



Parent Ready Readers Parent booklet



Some everyday activities to help encourage literacy



Play word games when out together, such as playing 'I spy' in the car. For young children, you can use colours such as 'I spy something that is red'.



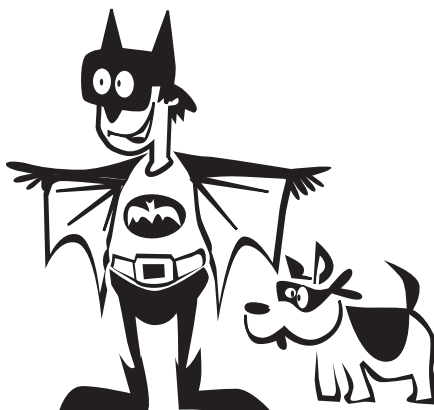
Sing songs or nursery rhymes while taking a walk, packing away toys or in the car.



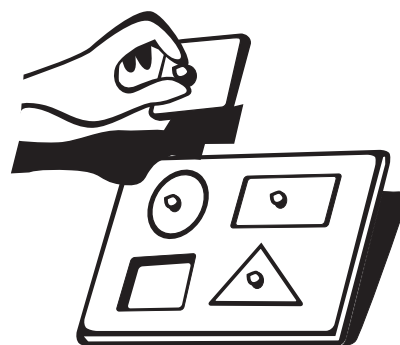
Play outdoors — pouring water or sand into containers, scales and measuring containers allows your child to explore numeracy concepts.



Paint and draw — art allows children to express themselves. As your child learns more words, you may notice their paintings or drawings become more detailed.



Dress up — children can practise their language and communication skills by playing 'make believe'.



Do a puzzle — puzzles are a great way for children to learn about sizes, shapes and colours.



Ask your child open-ended questions — this encourages them to practise expressing themselves and lets them know you value their thoughts.



Play with blocks — concepts of size, numbers, patterns and problem-solving can be explored by playing with blocks. You can help extend your child's mathematical and spatial concepts by giving them paper, pencil and a ruler for drawing their block buildings.



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Welcome to Parent Ready Readers

This training booklet is to help parents* of children in Prep to Year 3 support and build their children's literacy confidence at home, while they are learning to read.

Throughout this booklet, there are suggestions for making reading fun and interesting. These can be used when your child is reading to you, but also when you are reading to your child.

The Parent Ready Readers program acknowledges that you:

- are your child's first teacher
- want your child to succeed as a reader
- have an interest in your child achieving literacy success.

Parent Ready Readers and the Flying Start reforms

In June 2011, the Queensland Government announced major educational reforms, including initiatives to improve children's development, wellbeing and school readiness.

The Parent Ready Readers program aims to give children a flying start by:

- encouraging parents fostering a love of reading in children
- raising awareness of parents as partners in learning
- providing training to families in reading to children.

**In this document, the word 'parent' is meant to include guardians, caregivers and other family members who can help children foster a love of reading.*

Overview of training modules

The Parent Ready Readers training program consists of four training modules. The content of each module is identified below.

Module 1	Module 2	Module 3	Module 4
What is literacy?	Understanding the reading process	Stages of reading	Listening to your child read
Overview Literacy in everyday life	Making meaning: the cueing systems	Early phases of reading development Before reading Making reading fun	During reading After reading

The process for supporting reading

There are three stages that you can work through when reading with your child. These stages will be explored in the modules.



Stage 1

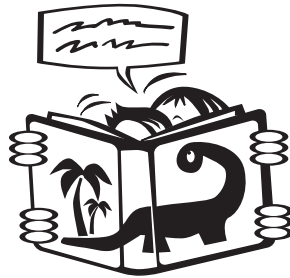
Before reading

- selecting the book
- introducing the book



Looks like?

- allowing your child to select a book
- introducing the book through discussion



Stage 2

During reading

- reading the book
- supporting your child to read



Looks like?

- your child attempting to read the book independently
- asking questions about what is happening in the book



Stage 3

After reading

- discussing the book



Looks like?

- discussing the book and interpreting its meaning

Please note that if your child is a beginning reader, go through Stage 1 and Stage 3 as in the above table. In Stage 2, instead of your child reading to you, you will read to your child, allowing your child to join in if they feel comfortable.



Module 1 – What is literacy?

Literacy is about communication; it is the ability to read and write, and to use written information appropriately in a range of contexts. Literacy also includes a person's cultural knowledge, which enables them to recognise and use language that is appropriate to different social situations.

