

# **READING TOGETHER 1<sup>st</sup> STEPS**

## **HANDOUTS**

## READING TOGETHER - 1<sup>ST</sup> STEPS

### Learning to read

What we often take for granted when reading are new and possibly worrying activities for a child. We generally do not perform so well when highly anxious.

Reading has lots of conventions that we take for granted; but why should these be obvious to a child?

We read from left to right along a line; and from the top of the page.

Words have different lengths.

A space between words indicates a new word.

### Book selection

Involve your child, if possible, when choosing books, but it's obviously still okay to buy them one as a treat when you are out on your own. If they like one 'Thomas the Tank Engine' book, they'll probably like another!

Remember that what appeals to you as an adult does not necessarily appeal to them as a child.

There are no hard and fast rules about when to change a book.

### Getting the setting right

Adults often need to organise a time and place to read together.

Children find it very difficult to filter out distractions, and concentrate.

### Ways to share a book

There are different but equally valuable ways to share a book:

- Sometimes it works best to read straight through a story
- Sometimes we can discuss a story as we go along.
- Open ended questions such as 'What did you like about the story?' encourages discussion more effectively than closed questions: 'Do you like the story?' usually gets a short answer:

Yes, No, or Don't Know!

Try bringing the story alive by being expressive.

Praise is so much more enjoyable to give and receive than criticism; notice and celebrate success. If you are not enjoying it, the odds are your child is not enjoying it either

## **SUPPORTED READING**

### **SUPPORTED READING HAS TWO COMPONENTS:**

#### **1. SIMULTANEOUS READING**

You and your child read the words out together.

Adjust your speed to suit your child; don't go too fast.

Point to the words as you go along, or let your child point if that is preferred.

Never let your child struggle.

The child is expected to pronounce all the words with the parent allowing time for a second attempt.

#### **2. INDEPENDENT READING**

Child reads out loud on his own.

Child is praised for correctly read words.

Spontaneously corrected errors are likewise applauded.

### **MOVING FROM ONE TO THE OTHER**

Child is instructed to signal at any time during simultaneous reading if he wishes to change to independent reading.

With early readers the adult sometimes has to judge when to drop out from reading simultaneously, and leave the child to read independently.

Return to simultaneous reading whenever the child makes an error. The child should repeat the correct version of the word.

Return to simultaneous reading when the child is stuck at a word for more than 4 seconds.

### **BENEFITS**

The child is reading a story, not just a series of words.

The child experiences success.

More books are experienced, and vocabulary extended.

There is less focus on mistakes, and confidence is built up.

Highland Council Psychological Service



Works for Positive Change

# ***CERTIFICATE***



Awarded to:

Following Attendance at a Reading Together 1<sup>st</sup>  
Steps Reading Course

Date: