**Turn about Reading**

**Purpose:** To provide support to a child in the first read with a new book.

**Roles:** Student, Tutor

**Implementation:**

Tutor reads through the book and talks about what happens. Tutor points to picture clues for support.

Tutor reads a predetermined amount of text to the student, eg. a sentence.

Student follows the text with their finger

Student and Tutor read the same piece of text aloud together.

Student reads the same piece of text aloud independently.

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**What to do when your child is stuck on a word?**

**NEVER say…sound it out**

When your child is reading and encounters words that are difficult for them, use the Three Ps technique ‘[Pause, Prompt, Praise](http://www.schoolatoz.nsw.edu.au/homework-and-study/english/english-tips/three-little-words-to-help-your-child-to-read)' to support them.

**Pause**: when your child comes to a word they don't know, try not to jump in straight away. Wait and give your child time to work out the word.

**Prompt**: if your child successfully works out the problem word, suggest they go back to the beginning of the sentence and re-read it (to recap meaning) before reading on.

* If they are stuck on the word ‘basket’, point to the basket in picture.

**FOCUS ON MEANING! You are a parent, not a teacher. Tell Tell Tell !**

**Do not loose meaning of the story over one word.**

Try not to spend too much time prompting, as your child will find it difficult to maintain the overall meaning of what they are reading.

**Praise:** praise your child's reading efforts and successes.

Eg. If they said ‘pot’ instead of ‘pan’. Say, “you said, ‘pot’, but he word is pan. That still makes sense, good thinking.”

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**Purpose:** Model and teach effective reading.

**Roles:** Student / Tutor (Parent or Adult helper)

**Implementation:**

Both the tutor and student read the same thing at the same time.

The tutor reads a little louder than the student.

The tutor does not stop or correct the student.

The student reads and follows with their finger.

(They are matching what the tutor is reading with the words on the page.)

Always concentrate on staying together even though the tutor may be reading just ahead of the student.

Read the text again if time permits.

**Uses:**

Develop fluency and phrasing.

Extend reading vocabulary

Model the flow (syntax) of written language.

Scaffold dependent readers through content text.

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**WHY**

When you introduce a new book, you:

* create enthusiasm
* encourage children to predict what the story is about
* invite discussion about difficult or unknown words
* encourage talk about new ideas and concepts

**HOW**

1. Familiarise yourself with the book, learning its characters, setting, and plot before you share the book with your child.

2. With your child, read the title, author and illustrator and talk about the cover illustration. Ask your child what they think the story is about.

3. Quickly go through each page of the book, looking at the pictures and talking about the characters and ideas. (Do not read the text at this stage). Rehearse some difficult structures on the page.

4. Have your child predict what will happen in the story.

5. Help your child read the text and revise or confirm his or her predictions as your read along.

*Remember if a word is not in their oral language world they will have a very poor chance of reading it! TELL them. Teach them a new word.*

**Once children reach higher levels (above 12, orientation does not have to be so explicit).**