This involves:

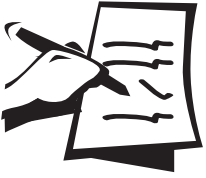
- reading and writing
- speaking and listening
- viewing and critical thinking.

Children benefit when given opportunities to develop their literacy skills.



Looks like?

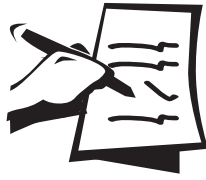
- talking to others
- reading a book
- listening to a story
- writing a story
- reading a sign
- viewing a website
- playing a computer game
- watching a movie
- talking about a television program
- going shopping
- playing a board game



Activity 1 — Y chart

Topic: Literacy in everyday life

Looks like (what forms does literacy take?)	
Sounds like (good verbal cues and suggestions)	Feels like (tactile feelings, emotional responses)



Activity 2 – Reading for a range of purposes

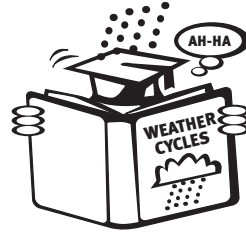
List the reading activities you have engaged in over the past 24 hours, sorting them into the following boxes



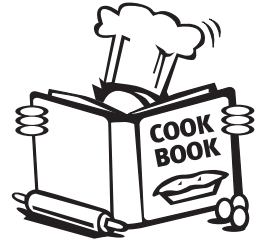
Reading for enjoyment



Reading to find information



Reading to learn



Reading to complete a task



Module 2 – Understanding the reading process

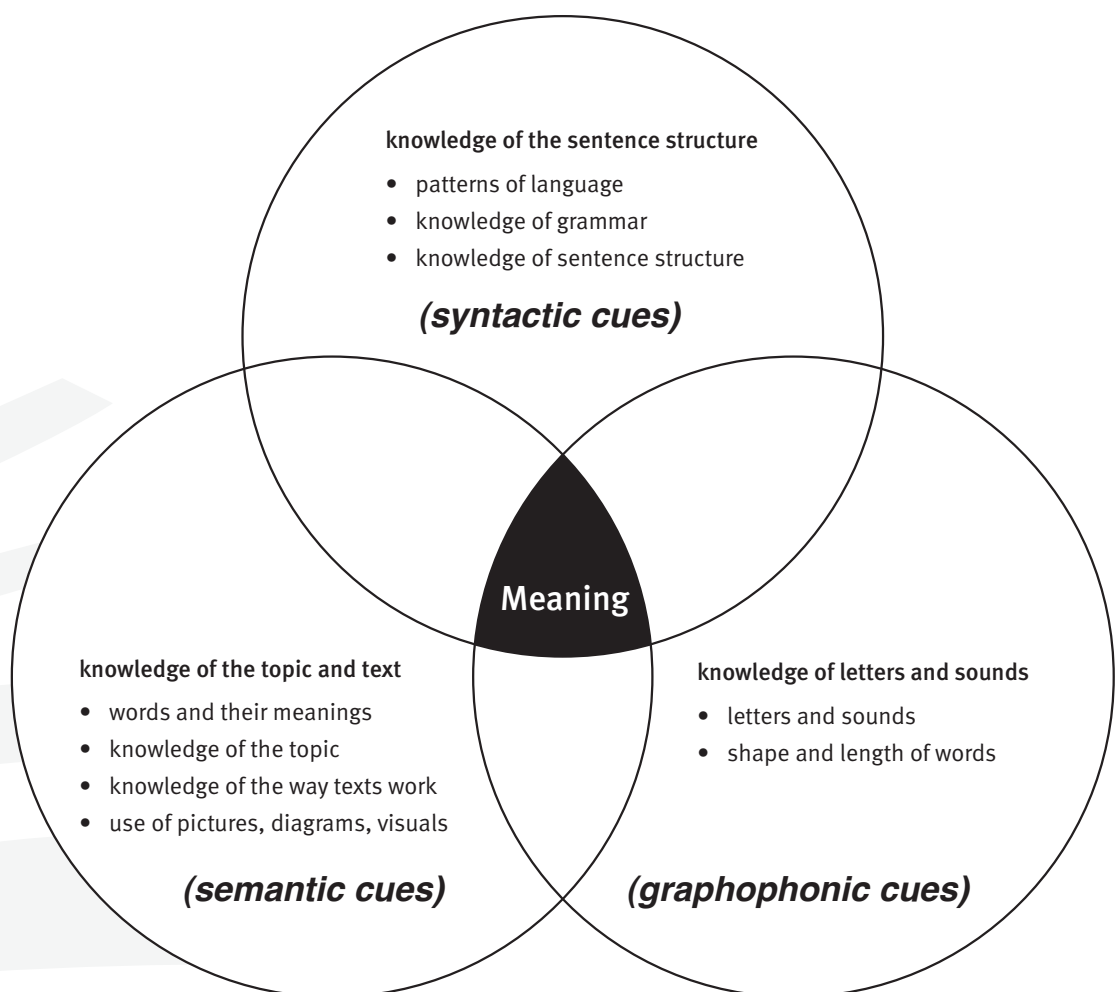
Reading

Effective reading requires:

- fluency
- a broad and deep vocabulary
- a repertoire of active comprehension strategies
- knowledge of texts and textual features
- knowledge of the world.

Understanding the reading process

Readers use three cueing systems to help them make meaning while reading.





Activity 3 – Mixed-up text

See if you can decipher the mixed-up text below

The platypus

The platypus is a unique animal that lives in Australia, mainly on the eastern coast.

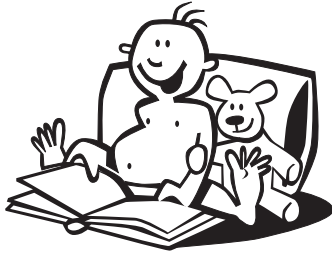
Thz plxtypvs qs x mxmml thxt hxs x dvck-shxpzd bqll, thqck fvr, wqde txql xnd wzbbzd fzst. Thzy xrz onz of thz only mxmmls thxt xls lxy zggs. Thz plxtypvs qs x cxrnqvore thxt fzzds on worms, qnszcts xnd frzshwxtter shrqmp. Thz mxlz plxtypvs hxs x poqsonovs spvr on hqs xnkz thxt cxvszs szverz pxqn qn hvmxns.

Thz plxtypvs qs szmi-aqvxtic xnd xn zxcclznt swqmmzr. Thzy cxn stxy vndzr wxtzr for 30 szconds xt x tqme xnd thzy closz thzqr zyzs, zhrs xnd nosz zvzry tqmz thzy divz. Thz plxtypvs qs xn Avstrlxqn qcon xnd cxn bz fovnd on thz 20 cznt coqn.

This activity demonstrates how effective readers use the cueing systems to make meaning.

Module 3 — Stages of reading

Children develop understandings and skills when they are presented with many opportunities to practise, refine and enjoy reading experiences. Reading is a skill that is built on.



