

TIPS TO HELP PARENTS/GUARDIANS READ WITH CHILDREN

A parent's help can mean a world of difference to a child

- Set aside some time to read with your child every day.
- Sounding out letters to make words is a technique used throughout life. Sounding out means voicing each letter and joining these together to speak words.
- Work together to find words that: sound alike but have different meanings (homonyms), mean the same thing (synonyms) and mean the opposite (antonyms).
- Remember: if a child does not understand the meaning of the text or stops at every 5th word then the text is too difficult for his level of comprehension.
- The teacher/librarian can recommend suitable literature.

LEVEL 1

DECODING READING FLUENCY

Practice reading together with the child.
Use your index finger to follow the sounds/words while reading.
Correct while reading.
Repeat while reading.
Read with feeling and a varied tone of voice.

VOCABULARY

Talk about new words.
Repeat new words.
Talk about the meaning of a word and how it is used.

READING COMPREHENSION

Create expectations about the text by talking about the pictures and the subject of the text.
Read out loud for the child and talk about the text.
Let the child retell what was read as you read.

LEVELS 2-4

DECODING READING FLUENCY

Make certain your child is able to sound out and name all the letters.
Practice together with the child.
Correct while reading.
Repeat while reading.
Practice writing the day's words and terms every day.
Compound words should be read as separate words while learning. For example: fjellrype / fjell-rype

VOCABULARY

Talk about new words.
Repeat new words.
Talk about the meaning of a word and how it is used.
References and information from internet or books can be useful tools.

READING COMPREHENSION

Talk about the titles and pictures.
Does the child have any previous knowledge about the subject?
Ask questions and look for the message, moral and facts in the text.

DECODING READING FLUENCY

Make certain your child has mastered the sounding out technique to make words.
Practice writing the day's words and terms every day.
Compound words should be read as separate words while learning.
It is important to increase the amount reading every year.

VOCABULARY

Talk about the meaning of new words and talk about how they are used.
Use references from internet and books.

READING COMPREHENSION

Read to learn: *What should I be looking for in a text? What should I learn from the text?* (The message, moral and important information)
Tell, in own words, what the text is about, ask questions and take note of information.
Inspire your child to employ own knowledge and experience to understand the content of a text: *What do I think about this? What does it remind me of?*