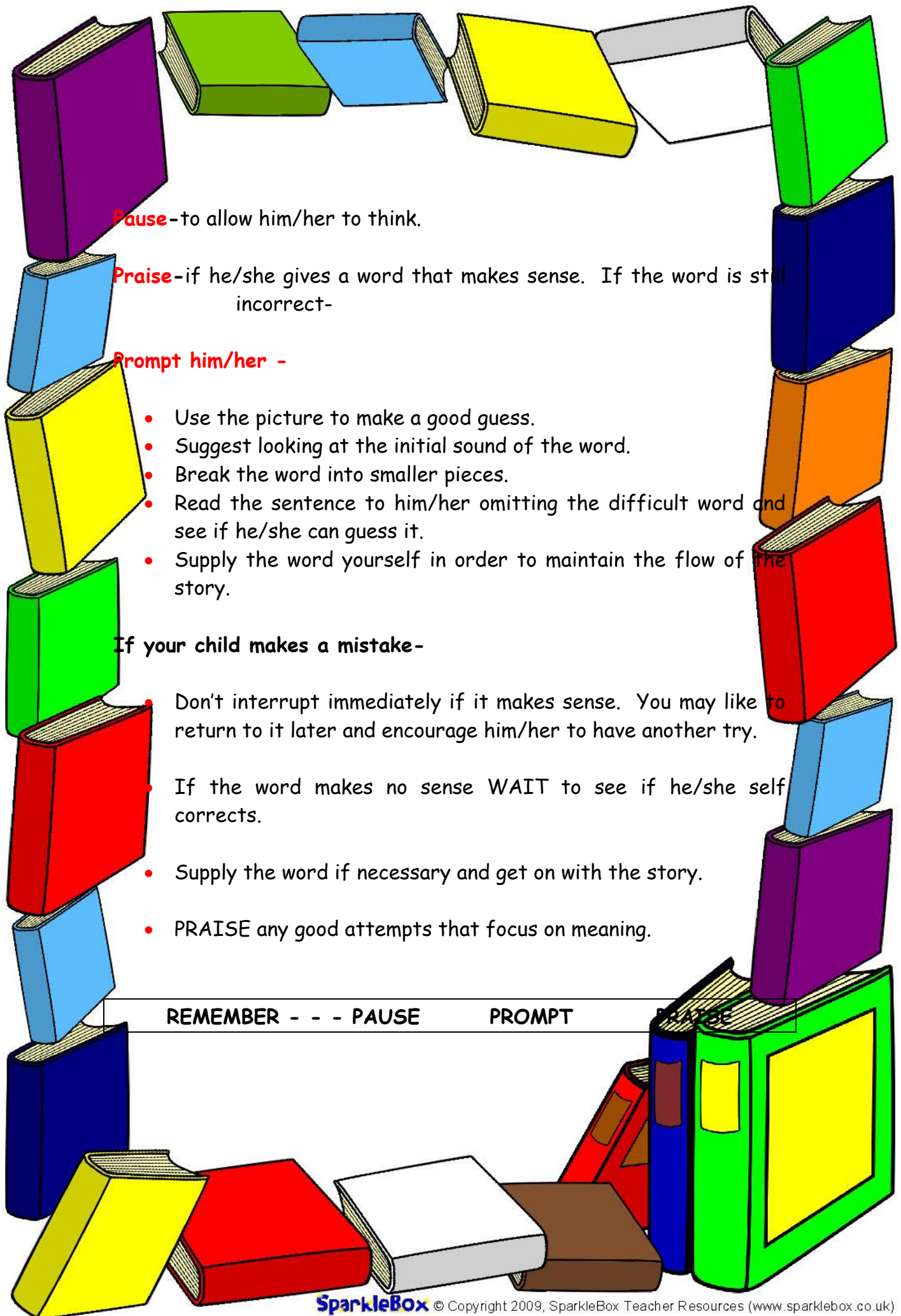
And later -

- Independent at finding information.
- Independent at using their study skills.

Having difficulties?

If your child comes to a word and stops -

**Pause** - for a few seconds to encourage him/her to try for him/herself first. Then ask "What would fit in and make sense?"



**Pause**-to allow him/her to think.

**Praise**-if he/she gives a word that makes sense. If the word is still incorrect-

**Prompt him/her -**

- Use the picture to make a good guess.
- Suggest looking at the initial sound of the word.
- Break the word into smaller pieces.
- Read the sentence to him/her omitting the difficult word and see if he/she can guess it.
- Supply the word yourself in order to maintain the flow of the story.

**If your child makes a mistake-**

- Don't interrupt immediately if it makes sense. You may like to return to it later and encourage him/her to have another try.
- If the word makes no sense **WAIT** to see if he/she self corrects.
- Supply the word if necessary and get on with the story.
- **PRAISE** any good attempts that focus on meaning.

**REMEMBER - - - PAUSE**

**PROMPT**

**PRAISE**