



Reading Strategies & Information

5 Essential Components of Reading

- **Phonological awareness** - awareness of the sound structure of words
- Phonics - correlating sounds with letters or groups of letters
- Fluency - accuracy, rate, smoothness, and expression while reading
- Vocabulary - the body of words a child has learned
- Reading comprehension - understanding and interpretation of what is read



What it looks like at school

- Explicit instruction on the 44 sounds (phonemes) of English
- Verbal activities such as rhyme, identifying first middle end sounds in words, changing the first or last sound of words in game eg, change the first phoneme in hay to a b', what does this make?
- Lots of picture cues so focus is on phonemes (sounds) rather than graphemes (letters)
- Heavy focus in Kindergarten and Year 1 classes



Helping at home

- Have fun with words - change bed to said - what phoneme changes?
- What word rhymes with hat?
- Read lots of books with rhyme, rhythm and repetition





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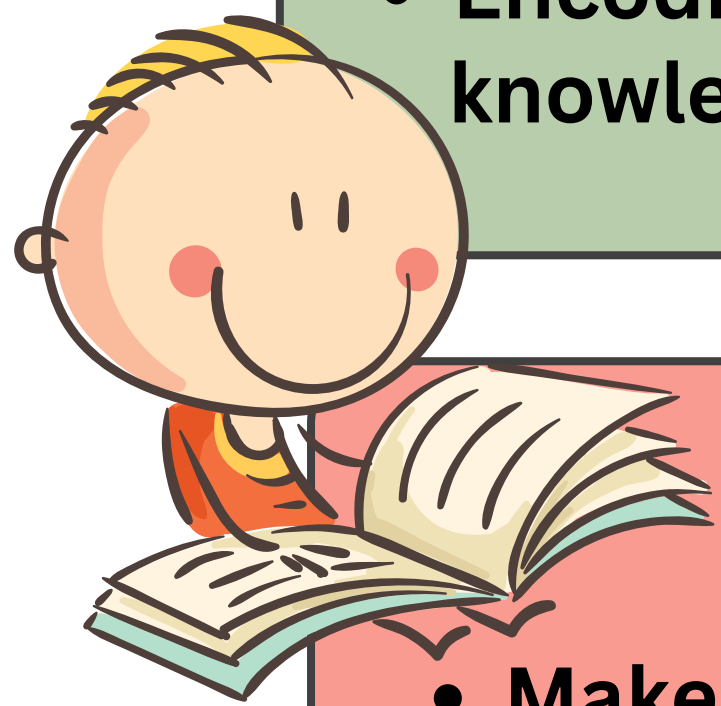
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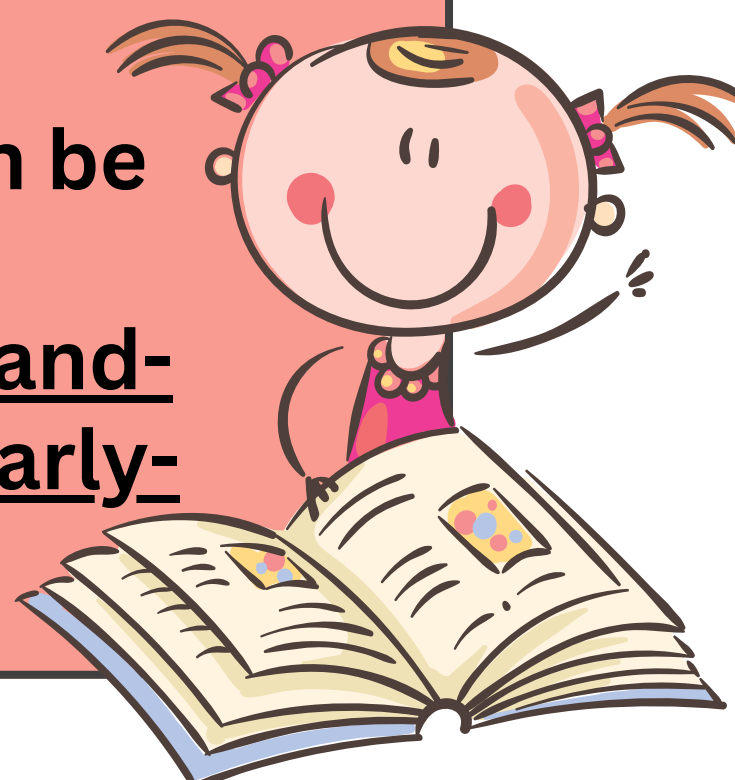
What it looks like at school

- Explicit daily instruction in all K-2 classes. Students learn to decode words using their knowledge of phoneme (sounds) to their link with graphemes (letters).
- Students learn to read using Decodable Readers. these are texts that teachers use that link to students know decoding skills. (letter/sound relationships)
- Daily word work
- Encoding (spelling) using known phonic knowledge in all K-6 classrooms



Helping at home

- Make it fun by using magnetic letters on the fridge to make simple (cvc) words (consonant-vowel-consonant=c-a-t)
- Write simple cvc words and have children use known decoding skills (letter/sound relationships) to read the word.
- Department of Education resources to support you can be found at: <https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/effective-reading-in-the-early-years-of-school/phonics>





