

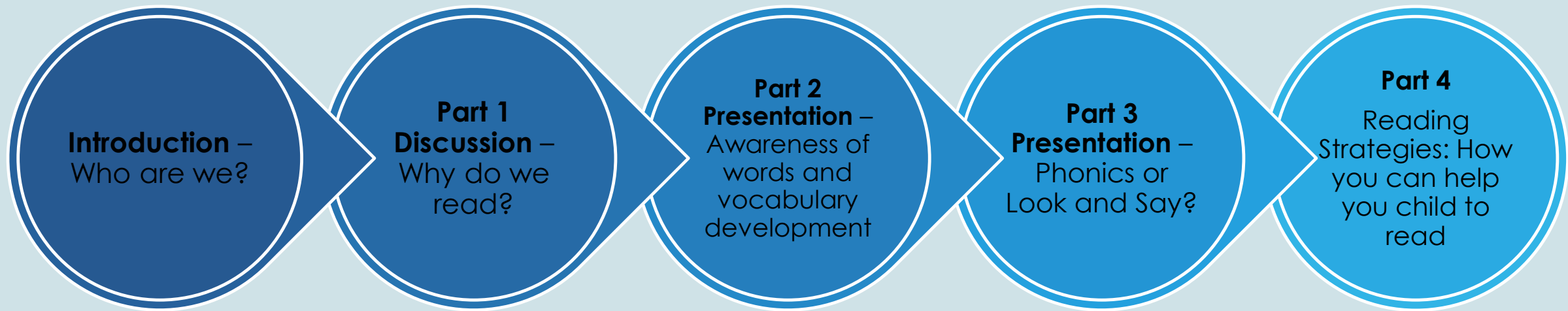
Learning to Read & Reading Strategies



Literacy Support Team
St Nicholas College



Contents



Programmes / Services provided by the National Literacy Agency





Aqra Miegħi
Read With Me

Aqra Miegħi Read With Me



- **For Whom**: Children (0 -3 years) + Parents / Carers
- **Language/s**: Maltese and English
- **Where**: Various Centres around Malta and Gozo
- **To Check**: Facebook (National Literacy Agency)
- **To Book**: phone 2598 2990 or email aqra.storja@ilearn.edu.mt





Seher l-Istejjer The Magic of Stories



- **For Whom:** Children (4 -7 years) + Parents / Carers
- **Language/s:** Maltese and English
- **Where:** Various Centres around Malta and Gozo
- **To Check:** Facebook (National Literacy Agency)
- **To Book:** phone 2598 2990 or email aqra.storja@ilearn.edu.mt

SEHER L-ISTEJJER
The Magic of Stories

Qari bil-Malti ghat-tfal minn
4 sa 7 snin flimkien
mal-ġenituri/kuraturi
It-Tlieta, 23/10/2018

Il-Mosta
Fil-Librerija Pubblika
It-Tlieta
16:00-17:00

L-Imgarr, Malta
Il-Kunsill Lokali
It-Tlieta
16:30-17:30

Hal Safi
Il-Kunsill Lokali
It-Tlieta
18:00-19:00



Ambaxxaturi tal-Qari Reading Ambassadors



- **For Whom**: Children at primary schools/
Summer schools
- **Language/s**: Maltese or English





Xalata tal-Kitba



- **For Whom**: Children (7 -11 years) + Parents / Carers
- **Language/s**: Maltese or English
- **Where**: Various places of interest (Heritage Matla)
- **To Check**: Facebook (National Literacy Agency)
- **To Book**: phone 2598 3318 or email suzanne.balzan@ilearn.edu.mt

Family Writing Activity!

The National Literacy Agency (NLA) is organising a Family Writing Activity for children aged 7 to 12 years at the Tarxien Temples. This is a unique opportunity for parents/caregivers to participate in an educational experience within this Prehistoric site.

During this activity families will:

- participate in a writing on-site activity and guided tour of Tarxien Temples,
- write together as a family in a fun and relaxed setting,
- create positive experiences of writing in conjunction to Prehistoric Malta,
- link writing to everyday activities and,
- parents/caregivers will be given examples of writing strategies they can implement with their children.

| | |
|--------|--|
| DATE: | Saturday 28 th October 2017 |
| TIME: | 16:00 – 17:30 |
| VENUE: | Tarxien Temples |

Although there is no fee for this activity, families are requested to apply by **Monday 23rd October 2017** by calling Ms Suzanne Balzan on 2598 3318 or suzanne.balzan@ilearn.edu.mt

You can also reserve a place through the Facebook page, **Xalati ta' Kitba** or online through the Agency website, <https://education.gov.mt/en/nationalliteracyagency>

Kindly specify if you prefer to attend the activity in Maltese or English.

This information will be used for administrative purposes according to the Data Protection Act 2001, the Education Act and any other similar legislation one can request copies of.



We read to...

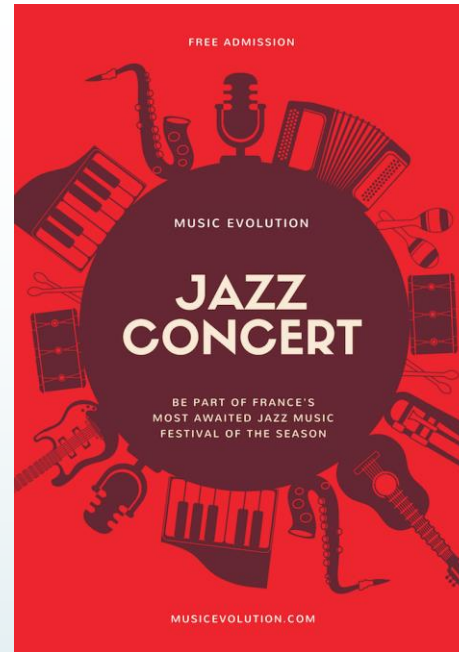
- ✓ To enjoy ourselves and relax.
- ✓ To discover/learn new places/things.
- ✓ To increase our vocabulary.
- ✓ To learn from others' experiences.
- ✓ To acquire information – Weather reports – Newspaper articles – Nutritional Values on products.
- ✓ To be able to do things – Recipes – Manuals – Instructions.



Is reading limited only to books?



