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# How best to support your child with reading

Few children learn to love books by themselves”  
*Orville Prescott.*

We are all life-long learners with continual improvement in our skills.

Even as adults we still use the skills in reading that we learnt as children

What do we mean by the term ‘reading’?



# The Simple view of reading

Rose report: p.40

Language comprehension processes

Good comprehension;  
poor word recognition

Good comprehension;  
good word recognition

Good  
Poor

Word recognition skills

Poor

Good

Word recognition skills

Poor word recognition;  
poor comprehension

Good word recognition;  
poor comprehension

Language comprehension processes



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# When reading with your child



- Discuss the book before you start.

## For a new book:

- ❖ Who are the main characters?
- ❖ What might happen?
- ❖ Is it going to be a sad story or a happy one?

## For a familiar book:

- What can you remember about the story?
- Who were the main characters?
- How did it make you feel?

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# Oh no! Not Cinderella again!



Why re-read the same books?

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# Are there different ways of reading?



- Shared (paired) reading
- Let them read to you
- Read stories to them
- Share information books as well as stories
- Listening to recorded books.
- You read a line, child reads a line
- Interactive books.

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# Remember reading happens in everyday life too.



What other opportunities are there of reading?

- Letters
- Newspapers
- Comics
- Recipes
- Instructions in computer games
- Board games
- Signs (shops, roads etc.)
- Television listings when you change the channel
- Internet shopping
- Argos catalogue (other catalogues are available!)
- Cereal packets! Etc

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# How to prompt your child when reading

When the next slide appears  
say the word aloud.

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pinetum

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# Helping your child to spell



- Learning to spell can be BORING!
- With variety of materials and activities it can be enjoyable. Learning should be multi-sensory.
- Many children rely on one method. If we consider your child's learning style we could use a variety of different ways.

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# Things to use to make spelling more fun:

- Coloured pens
- Whiteboard and pen
- Chalk
- Magnetic letters
- Scrabble tiles
- Drawing in sand or salt
- Playdough / plasticine / pipe cleaners
- Sandpaper
- Newspaper ransom notes!



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# What else can we use?

- Dictaphones/ iPhones
- Spellcheckers are more useful than dictionaries
- Cursive handwriting
- Word processing
- ICT games/Apps for I pads (Kids Doodle app)
- Successes: Words I can spell!





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**What do you understand  
by the term dyslexia?**