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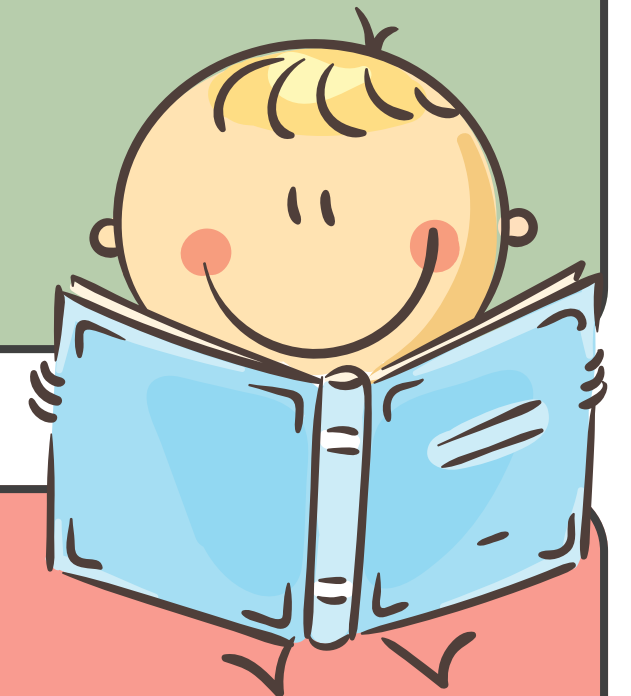
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What it looks like at school

- Explicit instruction in all K-6 classrooms
- Heavy focus in 3-6 classrooms
- Teacher reads aloud of quality texts
- Repeated reads of short texts and passages, choral reading (whole class together), tongue twisters, poetry, readers theater (drama), buddy reading



Helping at home

- Read texts together with your child. These can be quality texts you may have at home or ones borrowed from our school library
- Read to your child daily. The more they hear what fluent reading sounds like, the better for them to understand what expression, smoothness and automatic word recognition feels like
- Have fun with tongue twisters
I scream, you scream, we all scream, for ice-cream!
Four furious friends fought for the phone.





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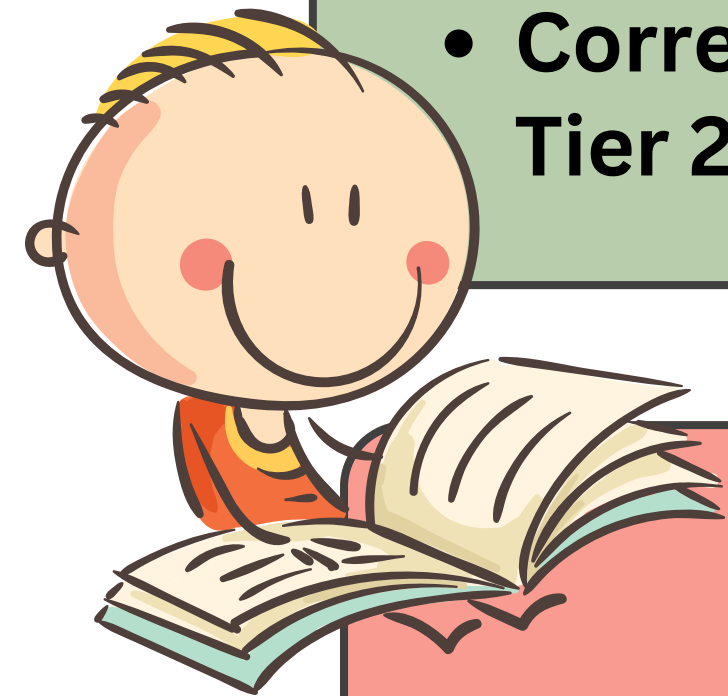
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What it looks like at school

- Explicit instruction in all K-6 classrooms
- Teachers read quality informative, imaginative, and persuasive texts to students
- Students learn between 5-10 Tier 2 words (precise vocabulary not in students oral (spoken) language) through a range of learning activities, repeated exposures, usage in oral and written task and teacher modelling.
- Correct and sophisticated language is used for students - we use Tier 2 language and explain meaning as needed.



Helping at home

- Encourage your child to be word curious, play with words, introduce new words into their vocabulary.
- As you read with your child and come across a new word (unknown to them) explain and explore it together, use it in new sentences.
- Encourage your child to give their own example: “What enormous thing can you think of? Can you think of something really big that you saw today? “That’s right ... the slide at the park was enormous/huge/gigantic.”
- Keep your newly found word/s active in your house. Over the following days and weeks, use each new vocabulary word in conversation.





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What it looks like at school

- Explicit instruction in all K-6 classrooms
- Significant focus for all learners but deeper for students who are able to decode texts (usually Yrs 2-6)
- Students are engaged with quality literatures (all types) and are taught how to summarise, question, predict and make connections.
- Discussions about texts, including critical thinking questions like “Why do you think the author describe _____ that way?”
- Teacher modelling using ‘think aloud’ strategies - demonstrating their thinking to their students.



Helping at home

- Read, Read, Read and Read more! The greater the variety, the greater experiences your child will have with a range of texts.
- Read to your child and discuss what has happened in short spurts. This will reduce the ‘load’ on the child
- Talk about movies or TV shows you watch - ask questions that require your child to think critically, “Why do you think _____?”
- Take your child on as many ‘outings’ as possible - the more background knowledge they have, the more they will understand if they encounter similar ideas in texts - personal experiences.