Traffic signs



Posters



Cereal boxes

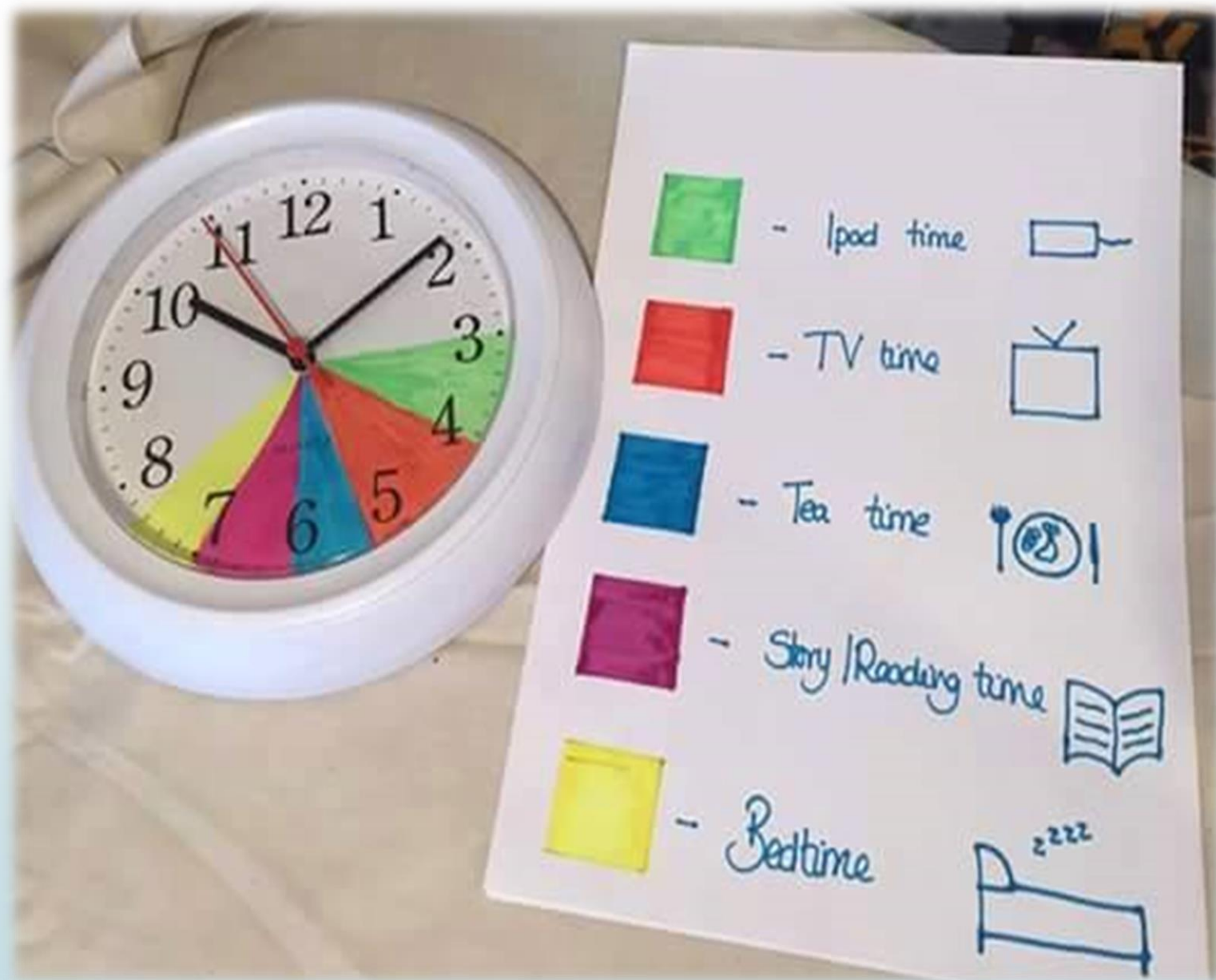


Billboards

Can we find the time
to read?

HOW?

Discuss



Presentation





Foundation of Success:

Building awareness to words

- People often think that reading begins with learning to sound out letters. But most young kids are **getting ready to read long before they understand that letters stand for sounds**. Reading actually starts with kids tuning in to the sounds of spoken words.
- Reading a nursery rhyme or rhyming story with kids, helps build the skill. So do rhyming songs, chants, and word and movement games.

Rhyme Recognition

Direct modelling

tfuħ - ruħ

zija – mija

Lara – ġamm

Children are presented other word pairs and asked if the two words sound the same or sound different.



Rhyme Recognition

- ★ You can then present three pictures and ask the child to select and say the two that rhyme.

nar



kelb



dar



Rhyme Recognition

- ★ **Odd Word Out:** Four words, three of which rhyme, are presented by the teacher. The child determines which word is the odd one that doesn't belong with the others.

dar

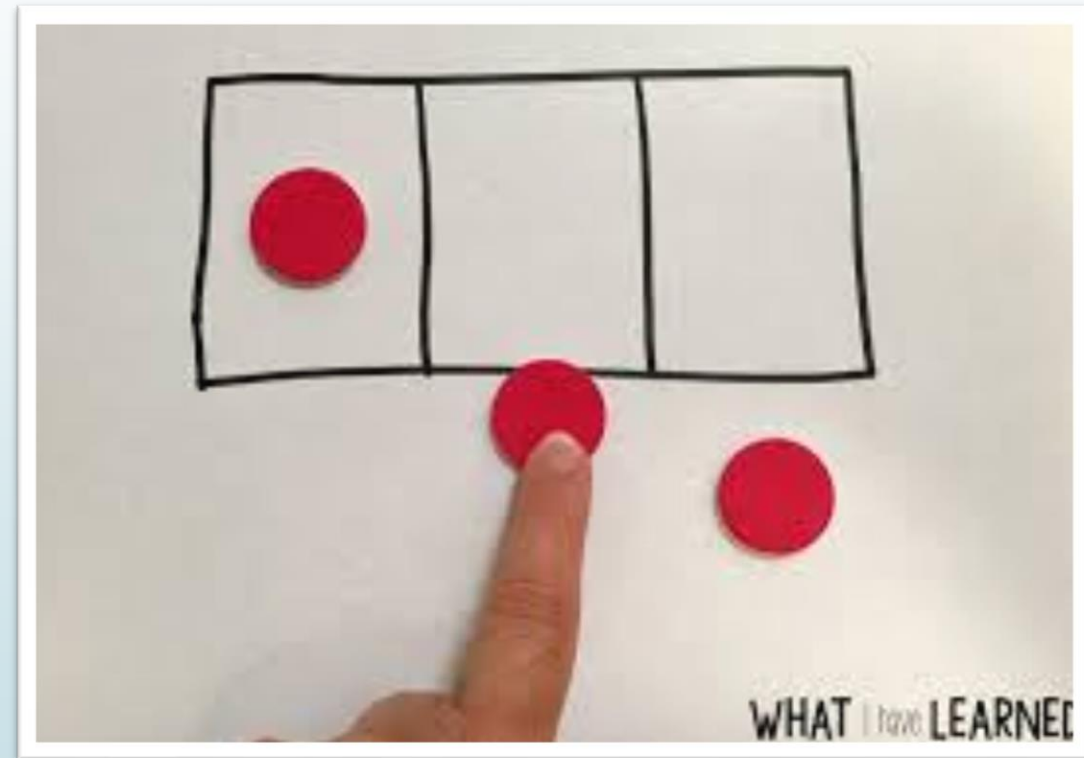
mar

borma

tar

Word, syllable, and phoneme counting

A big book.

