

Buckland School

Reading Year 0-2

Parent information session

How to help my child

How we teach reading

What happens to your child's brain when they read

Brain activity

Reading is a complex process

Your brain when you **read** is full of stimuli, as this activity provides a lot of benefits in the short and long term. For instance, it reduces stress, improves sleep quality, increases **your** vocabulary and memory, and it even leads to greater intelligence.



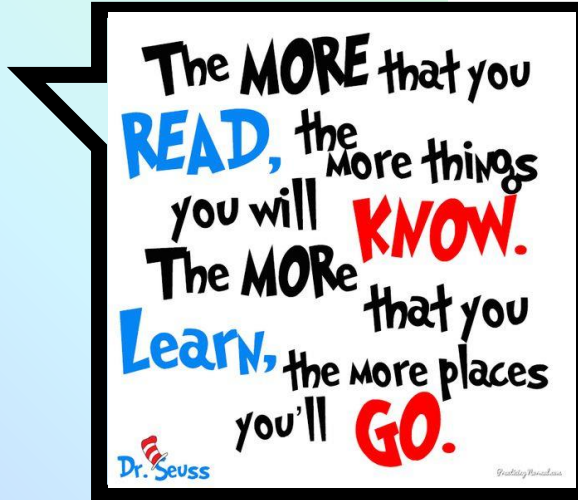
Phonological awareness

Word recognition

Creating meaning and understanding

Grammar, nouns & verbs

Memory, learning & emotion



Early Reading behaviours:

- 1-1 matching
- Direction
- Return sweep
- First and last
- Capital letters
- Letters and words

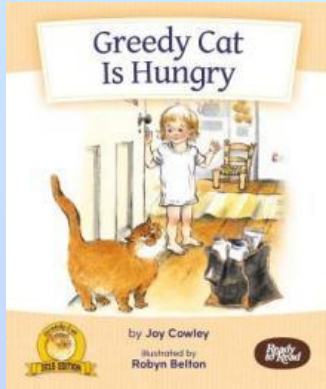
High Frequency Words:

I am to is a
and the in go
up we me
look can my

Alphabet knowledge
letters, sounds, shapes, formations

Reading at School

Guided Reading and Shared Reading



- Books tell a story or information
- Beginning, middle, end
- Matching 1-1
- Letters, words, sentences
- Punctuation
- Fluency, expression
- Concepts about print
- Reading to, with, by



Balanced Reading Approach

Multiple ways to solve words

Integrate all sources of information

Cross checking, searching further

Decoding - Phonics

Letter, sounds, chunks, syllables

Meaning - Comprehension

Thinking critically, how to make meaning, inference



Prompt “try that again”

**Using all
sources of
information**



Visual cues
“Does it look
right?”

Structure
Grammar
“Does it sound
right?”

Sense and
meaning
“Does it make
sense?”

“ Words, words, words...

Oral language

- Talking to your children
- Talking with your children
- Letting your children talk
- Modelling correct sentences

Vocabulary

- Don't shy away from the big words
- Talk about the vocabulary in stories
- Talk about the world, what they see

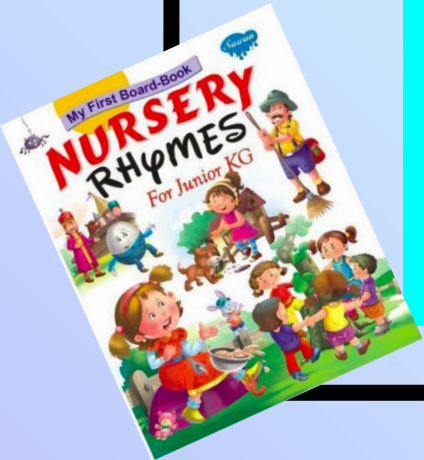
“ Oral Language - why it is important?

Oral language underpins all literacy, if children can speak and listen well, they will be more successful at reading.

Talk and listen to your child every day. Make time for talk. Ask and answer questions. Talk about everyday experiences and events. Look at your child when speaking to them.

Sing, say rhymes, jokes, stories etc... to develop and enrich their vocabulary and help them to notice patterns in speech. Eg: rhyme and alliteration.

Model clear speech and correct your child if they pronounce words incorrectly, eg: “somethink, den they, dis morning...”
“ We say.....”



How to help your child

Set up for success:

- **Read** to your child/children
- Make time, find a good space, make it enjoyable.
- Let the kids hold the book.
- **Talk** about the story, ideas, characters, pictures
- **Praise** their ideas, attempts, success.
- **Be patient**, count to 10 before you say anything
- Be **positive**.
- Use big words, explain the vocabulary.
- Practice retelling the story
- Share the reading if necessary
- Celebrate all their successes

Achievement Levels

By the end of Year 1 Green level 12 13 14

- Understand what they are reading about
- Know many high frequency words
- Decode many words
- Talk about stories they have read
- Monitor their own reading
- Make connections

By the end of Year 2 Turquoise level 17 18

- Make predictions
- Summarize
- Think critically
- Explore new language
- Comprehension strategies

At NZC level 4	End of year 8										
Early NZC level 4	End of year 7										
At NZC level 3	End of year 6										
Early NZC level 3	End of year 5										
At NZC level 2	End of year 4										
Early NZC level 2	End of year 3										
At NZC level 1	Gold 8.0-8.3 level 21,22										
	Purple 7.6-7.9 level 19,20										
	Turquoise 7.0-7.3 level 17,18										
	Orange 6.6-6.9 level 15,16										
	Green 6.0-6.4 level 12,13,14										
	Blue 5.9-5.11 level 9,10,11										
	Yellow 5.6-5.8 level 6,7, 8										
	Red 5.3-5.5 Level 3, 4, 5										
	Magenta 5.1-5.2										
Time at school		1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years		

Home Reading Guidelines



Titipounamu

- Children have their book bags at school everyday
- Parents read with their children every night or morning - and sign reading log
- Children at early levels learn their alphabet sounds and basic sight words
- That all children come to reading ready to learn



Ruru

- Children have their book bags at school everyday
- Parents read with their children every day, if they can, and it is a positive experience for you and your child.
- Children at early levels(1-8) learn their basic sight words
- That all children come to reading ready to learn.



Piwakawaka

- Children have their book bags at school everyday
- Parents read with their children every night or morning - and sign reading log
- Children at early levels learn their basic sight words
- That all children come to reading ready to learn



Reminders:

Read to your children often, regularly, a range of books, print, digital platforms, poems, newspapers, signs, cards, magazines.

Read, read, read, read!!

If your child is struggling

Read to your child



See your child's teacher



Take turns to read - I read you read



Take a break



Choose a different time to read



Read the book to your child and let the teacher know



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Any Questions?

Thanks