



Your Child's Reading Journey



Helping us grow confident and capable readers together

5 things you need to know

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1. Read, Read, Read

Read every night

Read everything

Reading routine

Let them see others reading

(Parents, siblings, relatives, people at the library)



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2. Book talk and discussion

- Parts of a book - front cover, back cover, pictures, words, spine, pages, how to turn a page.
- Predict - I predict the story will be about a ... because I can see a ...
- Make connections – This book reminds me of ... (another book/when we went to the beach).
- Discuss likes and dislikes – what character you liked and which ones you didn't.
- Which page was your favourite and why?



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3. Conversations

- Don't always use basic talk
- Use as many different words as you can. Studies have shown that the number of words that young children are exposed to, relates to better learning outcomes.
 - E.g.: Dinner is ready. Dinner is ready, we are having sausages with baked potatoes, beans and carrots.
 - E.g.: Mummy loves you. I love you, you make me so proud of you when you brush your teeth without being told to.
- Use the correct words for emotions – not just happy and sad. Delighted, surprised, frustrated, annoyed



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4. Nursery rhymes

- **Nursery Rhyme Effect** - Children who are frequently read to, long before they enter school are much more likely to become good readers than children who do not receive this kind of stimulation.

Studies have shown that children who learn nursery rhymes and songs can reap numerous language, learning and social benefits!

- *‘Little Miss Muffet sat on her tuffet, eating her curds and whey; along came a spider, who sat down beside her and frightened Miss Muffet away.’*



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5. Learning to read

1. Can they hear Rhyme?

Can they hear the **first** sound in a word?

Can they hear the **last** sound in a word?

Can they hear **sounds** a word?

Bat Cat

top /t/

top /p/

t o p

2. Letters and sounds.

Name of the letter is a. It make s an /a/ sound.

We call this letter s, It makes a /s/ sound.

3. Read the first letter in a word.

Hat/**C**ap

4. Blending - P i n – slow, read through the word.

Make each sound touch the next.

5. Introduce – sh, ch, th (digraphs – 2 letters that make one sound)

Sometimes - ay, ey, ai, a_e all can make the same sound



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Remember to always praise your
child for having a go.
Even if they get it wrong.



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Thank you

Parent Partnership

- Weeks 2/3 of Term 1
- A note will be sent home or follow us on Facebook
- Discuss – how things run in class, home readers, school processes, when and where you can help out in classes...



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