

Tips for Reading with your Child

- 1. Phonemic Awareness** is the first step of reading. Phonemic awareness is hearing all the different parts of words. In order for students to become great readers, they need to be able to hear and break apart words.
 - **Rhyme** – have child practice rhyming with you
 - **Segmenting** – have child break apart different words out loud (i.e. say the sounds in cat, child says /c//a//t/, say the sounds in shout, child says /sh//ou//t/)
 - **Identifying Sounds** - ask your child what sound they hear at the beginning, middle, or end of a word (i.e. What do you hear at the end of hat? /t/, What do you hear in the middle of ten? /e/)
- 2. Word attack strategies-** In order for students to become great readers, they need to know how to break apart unfamiliar words! When you are reading with your child, don't just tell them the word that they don't know. Instead...
 - Have them sound the word out loud sound-by-sound to you. This usually helps students blend a simple word back together. (i.e. hat, say it out loud: /h//a//t/)
 - Help the student blend the word. In the initial stages of reading, blending 4 or 5 letter words can be difficult. If the student comes across the word “plop” help them sound it out. If they say “pop”, point to the “l” and ask them to blend it. If they can't do it, say it should sound like “pl”. Then, see if they can blend it. If not, help the student blend it, /pl//o//p/.
 - If the student missed a letter in the word, simply point to that missed letter and say “try again”. They should then be able to self-correct and fix the word.
 - Help them identify phonograms in words! In the initial stages of reading bigger words, students don't always get how the phonograms come into play. You can point to the phonogram in the word or write the word on a piece of paper and underline the two letter phonogram. This really helps them start looking for the phonograms! (i.e. hurt – point out “ur of nurse” or feed – point out “ee”)
 - Help students identify prefixes and suffixes – often the words are not as complicated as they appear to the students. I often tell kids to cover up the ending (such as ed, ing, or –s) or the beginning (disturb- cover -dis, uncover-cover -un). It is way easier to figure out the base word if there is no suffix or prefix attached. Then, once the child has the base word, have them add back on! (i.e. jumped – cover -ed, What is the base word? Jump. Now add –ed. What do you get? Jumped.)
 - Help students chunk the word – Often a multi-syllable word can be difficult for a child to sound out. Cover the back syllables and sound it out with them syllable by syllable. It is then much easier to put back together. (i.e. unsuspecting – let's get the first part /un/, the next part /sus/, let's put it together, /un//sus/, next part /pect/, what is it so far? /un//sus//pect/, now we just have to add /ing/, what is the word? /un//sus//pect//ing/. Unsuspecting!)
- 3. Read, read, read, and read!!!** Even if you have read a book once, have the child go back and re-read the book. It will be much easier for the child and help build their confidence! Plus, it helps them practice the skills they just used (such as breaking the word apart, covering endings, sounding by syllables, etc.). Good readers read books multiple times! ☺