
Reading and Writing with your Child

Thornccliffe Park Public School
Parent Presentation
May 2023



Learning to Read



Word
Reading



Sounding
words out



Word
Recognition



Oral Language
Comprehension



Understanding what one reads

Reading through the Grades

Grades 1-3

- ★ Students learn to read and write
- ★ Teachers use oral language (i.e. speaking and listening) as the main medium to teach the curriculum including reading and writing
- ★ Students need strong oral language skills to understand lessons, build knowledge, and to learn to read and write

Reading through the Grades

Grades 4+

★ Students read to learn

★ To read to learn, students must...

- Understand many words and complex sentences
- Integrate what they have read with their background knowledge to make sense of the text
- These skills are built through oral language development

Speaking and Listening

A strong understanding and
the use of oral language
is critical

for students learning to read, write and achieve
academic success.

A Note about Listening...

Listening carefully to lessons and discussions will significantly improve your child's success at school.

You can help your child with this by having them practice *active listening* with them at home. Below are some ideas.



Oral Language Comprehension



Why talk TO your child

- ★ Your child learns language when they listen to you talk, read, discuss and ask questions
- ★ When you talk and read to your child you are teaching them language
- ★ Their oral language helps them to learn to read and write



Differences between Home and School Language



Home Language

- ★ Languages other than English
- ★ Busy life = short directions with context clues
- ★ Examples: “Pick up your toys”, “Brush your teeth”

School Language

- ★ English
- ★ Complex language
- ★ Academic vocabulary
- ★ Fewer context clues
- ★ Example: “Before you put your snack in your backpack, go back to your desk and clean your supplies.”



Bridge between Home and School

- ★ The bridge between home and school language is books.
- ★ Reading to your child helps build vocabulary, oral language skills and thinking skills.
- ★ It is important to read or talk about books with your child in your home language.
- ★ If your child develops concepts, vocabulary, ideas and oral language skills in your home language then they will be more able to develop these skills in English.

How does story reading strengthen academic success?

Listening to others read develops an understanding...

- ❖ of why we read
- ❖ of what “reading” sounds like
- ❖ that stories have a structure

Talking about the stories read...

- ❖ builds word understanding and knowledge
- ❖ allows children to understand and use more complex language and thinking skills
- ❖ builds background knowledge



First Language Books

- ★ It is just as important for your child to hear you read in your home language as in English
- ★ It is easier to learn new words in a second language when you already know those words in your first language
- ★ Books written in your first language are wonderful ways to expose your child to vocabulary in your first language

Did you know?...

One of the best predictors of academic success is the amount of hours children are READ TO before they start school.



How to Read **TO** Your Child

- ★ Have your child choose a book that interests them but that they may not be able to read alone.
- ★ Engage in conversation. This means not only reading a book to your child but also talking about the book.
 - Before you read
 - While you read
 - After you have read the book
- ★ Comment on your child's response to help him or her understand the story and build their knowledge.
- ★ Read the same story several times.



Before, During and After Reading

Before you Read

- Look at the title and cover
- Make and explain a prediction

During Re-Reading

- Stop and ask questions about what you have read

During Reading

- Read the book or chapter through once
- Re-read the book or chapter

After Reading

- Discuss your predictions
- Create an alternate ending
- Talk about your favourite part
- Re-tell, dramatize, draw

Before Reading



- ★ Talk about the cover, pictures and title
- ★ Ask your child to make a prediction. A prediction is a guess about what might happen in the book using their own knowledge and clues from the book title/cover/author.
- ★ Ask them to support their prediction: “Why do you think that?”



During Reading

- ★ First read the book straight through to demonstrate story structure and fluent reading. The goals are:
 - Children listen to the story
 - Hear how fluent reading with expression sounds
 - Hear a whole story without interruptions, as this helps them learn story structure
 - Look at the pictures

- ★ At the end, check your predictions and talk about whether they were accurate or not

During Re-Reading



- ★ Re-read the story and ask lots of questions (Dialogic Reading)

- ★ Questions have an order of complexity
 - Yes/No: Did you like the book?
 - What/Who: What did you see? Who was in the story?
 - Where: Where did they go?
 - When: When did they eat?
 - How/Why: How did the character feel?





