

Reading Development: How to Help Your Child At Home

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This session will include an overview of how reading develops in children and will feature hints and tips for supporting your child's reading development at home.



OCDSB Parent Involvement Committee



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Today's Goals

- Introductions
- Foundational Skills in Reading
- Overview of How Reading Develops
- Reading and the Brain
- How to Support Your Child At Home
- Working with Your Child's Educator(s)
- Questions

Foundational Reading Skills

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension

How Reading Develops



Phases of Word Reading

Linnea Ehri (1996)



STOP

Pre-Alphabetic Phase

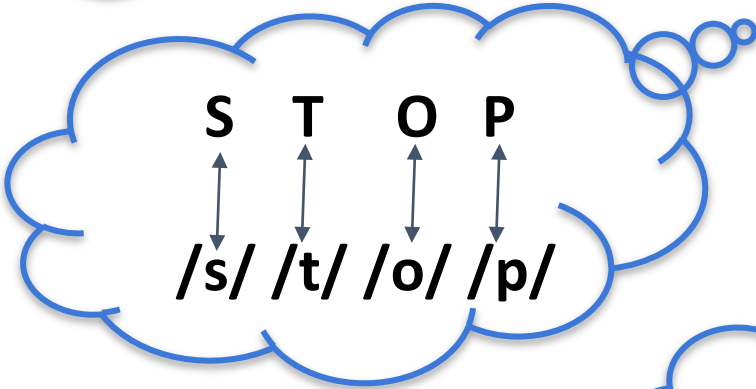
The child has little or no alphabetic knowledge and uses other clues to figure out words (e.g., pictures).



Ss

Partial Alphabetic

The child has some knowledge of the alphabetic system, including letter forms and their names or sounds and the ability to distinguish some sounds in words.



S T O P
↑ ↑ ↑ ↑
/s/ /t/ /o/ /p/

Full Alphabetic

A student in the full alphabetic phase has a much more complete knowledge of the writing system. Reading is more accurate and faster.



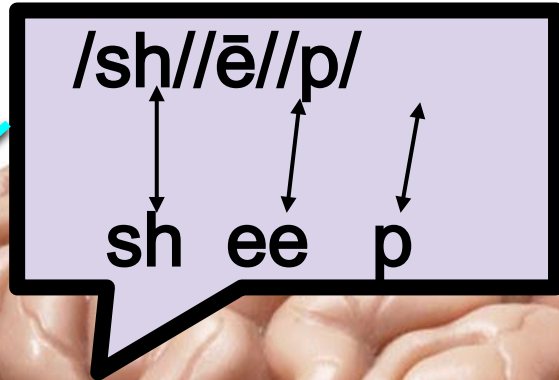
ST + OP

Consolidated Alphabetic

The reader recognizes spelling patterns consisting of multiple letter-sound units (e.g., ing, tial) and uses these to form connections to retain sight words in memory.

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Reading and the Brain



Automatic Sight Word



sheep

Orthographic Mapping

*If a child memorizes **ten words**, the child can read only **ten words**, but if the child learns the sounds of **ten letters**, the child will be able to read **350** three-sound words, **4,320** four-sound words, and **21,650** five-sound words.*

(Kozloff, 2002)

How You Can Support Your Child At Home



Oral Language

- Engage your child in language rich play:
 - Pretend play involves lots of talk as children establish the scene and the pretense of the play.
 - Going for a walk opens up many opportunities for noticing and wondering.
- Children often have many questions for adults, but they like to be asked them too. Try to ask open ended questions that encourage responses beyond yes and no. For example:
 - Tell me what you're doing.
 - What do you think of...?
 - How do you know...?

Oral Language

Try the OWL listening strategy:

OBSERVE

- Watch what your child says and does, noticing what they are interested in.

WAIT

- Stay silent for 5 to 10 seconds to allow your child to initiate or indicate their interests. This allows them to take charge and lets them know you are interested.

LISTEN

- Rather than thinking what to say next, listen closely and respond to what your child is saying. This lets them know that you are present and focused on them.

