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# Reading in Prep

— Parent Information —  
2019

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**Reading is thinking**



# All children are readers...

**I can:**

- read the pictures.
- read the words.
- retell the story.

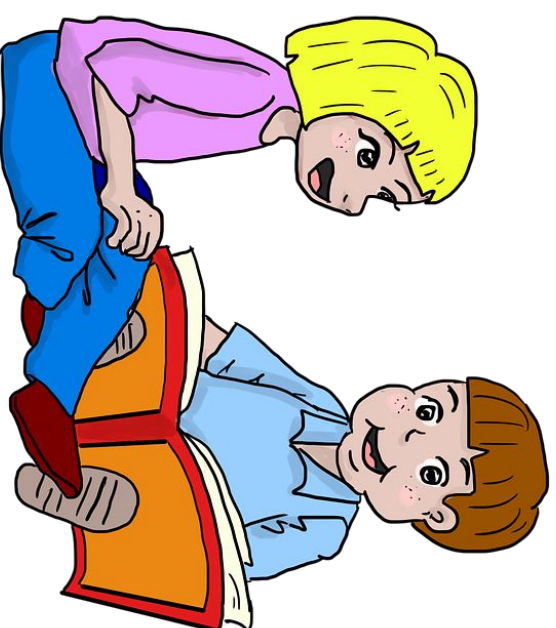
# What is reading...

Reading isn't just about sounding out words. It is also about understanding the story and drawing connections between the story and your life and the world around you.

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# Classroom Opportunities

- Shared reading
- Independent reading
- Buddy reading
- Focus teaching groups
- School library visits



# How do we teach Prep at SJB

Using quality literature we approach the teaching of phonics within the context of the shared reading experience.

In the English language we have 26 alphabet letters and 44 sounds.

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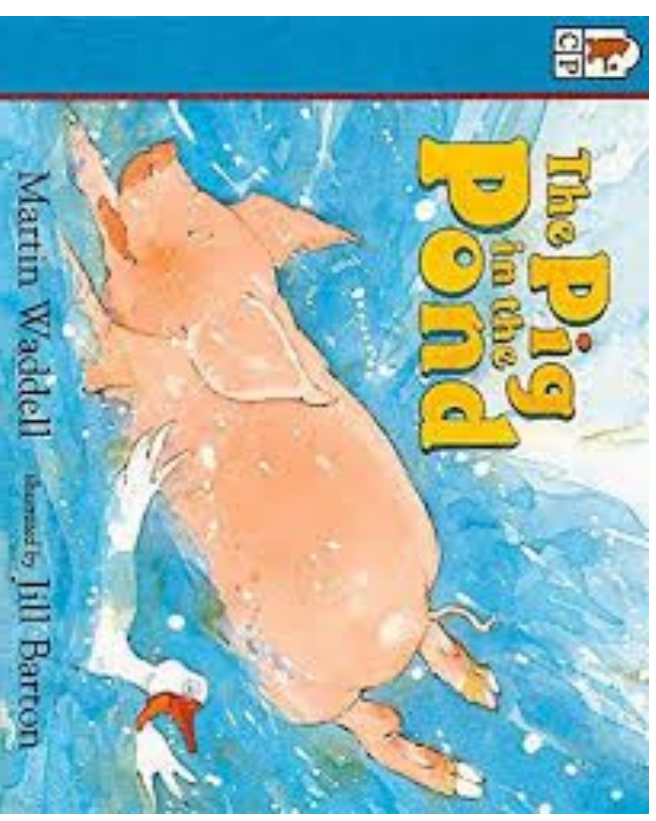
# Oral Language

Oral language provides the opportunities for us to help children become more interested in words and more attentive to the sounds within words – the very things we need to develop if children are to benefit from phonics instruction.

# The Pig in the Pond by M. Waddell

When reading to children, and during shared and guided reading, we involve the children in active listening and talk with them about words that have the same sounds.

We capitalise on rhyming words as a springboard to helping children learn common spelling or rime patterns.





# Using Opportunities

- Seize the opportunities provided when children spontaneously comment on letters and letter patterns they notice.
- From reading *The Pig in the Pond* the following possibilities (both sound-letter relationships or spelling patterns) may be relevant.

# Possibilities

Initial sound-letter relationships:

- **p** pig, pond
- **g** gulped, gasped, geese

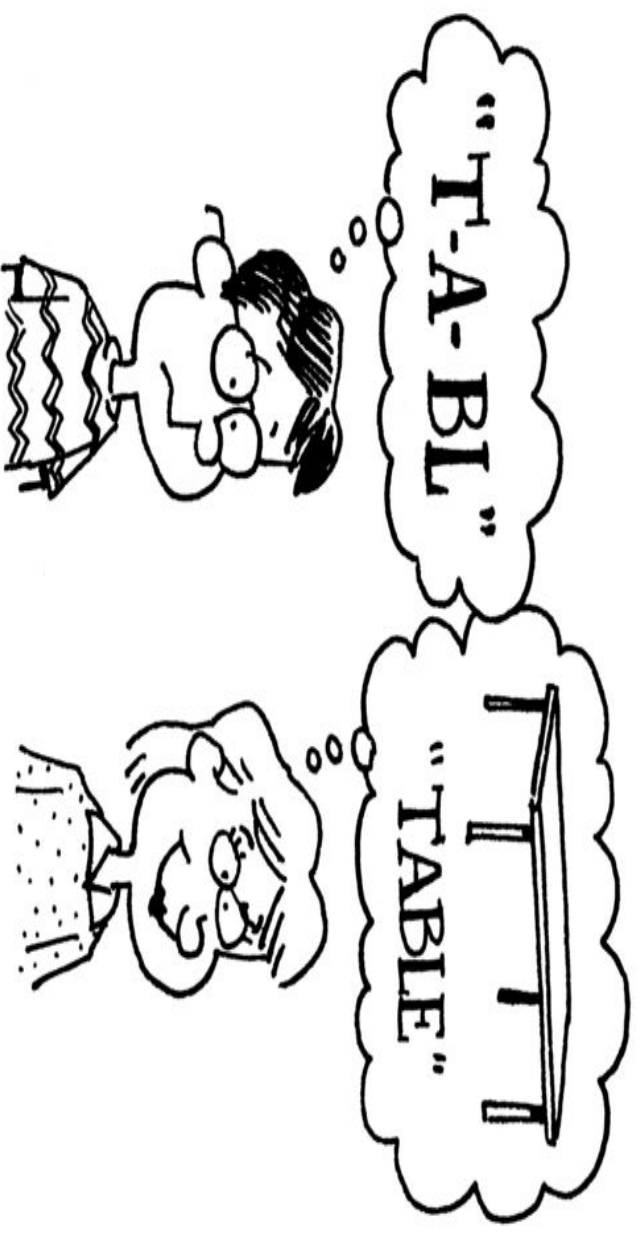
Digraph:

- **sh** shone, she, splash, shirt

# Blends

## 's' blends

- **sk** sky
- **sw** swim
- **spr** spread
- **st** stamping



# Rhyming words

Pond

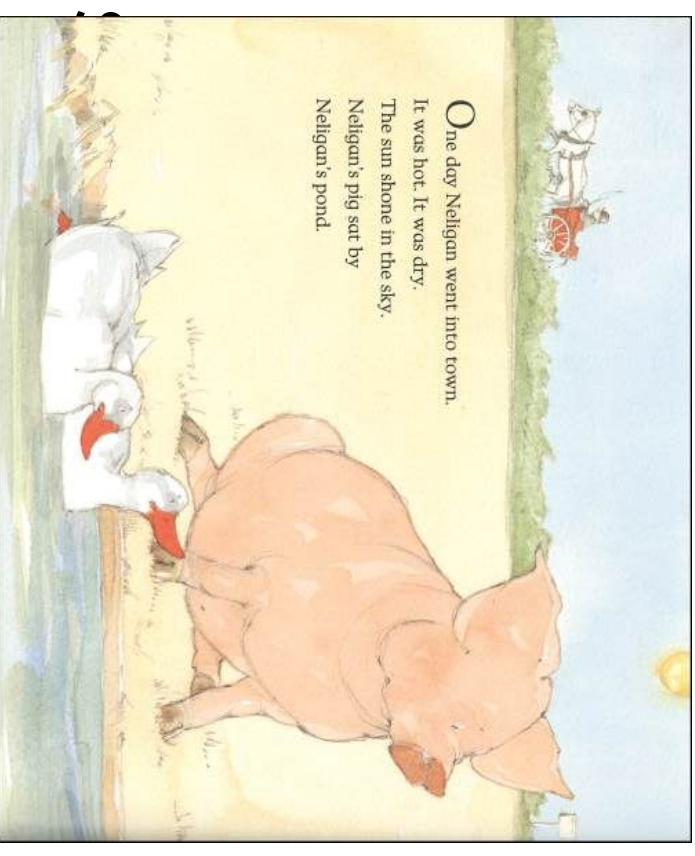
wand

bond

**Extend:**

pond bond fond blond

wand was want what wash



# Comprehension



# Comprehension skills

- Prior knowledge
- Prediction
- Visualising
- Questioning
- Non-fiction (visual representation)
- Inferencing
- Summarising

# Early Reading Behaviours

- Look at the pictures (oral language)
- Make predictions (prior knowledge)
- Always checking the first sound of the word so that it matches the picture
- Point to each word while reading (1:1)

# Before Reading

- Tell your child the title of the book.
- Talk about what this book might be about – use the front cover for clues
- Have a look through the book and look at all the pictures before reading. “I wonder...”
- Remember open ended questions:
  - eg. “What’s happening here?”
- Does this book remind you of anything?



# During Reading

When you get stuck...

- Go back to the start of the sentence.
- Look at the picture for clues.
- Get your mouth ready to make the first sound of the word.
- Chunk out the word eg. w-ent, g-ot
- Notice letter sound relationships eg 'a' in was
- Always think about what is happening.

# After Reading

- Talk about your favourite part.
- Retell – beginning, middle, end
- Positive comment: “I really liked the way you are using a different voice when we see talking marks”.
- Wasn't it funny when...

# Oral Language

- The book provides a great way for you to talk about topics with which your child is familiar.
- Ask your child if the book reminds them of something they already know about.

# Prep reading

Prep Reading Comprehension Example

Notice the reading behaviours displayed by this student...

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# Finally...

Thank you for your support in helping your child to develop a love of reading.

Remember to always use a growth mindset when sitting with your child to read.

Reading should **always** be an enjoyable experience.

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**“I love reading”**

