

- One of the main cues early readers use is the picture– please don't cover these up. When a child looks at the picture, he/she is using meaning as a clue to work out the unknown word. As children grow as reader, they rely less on pictures and use other more sophisticated strategies to work out unknown words. (known as decoding)

**Other strategies they could use are :**

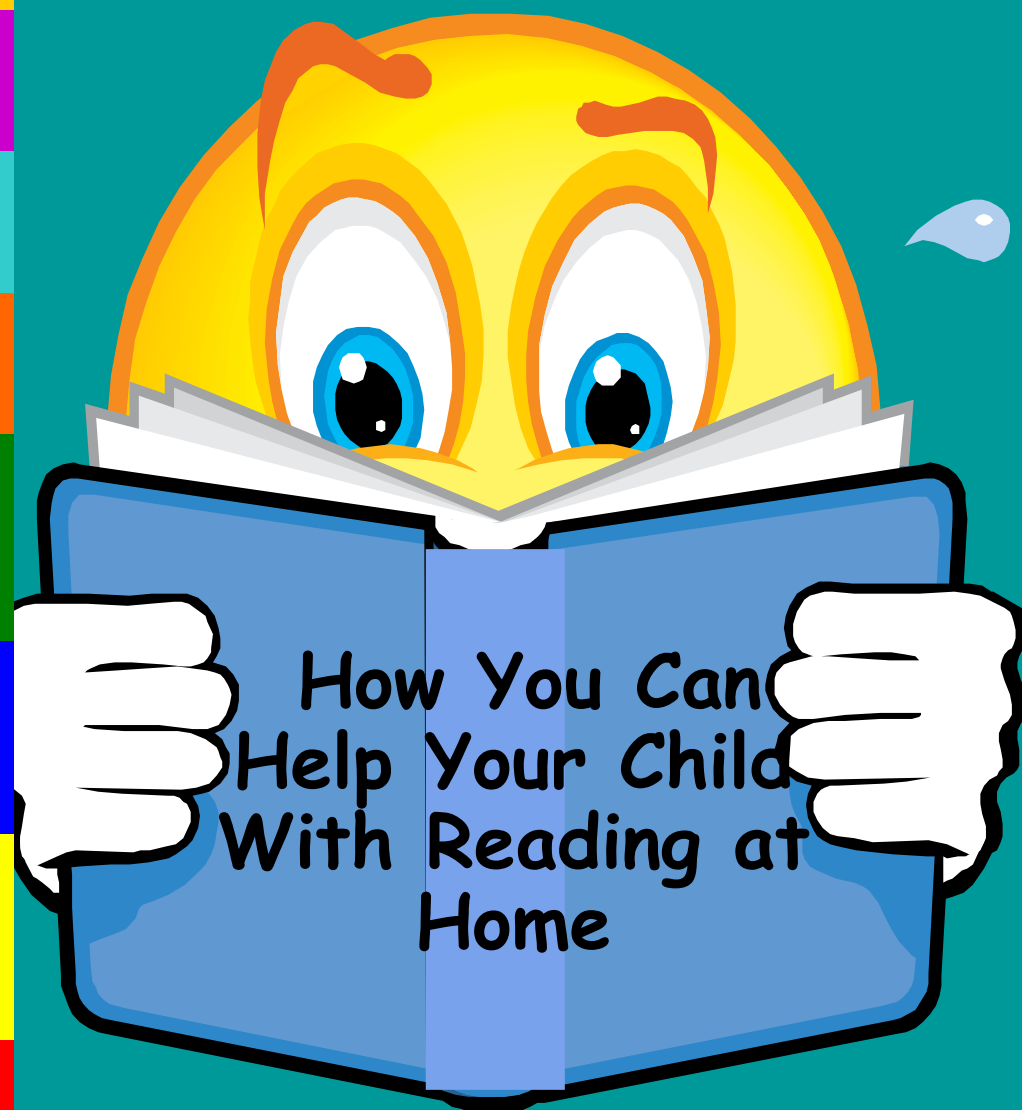
- Run your finger under the word and say it slowly, stretch it out.
- Go back to the beginning of the sentence and get your mouth ready for the first sound - this usually works- the word pops out like magic.
- Skip the word and read on.

**You could also ask:**

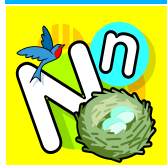
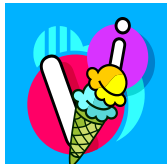
- “What word would make sense there?”

Most important, focus on what your child is doing well and attempting to do. Remain loving and supportive. When your child is having difficulty and trying to work out tricky words, comments such as the following are suggested:

- “Well done! like the way you tried to work that out.”
- “That was a good try. Yes, that word would make sense there.”
- “I like the way you looked at the picture to help yourself.”
- “I like the way you went back to the beginning of the sentence and tried that again. That’s what good readers do.”
- “How did you work that word out? That was tricky.
- That didn't sound quite right, can you go back and read it again?”