Role-play readers

Babies

During the role-play phase, children take an interest in books and the writing they see in the world around them. They imitate things they see adult readers do, such as holding the book the right way up and turning the pages carefully. They often pretend to read by using the pictures and their memory to retell stories.



Looks like?

- Read aloud to your child as often as possible — this helps them learn about the value of books and expand their vocabulary.
- Encourage and praise their attempts when they pretend to read.
- Look at the illustrations and see how they help the story.
- Read favourite stories again and again — familiarity builds confidence.



Experimental readers

Toddlers

Experimental readers often read by using pictures or their memory of the story. They may identify some words but are more focused on the meaning rather than reading every word in the right way.



Looks like?

- Encourage children to 'have a go' at reading and praise them.
- Talk about who the people are and what happens in the books you read together.
- Encourage them to express opinions about what happens in the story.
- Talk about the letters, sounds, words and interesting features in the things you read.



Early readers

School children

Early readers may read familiar books confidently. When they read new books, they may read slowly and deliberately as they focus on the printed word, trying to read exactly what is on the page. Early readers will tell you what they think about things they have read and why they think it.



Looks like?

- Read to children as often as possible — early readers benefit from being read to.
- Encourage them to talk about what happens in the story.
- Encourage them to express an opinion about the things they read.
- Point out and talk about common words.



Before reading

Selecting the book

- Browse through a small range of books (fiction and non-fiction) together.
- Talk about what the book might be about.
- Encourage your child to select the book they would most like to read.



Looks like?

- Which one would you like to read today?
- I wonder what each one is about.
- What do you think this one is about?
- This book is called _____ .

Introducing the book

Discuss the subject matter and illustrations.

- Talk about the cover.
- Browse through the book, discussing the illustrations and predicting the storyline or information.
- If possible, link the events or information to the child's experiences.



Looks like?

- What do you think this book will be about?
- Have you read anything else written by this author?
- I wonder what this book will be like?
- Let's see if the illustration will help us. Oh yes, it shows ...
- I think that could be ... don't you? Can you see why I think it's...?

A child's enjoyment of reading

Below are some indicators which may suggest your child is enjoying reading.



Looks like?

They:

- participate readily in choosing a book
- enjoy browsing through the book
- show interest in listening to the reading of the book
- turn the pages spontaneously
- seem to feel at ease
- respond positively and show enjoyment
- contribute actively to the reading
- make links with personal experiences
- identify similarities with other books or things that they have read or viewed
- ask for the book to be read again.



Notes



Module 4 – Listening to your child read

Responding to books during reading

The main purpose of reading is to make meaning from the text. Effective readers expect that what they read will make sense.



During reading

Reading to your child

- Support your child's attempts to read independently.
- Become a listener — wait and observe.
- Use the pause, prompt, praise strategy to help your child with difficult words.
- Give cues and support your child's use of strategies.



Looks like?

Talking about what might come next:

- I wonder why he did that? Let's see.
- What do you think might happen next?

Talking about the illustrations:

- I wonder why he looks like that?
- How does she look?

Talking about what has happened:

- That's a funny thing to do. What do you think?

Making links across the text:

- That's just what the wolf wanted.
- Oh my goodness. What a thing to do! I wonder what is going to happen next? Let's find out.

Pause Prompt Praise

The pause, prompt, praise strategy will help your child to monitor their comprehension and develop self-correcting strategies.



Pause

When your child experiences difficulty, pause before expecting an answer.



Looks like?

Give your child at least five seconds before expecting an answer.



Prompt

To help your child continue reading, give a hint. Remember, if the word is not correct after two or three prompts, say: 'The word is ...'.



Looks like?

Semantic

Did that make sense?

Look at the pictures.

Syntactic

Did that sound right?

Can you say it another way?

Graphophonic

Does it look right?

What sound does it start with?

Can you point to the word beginning with 's'?



Praise

There are two main types of praise:

- explicit praise
- general praise.



Looks like?

Explicit

Fantastic, that didn't make sense at first and you corrected it.

I loved listening to you read today because ...

Well done for trying to re-read the sentence. You are reading with so much more expression. Well done.

General

Well done, you are really trying to solve this.

Great work, you corrected that by yourself.

I liked listening to you read. You did that really well.

Responding to books after reading



After reading

Here are examples of language that you can use to help your child further understand the book once they've finished reading it. These statements and questions can be used if a child is reading to you or you are reading to your child.



What does it look like?

That was very interesting where it said that the bear went to sleep for all of the winter months.

What did you think about that?

Who did you like the most? I liked _____.

Why was _____ your favourite?

Was there any part of the book that you liked especially? Why?

This reminds me of another book we read last week. Does it remind you of another book?

Yes, they were both about _____.

Do you know anyone like that?

Have you ever felt like that?

Responding to your child's reading

- Engage in an open discussion that summarises or encourages comments about information in the book.



Quick tips

Play to their strengths

- Get your child to look for letters they know in words, such as the letters in their name.
- Help children find books about their interests, e.g. if they love dogs, cars or dinosaurs, look for books on these topics.

Make it fun

- Write notes and put them under your child's pillow, dinner plate or lunchbox.
- Ask your child to make a storybook with their own pictures. They can do this on a computer or with pens and paper. Help them to write words or at least some letters in the story.
- Play 'What's that?' by pointing to objects on the page and having the child name what they see or read in the story, stopping periodically to ask the child to find the picture of the object or character you just read about.
- Give books as presents.

It doesn't just have to be you

- Encourage everyone in the family to read with your child — ask visitors to read as well.

Out and about

- Talk about reading whenever possible.
- Have lots of things to read at home, or while travelling, such as comics, magazines and information books.
- Visit the local library for storytelling sessions.

Make it special

- Set up a home library. A few books on a special shelf are a great start. And it doesn't have to be expensive — look for second-hand books from a variety of sources.
- Set aside a special time to focus on your child and reading.

Remember

- All children are different. Siblings may enjoy different books and be at different reading stages at similar ages.
- Many children (and adults) like to return to old favourites from time to time, even when they can read much more difficult stories. This can also happen if the children are unwell or unhappy, because familiar loved stories can help them to regain a sense of security and wellbeing.
- Beginners need books with simple words for success and enjoyment. Books that are too hard can put them off.