A Word about Questions

- ★ Consider these two questions:

What did the gingerbread man do?

What do you think made him run away?

- ★ These are both “what” questions. What made one harder to answer than the other?



A Word about Questions

- ★ A question is harder to answer if ...
 - Your child cannot “see” the answer
 - Your child needs to use what they already know (background knowledge) and think beyond what was stated in the book



Question Difficulty

- ☐ How do you know that birds live in nests?
- ☐ What is your name?
- ☐ Why do you think the character felt that way?
- ☐ Who lives in your house?
- ☐ What does this story make you think about?
- ☐ Who might make you breakfast?
- ☐ Where could you go on holiday?
- ☐ Why do you need a coat today?

After Reading



- ★ Have your child talk about his or her favourite part and explain why
- ★ Have your child identify the problem in the story and how it was solved
- ★ Have your child tell parts of the story with you as you read

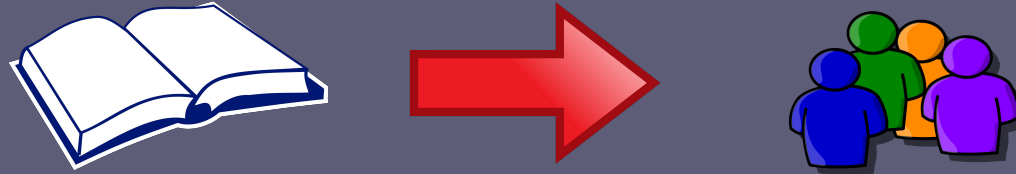
After Reading



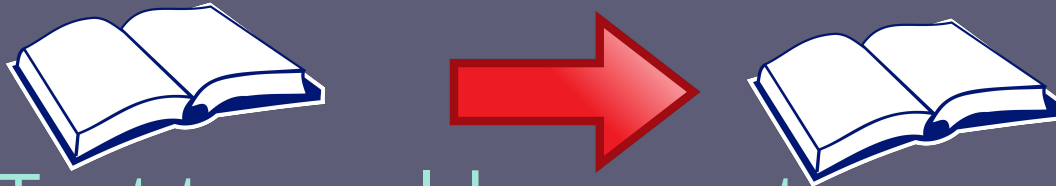
- ★ Ask more challenging questions
- ★ Have your child define the more difficult words
- ★ Talk about a similar experience in your own lives and how it was similar or different from what happened in the story

After Reading

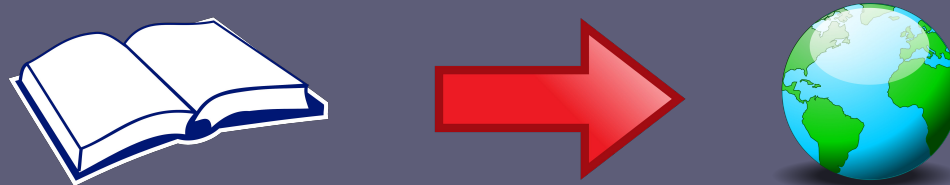
- ❑ Text to self connections



- ❑ Text to text connections



- ❑ Text to world connections



Activities for After Reading

- ★ Act out the story
- ★ Tell the story to someone new that hasn't heard it before
- ★ Look for more books by the same author
- ★ Draw parts of the story
- ★ Come up with an alternate ending
- ★ Tell someone about your favourite part
- ★ Write a note to someone about your book

How your **CHILD** Reads to You

- ★ Have your child choose a book that interests them at a just-right instructional level, where it's challenging enough for your child to stretch themselves and learn new vocabulary
 - Your child makes an error in about one word out of twenty
 - Five finger rule: *Your child opens a book to the first page. They read the page and hold up one finger for every word they don't know or can't pronounce. The number of fingers they're holding up by the end of the page tells them if the book is the right level
 - 0-1 fingers: It's too easy
 - 2-3 fingers: It's just right
 - 4-5 fingers: Best read with a buddy

*<https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/five-finger-rule.html>



Support your Child with Unfamiliar Words

- ★ Look at the words first
- ★ Sound out the word/chunks
- ★ Combine the sounds/chunks into a word
- ★ Look for spelling patterns (like silent 'e')
- ★ Read the rest of the sentence to see if the word makes sense.

