





# Hints and Strategies for Reading

**Find** somewhere comfortable to sit where there are no distractions.



**Let** the child hold the book.

**Discuss** what the book is about.

**Read** the title for the child.

**Talk** about the pictures. They help the child to read the book. *If the child is not ready to read independently— read the book to them.*

**Encourage** the child to point to each word as they read.

If the child stops reading, **Pause** and give them about 5 seconds before helping.

- **Prompt** the child to get a difficult word by using the decoding strategies on the Hercules Road SS bookmark.
- **Ask** “Does it look right?” “Does it sound right?” “Does it make sense?”
- If your child still can’t get the word - **TELL THEM!**

## After Reading

Always **PRAISE** and encourage your young reader eg.

“I like how you self corrected that word.”

“You checked the sounds in that word. Well done!”

“You read with lots of expressions. Awesome!”

Each home reading book should be read **3 times** across the week, by the student.

**1st read** - allows the child to learn new words.

**2nd read** - allows the child to comprehend what is happening in the book.

**3rd read** - allows the child to practice reading smoothly, paying attention to the punctuation.

**Try these beginning Print Concept prompts (Prep and Pre-Prep)**

**Where is the title?**

**How many words in the title?**

**Find a letter.**

**Where is the last word?**

**Find the picture?**

**Where is the capital letter?**

**Find the full-stop.**



## Levelled Reading Books

Starters (Levels 1 - 2)

- Consistent placement of print. Illustrations provide a high level of support. Repetition of 1-2 sentence patterns with 1-2 word changes. Uses oral language structures. Familiar objects and actions.

Emergent (Levels 3-8)

- Illustrations provide moderate to high support. Repetition of 2-3 sentence patterns (phrases may change). Opening, closing sentences vary, or varied sentence patterns. Mostly oral language structures. Many familiar objects and actions.

Early (Levels 9-14)

- Illustrations provide moderate support. Repetition of 3 or more varied sentence patterns or varied sentence patterns (some repeated phrases). Mix of oral and written language structures or fantastic happenings in a framework of familiar happenings.



## How long should you spend reading with your child at home each day?



Research shows that PARENTS are the secret ingredient to your child’s academic success.

Your child will borrow home readers and a picture book from the library. 20 mins per day should be made up with a mix of the child reading and being read aloud to. When you read aloud to your child you are showing them what good reading looks and sounds like. Its also a great time to talk about the story and the pictures. This will help your child learn lots of new words and ideas that they can bring to their reading and writing.