Helpful websites

A Flying Start for Queensland Children

<http://deta.qld.gov.au/aflyingstart/>

Suggested booklists for 0–5 years

<http://education.qld.gov.au/earlychildhood/news/suggested-booklists.html>

Literacy and numeracy fact sheet

<http://education.qld.gov.au/literacyandnumeracy/pdf/factsheet-l-n.pdf>

Helping your child with reading

Once upon a time ... why stories are important (for babies and toddlers)

<http://education.qld.gov.au/earlychildhood/pdfs/tip-sheets/tip-sheet-once-upon-a-time-why-stories-are-important.pdf>

Reading resources

<http://education.qld.gov.au/literacyandnumeracy/readingresources.html>

Early childhood — literacy and numeracy fact and activity sheet

<http://education.qld.gov.au/literacyandnumeracy/pdf/factsheet-activitysheet-early.pdf>

Prep to Year 3 — literacy and numeracy fact and activity sheet

<http://education.qld.gov.au/literacyandnumeracy/pdf/factsheet-activitysheet-prep-l.pdf>

Office for Early Childhood Education and Care

www.education.qld.gov.au/earlychildhood

Beam project

<http://education.qld.gov.au/community/beam/course.html>

State Library of Queensland

<http://www.slq.qld.gov.au/info/childfam>

Click on the links:

- Tumble books
- Virtual books
- The club



Using the library

Libraries are a treasure chest for young readers, with CDs, DVDs, videos and magazines, as well as books.

They also have free internet access and special storytelling sessions for children.

Find your local library at:

<http://www.brisbane.qld.gov.au/facilities-recreation/libraries/index.htm>

Visiting the library is a great way to:

- encourage your child's reading and show them you value books and reading
- show your child all the different things to read
- involve the whole family in regular reading activities
- look for their favourite authors and illustrators
- use resources that might not be available at home
- join in library holiday activities.



Independent Strategies

by Jill Marie Warner

When I get stuck on a word in a book,
There are lots of things I can do.
I can do them all, please, by myself;
I don't need help from you.
I can look at the picture to get a hint.
Or think what the story's about.
I can 'get my mouth ready' to say the first letter.
A kind of 'sounding out'.
I can chop up the words into smaller parts,
Like on or ing or ly,
Or find smaller words in compound words
Like raincoat and bumblebee.
I can think of a word that makes sense in that place,
Guess or say 'blank' and read on
Until the sentence has reached its end,
Then go back and try these on:
'Does it make sense?'
'Can we say it that way?'
'Does it look right to me?'
Chances are the right word will pop out like the sun
In my own mind, can't you see?
If I've thought of and tried out most of these things
And I still do not know what to do,
Then I may turn around and ask
For some help to get me through.

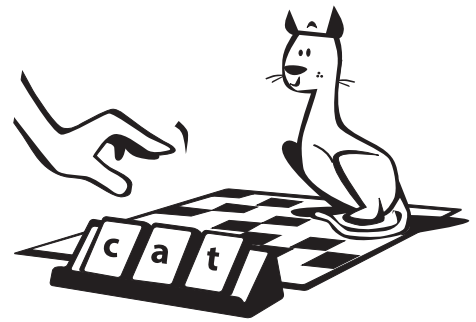
Some everyday activities to help encourage literacy



Make a scrapbook

— this could be about a holiday or special event — and have your child write captions for the photos and pictures.

Play word games and do crosswords to help develop spelling and vocabulary.

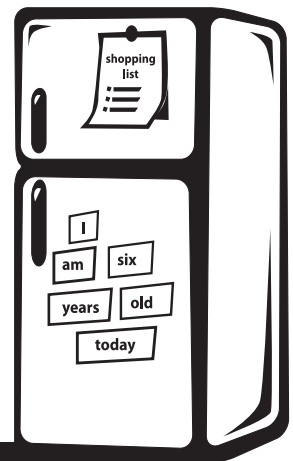


Have your child **collect and sort the mail** — who are the letters for and who are they from?



Create a collage using junk mail, old magazines or your child's drawings with a particular focus — this could include pictures of things beginning with an 's' sound or all pictures showing a particular colour.

Make your kitchen a 'cooking' zone and a 'reading' zone — use fridge magnets to make new words and short sentences. Have your child write the weekly shopping list and read names on packages.



Think out loud — so your child can learn about how you solve problems.



Make the **writing of letters, notes, cards or emails** a daily family activity — you can write notes to your child and encourage them to write notes back to you.