**Tell the  
person next  
to you.**

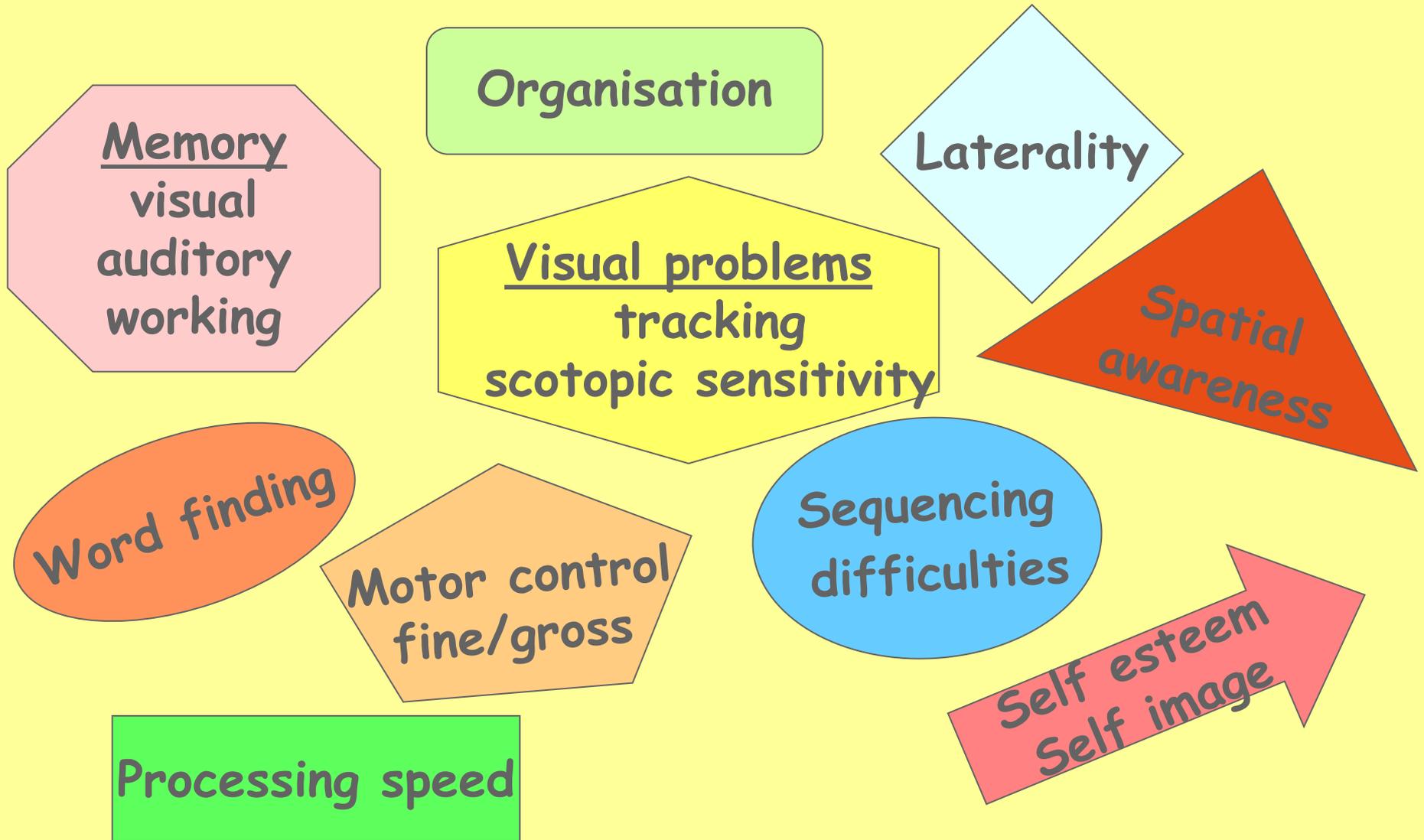
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# The Rose Report (2009)

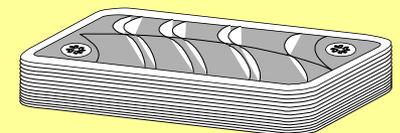
- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

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# Further difficulties



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- Dyslexics get very tired. They have to concentrate harder so they get tired quicker.
  - Everyone learns differently.
  - Dyslexics have good and bad days. DON'T despair!
  - Where it is possible make a task into a game
  - Criticism kills! Praise gives power!
  - Be flexible.

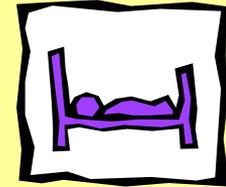


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# Brains like:



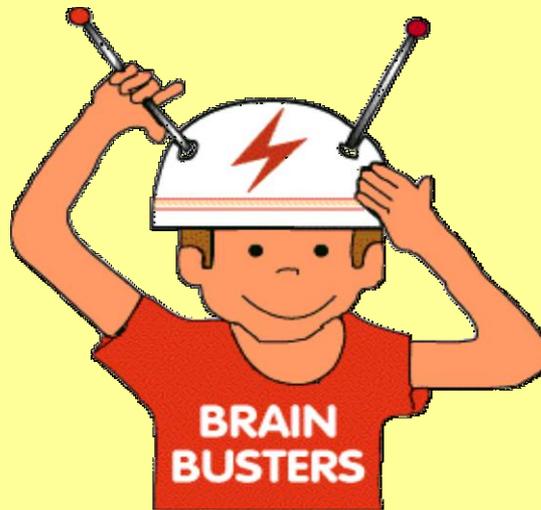
- 8 – 10 hours sleep
- Movement and exercise
- Fresh air
- Relaxed atmosphere
- Frequent drinks of water
- Fruit/brown bread/green vegetables/fish oil/pasta/lean red meat and a breakfast!
- Change of activities
- Sitting without slouching!



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# REMEMBER:

- Children concentrate on one task for approximately 1 minute for each year they are old!

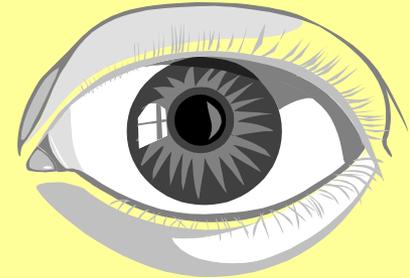


- Take a BRAIN BREAK! Exercise, drink change of activity, fresh air.