Talk about the letters you see around you

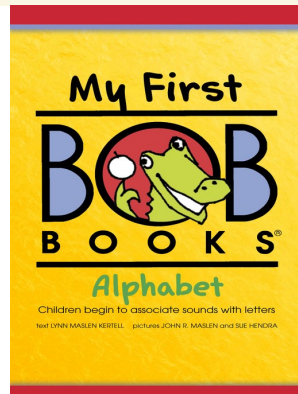
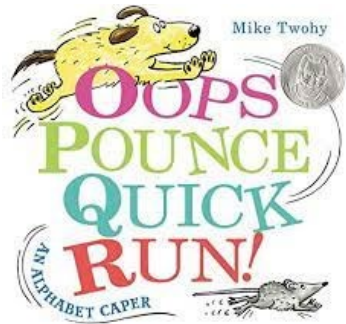
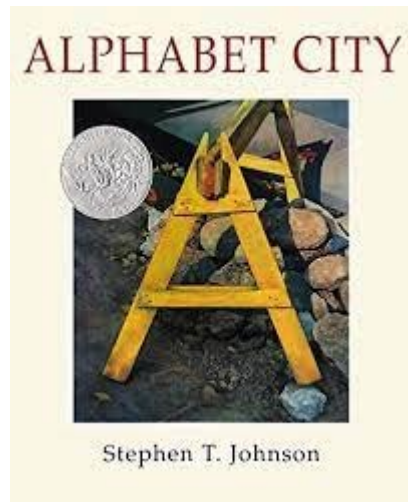
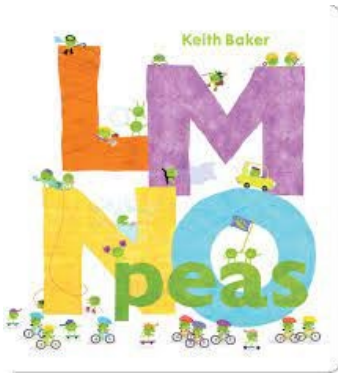


- “What letters spell STOP?”
- “Do you have any letters in your name that are on a STOP sign?”
- What’s the first sound you hear in STOP?”

- “P is for parking. P-P-Parking. What else starts with the sound p?”
- “Can you see a letter P anywhere else?”
- Play a game to find the letter P on license plates of the the cars around you.



Reading with a focus on alphabet



- Read alphabet books to practice identifying the letters, learning the sounds they make and to tune the ear to hearing letter sounds in words
- Consider creating a family alphabet book together. It's a great way to get outside together and draw your child's attention to all the print around us.

Play games!

Letter scavenger hunt: Take turns calling out letters that you have to find somewhere in the house (e.g., on a book, a box of food, pieces of mail, etc.)



Letter sorts: Scatter a set of letters and challenge your child to find different sets, such as the letters in their name.

Play games!



Upper and lowercase matching games: A beginner might work to match upper and lower case letters in front of them. As they advance, they could hunt for the uppercase or lowercase matching letters around the house or play memory.

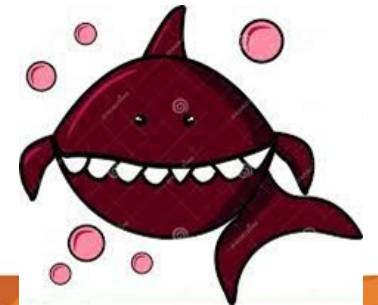
Mystery letter bag: Take turns pulling letters from a bag. You could name the letter you pull or try to have the other person guess the letter based on clues.



Focus on Sounds

Words:

- Map out sentences by using a counter to show each word or hop up for every word in a sentence.
- Play with sentences by adding or taking away words (e.g., “I can jump.” Can grow to “I can jump high.” or shrink to “I jump.”). As this skill grows, try changing words (e.g., “I like big sharks.” can become “I like red sharks.” or “I like big cats.”)



Supporting Emergent Readers

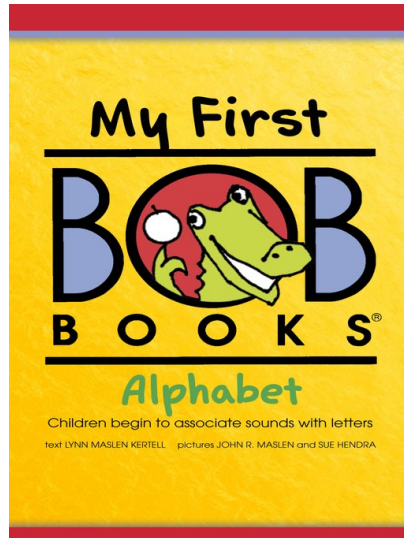
- Look for easy-to-read / **decodable** books (words they can read)



Continued...



- Practice connecting **sounds to letters in spelling**
- Encourage **sounding out** the word (don't guess)
- **Model** or listen to **fluent** reading
- **Stop and talk during reading** to ask what is happening in the book
- Make reading a **fun** routine (e.g., before bed)
- Select **books from the public library** that you can have them read or read to them
- **Take turns** reading together
- **Build vocabulary** by reading and talking about **new words**



Working With Your Child's Educator(s)

Resources to explore

OCDSB Building Bridges - available by grade and subject monthly with helpful tips to connect to what your child is learning in the classroom

Ontario Curriculum <https://www.dcp.edu.gov.on.ca/en/>

First Words <https://www.firstwords.ca/blog>

Questions