# Reading at home



The aim of this little booklet is to help you support your child with reading at home. Take ten to fifteen minutes a day to read with and to your child. Reading should be an enjoyable and rewarding experience for both of you.

Your child will bring a reading book home in his/her blue book bag Monday to Thursday. The book will be one that your child has already read in class with the teacher. As well as a book, there will be a word folder with words to learn at the same reading level as the reading book.

Please keep reading books in your child's book bag; it keeps our books clean and safe. If book bags are not returned to school each day, or are returned empty, then a new book cannot be sent home until the previous day's book is returned.

Books that have been read with the teacher are then put into your child's book box for independent reading during class time.



## Monitoring Reading—Running Records

Your child's teacher will monitor his/her progress very closely. Running records, the recording of children's behaviour when reading, are an accurate and excellent assessment and diagnostic tool to monitor reading progress.



## Ways to Help Your Child with Reading at Home

### Setting the Atmosphere

- Help your child find a quiet, comfortable place to read where you won't be disturbed.
- Create the expectation that this is a special fun time for you both.
- If you have time, read aloud to your child to set the scene.
- Ask your child to tell you about the reading he/she brought home. "What was the best part?" Did he/she learn anything new from the book?
- After reading, discuss the book and ask some questions about the book where an answer is not in the book but inferred.

### Responding to Errors in Reading

To produce independent readers who monitor and correct themselves as they read, the following prompts are recommended.

- Give your child wait time of 5 to 10 seconds. See what he / she attempts to do to help himself.
- Go back to the beginning and try again.

# Early Reading Stage Levels 3 - 14

## Reading Behaviours

Once your child is at yellow level, they no longer need to point to the words. Encourage your child to read with his eyes not his/her finger.

Being able to retell a story and to answer questions about the story are very important at this stage. Some children become very good at decoding words, but do not understand what they are reading. Discussing the book when you are reading with your child is an excellent way to foster understanding and comprehension. Remember to keep reading a fun time.

# Fluency Reading Stage Levels 15 - 24

## Fluency

Good readers read quickly. They use expression and correct phrasing. Reading sounds like talking. Reading books with direct speech or plays are excellent ways to make reading sound interesting.

## Comprehension

Reading shifts focus once children are at the fluency stage of reading. They are no longer learning how to read but reading to get information from books.



# Reading levels explained

New Zealand reading books are levelled according to colour and number. Books start at Magenta, (Level 1) and go up to Silver, (Level 24). To make it easier, the reading levels have been organized into three groups; Emergent, Early and Fluency.

## Emergent

Levels 1 & 2 (magenta)

## Early

Level 3-14 (red to green)

## Fluency

Levels 15 + (orange to silver)

Most reading books have a colour wheel or chart on the back cover to indicate the book level. To make it easier, some books are the same colour as the reading level of the book.



24	Silver
23	Silver
22	Gold
21	Gold
20	Purple
19	Purple
18	Turquoise
17	Turquoise
16	Orange
15	Orange
14	Green
13	Green
12	Green
11	Blue
10	Blue
9	Blue
8	Yellow
7	Yellow
6	Yellow
5	Red
4	Red
3	Red
2	Magenta
1	Magenta



## Our School and National Standard expectations

	26	
	24	
	23	
National Standard Expectations for after 3 years at school	22	Yellow
	21	Yellow
Pigeon Mountain Expectations for 7.6 year olds.	20	Magenta
	19	Magenta
National Standard Expectations for after 2 years at school	18	Cyan
	17	Cyan
Pigeon Mountain Expectations for after 60 weeks at school - 18 months	16	Orange
	15	Orange
	14	Green
	13	Green
National Standard Expectations for after 1 year (40 weeks) at school	12	Green
	11	Blue
	10	Blue
Pigeon Mountain Expectations for after 30 weeks at school	9	Blue
	8	Yellow
	7	Yellow
Pigeon Mountain Expectations for after 20 weeks at school	6	Yellow
	5	Red
	4	Red
Pigeon Mountain Expectations for after 10 weeks at school	3	Red
	2	Magenta
	1	Magenta

## First Stages of Learning - Levels 1 & 2 (Emergent)



### Memory for Text

In the early stages of reading, it is usual for children to memorize texts. This is an important stage of reading. Children are learning about books and book language structures.

### Pictures

Please don't cover up pictures. Pictures are very important in the early reading levels. They give the story meaning and assist with problems solving tricky words.

### Early Reading Behaviours

Children need to know where to start and in which direction to read. Pointing to the words in the early stages is also important and helps establish early reading behaviours.

Once your child has developed a reading vocabulary of 10 –20 words, (often referred to as basic or high frequency words) and has most of early reading strategies in place he/she is ready to go up to Level 3 (Red).