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# Developing Visual Skills

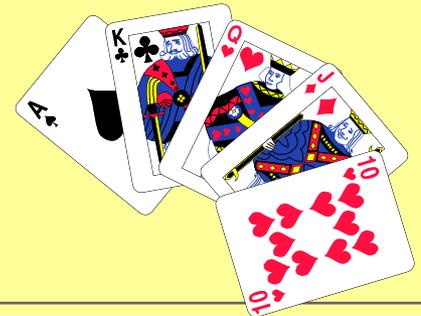
- Spot the difference
- Dot to dot
- Completing a pattern
- Tracking a letter or word
- Bingo
- Snap
- Dominoes
- Odd man out games
- Show a simple pattern in colour and then asked to reproduce exact replica
- Completing drawings of common objects which have some part missing



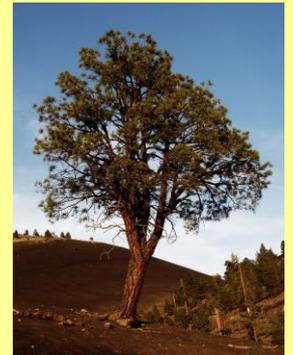
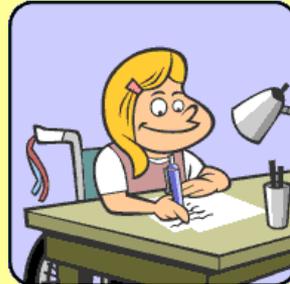
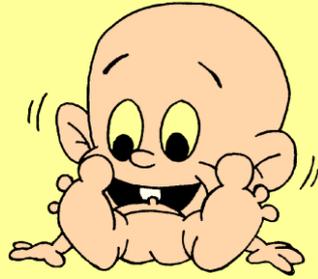
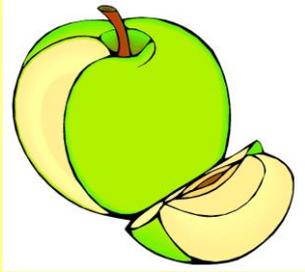
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# Developing Visual Sequential Memory skills

- Sequence pictures to tell a story- comics etc.
- Lay out a series of objects in a line, look for a few seconds and then hide. Can they remember them in the correct order? Smarties!
- Left / right games
- Mazes, dot to dot puzzles, word searches( left to right horizontally)
- Kim's Game



# How many can you remember?



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# Developing Auditory Sequential Memory

- Clapping to rhythms
- Repeating a story in correct order
- Follow a series of instructions
- I went to the market and bought...
- Repeat a series of words or numbers
- Can you find? E.g. can you find something that is blue and shiny?
- Reciting poems or rhymes
- Re-telling a joke
- Delivering a message or a set of instructions to someone else
- Sequences – days of the week, months of the year

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# Developing Listening Skills

- Listen for sounds
- Direction games
- Simon Says
- I spy( beginnings, endings)
- Rhyming games (what rhymes with...)
- What am I? (I have six legs etc...)
- Nursery Rhymes, poems, silly stories, dramatic stories...what comes next)
- Listen to stories and plays on CDs or I pad
- Act out an imaginary phone call where an accurate message has to be taken
- Follow simple instructions
- Listen to simple sentences and say true or false e.g. Our feet are at the end of our arms



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# Organisation

- School timetable in prominent place for remembering equipment
- Routines
- If something has to be remembered during school day sticky tape reminder in school bag etc.
- Tidy desks regularly- lots of small boxes for storing similar items
- Colour codes



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# Homework

- To practise a new skill.
- Over learning
- To encourage sharing and talking
- To find out...





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# Getting started

## Keep it short!

- choose the time carefully – not while the child's favourite TV programme is on; not when he is too tired etc.
- do it regularly – 10 to 15 minutes every day or three times a week is better than trying to fit in a 'long session' at the weekend
- make it enjoyable - for all concerned
- understand the task and the learning purpose
- liaise with school
- be positive, use rewards and make it FUN!

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# Remember

- Every child is different
- Even brothers, sisters and twins!
- All children develop at their own rate
- Try not to compare your child to others
- If you are concerned talk to the class teacher.