READING AT HOME

A guide to help with
Reading
and
Sight Words
at home

Macgregor State School
February 2017
Reading has always been an important skill. In our modern world it is more important than ever. Children learn about the importance of reading as they watch family members use reading and writing for everyday purposes. Children see you reading and writing in everyday life – reading for pleasure, sharing a story with your child, using a recipe, making a shopping list, writing a birthday card or reading street signs. This teaches them that reading and writing are useful skills in today’s world. Reading with your child at home will help your child in all learning areas of school. Often parents are asked by the school to listen to their child read at home. It’s a good way of supporting your child’s reading. Books may be borrowed from your school library or your local library. Be confident that your child will learn to read.
Between the ages of four and nine, your child will have to master some 100 phonics rules, learn to recognize 3,000 words with just a glance, and develop a comfortable reading speed approaching 100 words a minute. He must learn to combine words on the page with a half-dozen squiggles called punctuation into something – a voice or image in his mind that gives back meaning. (Paul Kropp, 1996)
What do good readers do?

**Before reading**
- Activate prior knowledge
- Predict/make inferences
- Question

**During reading**
- Make connections
- Visualise
- Make inferences
- Question
- Revise and adjust predictions

**After reading**
- Retell/summarise
- Synthesise
- Revisit predictions
- Question
- Evaluate the text

What do I already know about this topic?
I predict this book will be about... because...
I wonder why...
I know what that feels like because...
I can make pictures in my mind
I think what the author is trying to tell me is...
I wonder why...
I predicted... would happen, but now I think...
The main idea of the story is...
My ideas have changed after reading this...
At the beginning I predicted that...
I'd like to find out why...
I found this book useful for my report because...
Before Reading......

- Talk about the cover, illustration and title.
  - Ask your child if this reminds them of anything else?
  - Ask your child what they can see on the cover?
  - What do they think it is going to be about? (predict)

- Look through the book together and ask questions such as -
  - What can you tell me about the story from the pictures?
  - What do you think might happen in the book?

- Look at and talk about some of the more difficult words, including names.
It is **VERY** important to give your child a rich book introduction.

Take five minutes to do this before your child attempts to read a new book.

This means looking through and talking about the book prior to reading, using the pictures to try to predict the story and introducing any tricky language. Linking the story to what your child already knows about the topic of the book assists your child to better understand the book.

This is called the T.E.L.L.S. introduction to reading a book.
Look at the picture and title on the cover of the book. Talk about the picture and what clues this picture gives about the title. Discuss what knowledge your child already has about this topic as this will assist them in the reading.

For example: Where are the children on the cover of this book? Have you been to the beach? What do you do when you get there? What do you take with you?

Explore the book together.

Look at the pictures and use them to try to predict what will happen next in the story.

Look at any difficult or unusual words or names.

Say whether the book looks like a story book or an information book.
1. If a mistake is made that makes sense, let your child continue reading e.g. ‘the girl walked to her home’ instead of ‘the girl walked to her house’. The meaning of what is being read is maintained so let him/her read on.

2. If a mistake does not make sense, encourage your child to correct his/her mistake.
   - Tell your child that what was read did not make sense. (‘I didn’t quite understand what you read.’)
   - Use one of the Beanie Bag Strategies
   - Allow time for them to self correct (count to 5 silently).

3. If your child does not know the word:
   - Encourage your child to try one of the reading strategies (Beanie Bag).
   - Supply the word only as a last resort.

4. At all times, be patient and allow your child time to work out for him/herself what is written.

5. Encourage and reinforce self-correction.

6. Praise your child’s efforts as well as his/her success.
Encourage your child to use one of the following strategies. Discourage dependence on adult help.
Look at the Pictures!

- Look at the pictures for clues to help figure out the word.
Get Your Lips Ready!
• Say the first few sounds of the word out loud.
• Read to the end of the sentence and say the sounds again.
“S-t-r-e-t-c-h” it out!

- Stretch the word out slowly.
- Put the sounds together to figure out the word.
Chunky Monkey

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**Chunk the Word!**

• Look for a “chunk” that you know
  (-ing, -and, -art, -old, etc.).
• Look for a word part (be-, -er, etc.)
Skippy Frog

Skip It, Skip It!