Writing with your Child

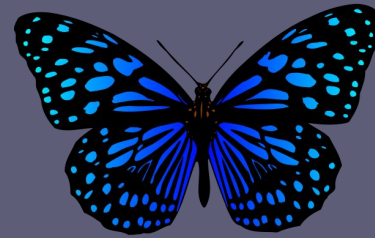
- ★ It is important to note that writing is the most complex and difficult literacy skill to acquire

- ★ In order to write and spell your child needs to...
 - Have ideas to write down (understand and express)
 - Know that letters represent sounds in a spoken language
 - There are 26 letters in English
 - There are at least 40 sounds in English
 - There are 250 different spelling patterns in English
 - Understand the rules and conventions of writing



Writing with your Child

- ★ Ways to get started hearing sounds in words:
 - Phonics games (e.g. Starfall)
 - Play guess my word
 - Play guess how many sounds/claps
 - Listen for vowel sounds



Spelling with your Child

- ★ Everything is easier to learn when you break it down into small steps
 - First write initial sounds
 - Next write syllables (ab, at, it, os)
 - Then write simple 3 sound words (cat, dog, mat, pet, kit)
 - Then write words with more sounds close together (blends: splat, split, clock, click)
 - Remember to have your child re-read what they have written, sound it out and see if it makes sense

Spelling with your Child

★ The girl said “I had a fantastic time!”

- fan

- tas

- tic

- fan tas tic

- fantastic

- What does fantastic mean?

- Can you think of another word for fantastic?

Writing with your Child

★ Ways to get started

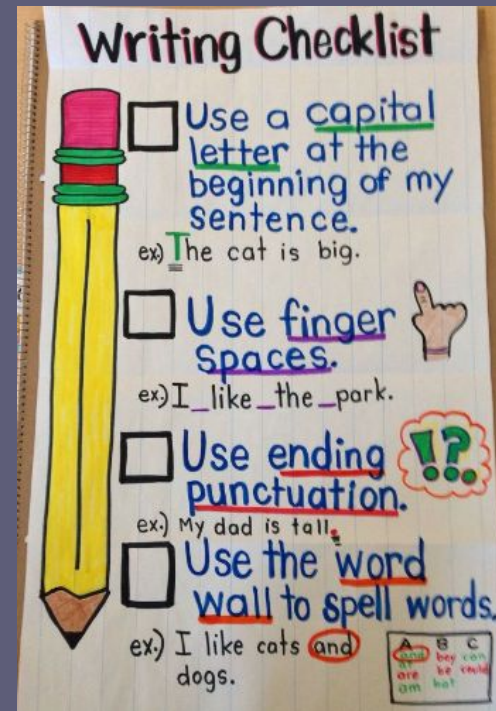
- Labelling pictures with initial sounds
- Labelling pictures with words
- Write a grocery list
- Write a wish list
- Write simple sentences about pictures
- Add descriptive words to sentences
- Write more than one sentence about a picture
- Write a note to someone



Writing with your Child

★ At school students are asked to edit their work

- Check for spelling
- Check for periods and capital letters
- Add some descriptive words
- Add at least 1 "because"



Writing with your Child

Example: the boy went to the store

- ❑ Spelling?
- ❑ Capitals and periods?
- ❑ Add descriptive words
- ❑ Add 1 because

Edited sentence: The young boy ran to the grocery store because his mother was out of milk.

Helpful Places and Resources

- ★ Thorncliffe Park Public Library (KidsStop early literacy centre)
- ★ Children's Book Bank
- ★ TPPS Library Page <https://sites.google.com/tdsb.on.ca/grade1librarytime>
- ★ Websites
 - Starfall, Flyleaf, GetEpic, Tumblebook

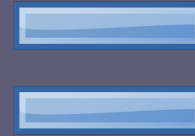
Remember



Word Reading



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Questions or Comments?

Thank you for coming

Reminder: Reading and Writing with your Child over the Summer is scheduled for Wednesday June 7th.