• Skip the word (“skip it, skip it”)
• Read to the end of the sentence.
• “Hop back” and read it, read it.
Try It Again!
• Try to reread the sentence.
• Try a word that makes sense.
Ask For Help!

• After you have tried all of the other strategies, ask for help.
<table>
<thead>
<tr>
<th>Stuck on a word?</th>
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<tbody>
<tr>
<td><strong>Eagle Eye</strong></td>
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<tr>
<td>Look at the pictures!</td>
</tr>
<tr>
<td>• Look at the picture for clues</td>
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<tr>
<td>• Look at both pages</td>
</tr>
<tr>
<td><strong>Lips the Fish</strong></td>
</tr>
<tr>
<td>Get your lips ready!</td>
</tr>
<tr>
<td>• Say the first few sounds of the new word</td>
</tr>
<tr>
<td>• Read to the end of sentence and say it again</td>
</tr>
<tr>
<td><strong>Stretchy Snake</strong></td>
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<tr>
<td>Stretch it out!</td>
</tr>
<tr>
<td>• Stretch the word out slowly</td>
</tr>
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<tr>
<td>• Hop back and READ IT, READ IT!</td>
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<tr>
<td><strong>Tryin’ Lion</strong></td>
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<tr>
<td>Try it again!</td>
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<tr>
<td>• Try to reread the sentence</td>
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<tr>
<td>• Try a word that makes sense</td>
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<tr>
<td><strong>Helpful Kangaroo</strong></td>
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<tr>
<td>Ask for help!</td>
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<tr>
<td>• Ask for help (after you have tried all of the other strategies.)</td>
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</table>
After Reading....

- Have your child retell you the story in their own words. For children who struggle it helps to use prompts: cover the text and retell using the pictures or use the Five Finger Retell.

- Discuss the story and try to get your child to relate it to his/her own experiences.

- Ask your child to tell you about their favourite parts.

(Ask your child one or two of these or something similar):

- What was his/her favourite part or character and why?
- Does the story remind him/her of anything else?
- What could have happened differently and why?
- Did s/he learn anything new from the reading?
Comprehension

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of text.

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension.
Oral language development and vocabulary are directly linked to reading comprehension.

Oral Language lays the foundation for reading comprehension.

You must be able to understand language at the oral level in order to be expected to understand it at the text level.

If a student can only understand a 6 word sentence orally, he will struggle with a 12 word sentence in his book.
Oral language is an important precursor to the development of reading.
<table>
<thead>
<tr>
<th>4 KINDS OF QUESTIONS</th>
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<td>WHERE IS THE ANSWER FOUND?</td>
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</table>
| **Type 1 HERE**  
(Literal) | **Right There**  
The answer is in the story. It’s ‘Right There’ for you to read. | **Here**  
What does the author *SAY?*  
What’s ON the lines? |
| **Type 2 HIDDEN**  
(Inferential) | **Think and Search**  
Search for clues in the story and think about your answer. | **Hidden**  
What does the author *MEAN?*  
What’s BETWEEN the lines? |
| **Type 3 HEAD**  
(Evaluative) | **On My Own**  
The answer won’t be told by words in the story. You must find the answer in your head. Think: “I have to answer this question on my own” | **In Your Head**  
What do YOU think?  
What’s BEYOND the lines? |
| **Type 4 HEART**  
(Reflective/emotive) | **Reflect and Respond**  
The answer will be how you feel about the text and what connections it evokes within you (your memories, feelings and emotions) or another text (it reminds me of….) or the world (relates to a real world event/situation) | **In my heart**  
What does the text make you feel? Making connections to self, other texts and the world events and happenings on emotive level.. |
ON THE LINES

The answer is right HERE!

Literal Level

Right there. The Author said it.

BETWEEN THE LINES

Search for Clues

Inferential and Interpretive Level

Think and Search The Author and me.
BEYOND THE LINES

Making connections beyond the text.

Applied/Evaluative/
Creative/Critical/ Level

On My Own.
Keeping the meaning of the text in mind.
The Author and I agree/disagree.

CONNECTING TO THE LINES

Making connections from the text to emotions.

Emotive/
Reflective Level

HEART

This makes me feel......
The Author makes me feel.
**Helpful Hints**

**Make a Regular Time for Reading Every Day**

Enjoy the MATERIAL with your child:

- **Turn OFF the T.V.**

- Let your child know that you **ENJOY** the time together.
- Make listening to reading a **SPECIAL** time.
- Your child will sense when listening to reading becomes boring for you.
- Be seen as a reader **YOURSELF**.
- Encourage your child to make use of the local and school **LIBRARIES**.

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**What to read?**

Don’t restrict your child’s reading materials to only books. Provide the chance to read other types of reading material such as:

- Magazines
- Comics
- Poetry books
- Newspapers
- Diaries
- Reference materials
- Atlases
- Maps (road maps, street directories)
- Instructions for games, machines, etc.
- Cooking Recipes
- Computer Adventure Games
- Letters
- Picture Books

Encourage a particular interest by talking and encouraging continued reading.
**SOME THINGS TO DO**

**DO**
- Do encourage your child to guess what the story is about.

**DO**
- Do praise your child when an idea or word is used that you know will come up in the story.

**DO**
- Do ask questions like:
  - “What can you tell about the story from the picture?”
  - “What do you think will happen in the story?”

**DO**
- Do read from the pictures, encouraging your child to build up a story before looking at the print.

**DO**
- Do talk about the start of the story, what happened by the end of the story, the people in the story....etc.

**DO**
- Do mention things like:
  - The person who wrote the story - *the author*
  - The person who did the illustrations - *the illustrator*
  - Find these people on the front cover of the book.
  - Where else can you find their names?

**REMEMBER**

That getting meaning from print is what reading is all about.

- **TALK** about the book before you read it.
- **LOOK** at the pictures, the cover and the title.
- **ASK** “What do you think it is about?”
- **GO** through the book page by page.
- **TALK** about the picture and the words or ideas that might be in the book.
**PAUSE:** Give your child time to work out words. **BE PATIENT!** Waiting for 5 seconds is reasonable.

**PROMPT:** After 5 seconds **ENCOURAGE** your child to work out the word using a variety of strategies. Let them have a couple of attempts before you tell them the word.

**PRAISE:** At all times it is important that your child is praised and encouraged in his/her efforts. Use a variety of encouraging words and phrases to support them with their attempts.
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WHAT ARE SIGHT WORDS?

With a beginner reader at home, you have probably heard the term ‘SIGHT WORDS’. What are sight words?

- also referred to as SEE and SAY or High Frequency words
- most common and frequent words used in everyday reading and writing
- need to recognise these words instantly
- many cannot be sounded out or represented with pictures
- make up to 50-75 percent of the vocabulary in texts read by children
- increases fluency as the child doesn’t spend a lot of time trying to decode
- gives children confidence when learning how to read
- PRACTICE, PRACTICE, PRACTICE - games are a fun way to learn
SIGHT WORD COLLAGE
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<td>here</td>
<td>up</td>
<td>went</td>
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<tr>
<td>this</td>
<td>comes</td>
<td>and</td>
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Sight Word Bingo

- up
- and
- went
- said
- me
- green
- blue
SIGHT WORD
CONCENTRATION!
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**SUPER SIGHT WORDS**

START

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FINISH
Create a Wordle

the up red went green said see here this
we and come my look to
Some More Fun Activities

- Bubble writing
- Pyramid writing
- Flags
- Clothes Line
- Icicles
- Rainbow snake
- Rainbow writing
- Puddles
- Fancy
- Flowers
- Criss-cross
- Dotty writing
- Wiggle writing
- Word shapes

(3 colours)
FREE INTERNET SIGHT WORD INTERACTIVE GAMES AND ACTIVITIES

Listen to the word the BINGO bug speaks and click on the corresponding sight word on the screen. Get four words correct vertically, horizontally or diagonally to get BINGO and win! (abcYA.com)

Read, listen and match the high frequency words in this memory game. This is the first game in a set which covers all the Dolch words. (Dolchword.net)

Dinosaur Eggs
A high frequency word is read aloud (click the sun to hear it again). You have to click the correct egg which matches the word you heard. (ICT Games)
Reading and Sight Words

- Encourage
- Praise
- Have Fun
- Don't Compare
- Don't Stress
THANK YOU FOR LISTENING