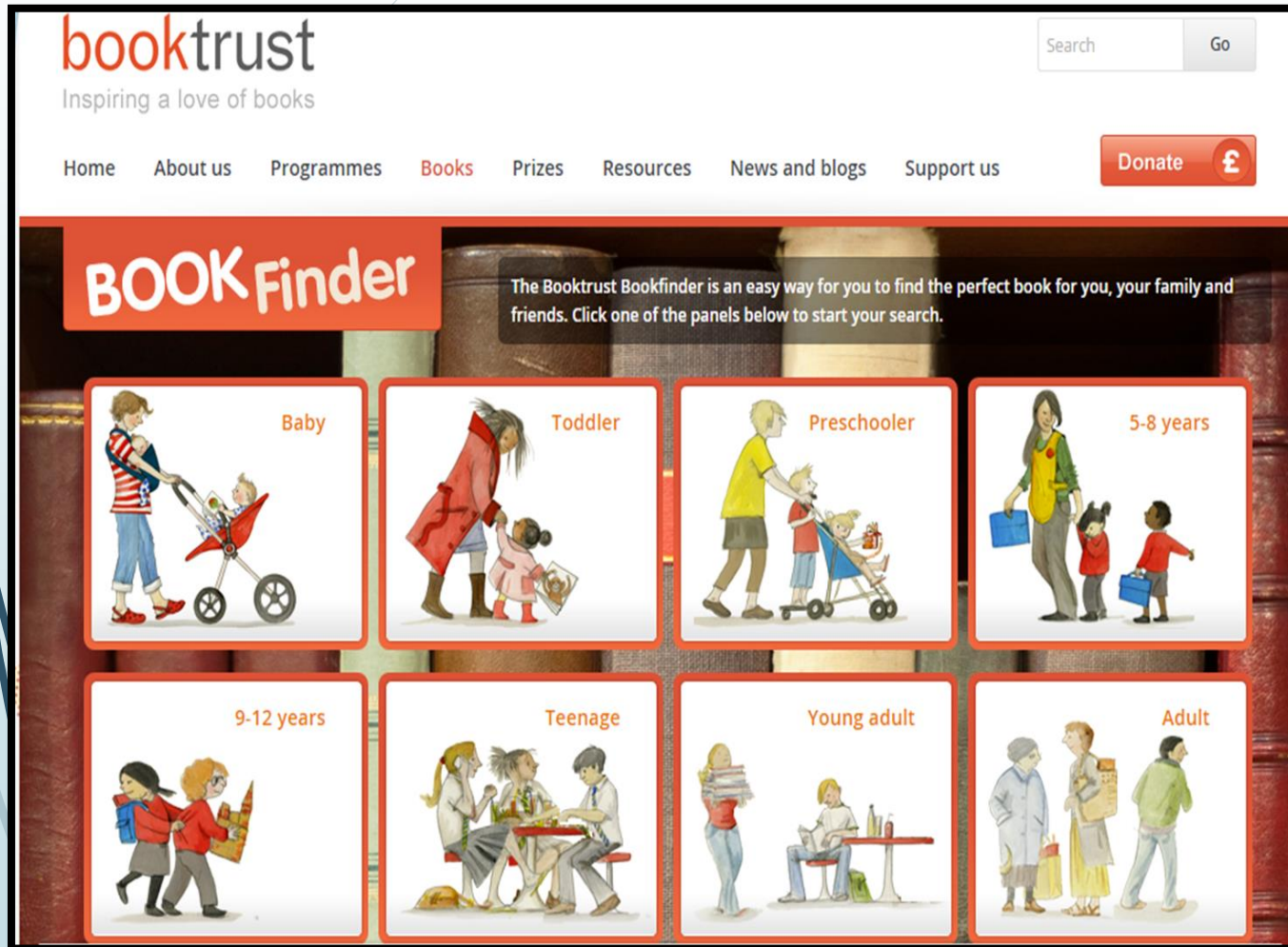


Vocabulary Development

❑ Vocabulary is a set of familiar words within a person's language.

- ★ Reading a wide variety of books is highly correlated with vocabulary size.
- ★ A child needs to encounter a word 12 or more times before s/he is able to know it and understand it.
- ★ Repeated readings can help young children's vocabulary growth.
- ★ Reading aloud to your child.

Choosing Books



Storyline Online

<https://www.storylineonline.net/>

Oxford Reading Owl

<https://www.oxfordowl.co.uk/>

Choose a **JUST RIGHT** Book

1

Choose a book that makes you want to read!

2

Use the **5 Finger Rule**:

- Read one page.
- Hold up a finger for each word you can't figure out.

3



5 or more
fingers up



1, 2, 3, or 4
fingers up

OR

Still need a
Just Right Book

Just Right!
I'm off to read . . .

Different Types of Reading

- Read Aloud
- Paired
- Independent



Shared Reading

* Find out about the book

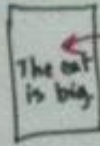


→ look at the
book/pictures



→ look for
clues about
the story

* Read the book

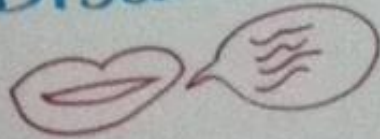


teacher reads
the story

the

Read the
words with
the teacher

* Discuss the book



- talk about the story
- share what ideas you
have about the story

* Revisit the book



Read the story
AGAIN!



After Reading With Your Child

When You Think You're Done,
You've Just Begun!

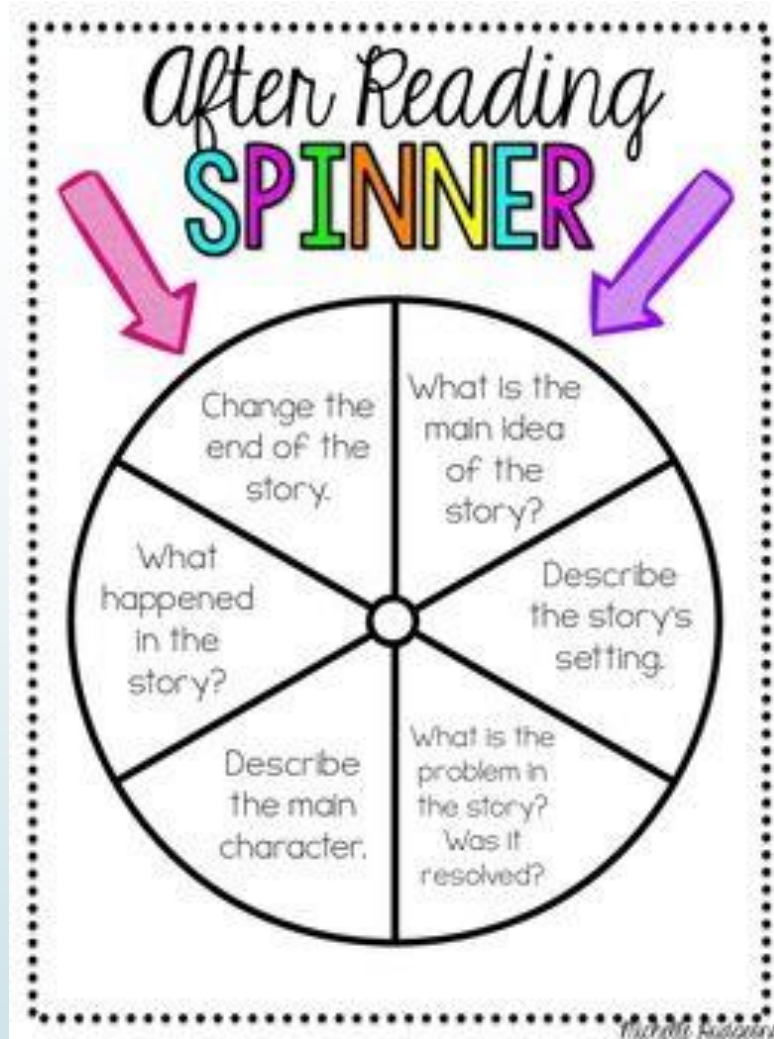
After enjoying a book with your child,
(whether he reads to you, or you read to him)
continue the experience by asking:

- * How did the story make you feel?
- * What did you like or dislike about the story?
- * Does the story remind you of any other story?
- * What were you wondering as you read?
- * Does this book make you think of anything else you've read?
- * What was your favorite part?
- * Were there any parts that surprised you?
- * What are you going to read next?

•Adapted from Johnson and Keier,
"Catching Readers Before They Fall"



Retell



Discuss

Act out





Decoding the Words

- ➡ Once children can notice, understand, and work with single sounds in words, they're ready for the next step in reading: decoding. It's a skill that involves pairing sounds with the letters that make them.

Different Strategies for Decoding

- Look and Say Method
- Phonics Programme

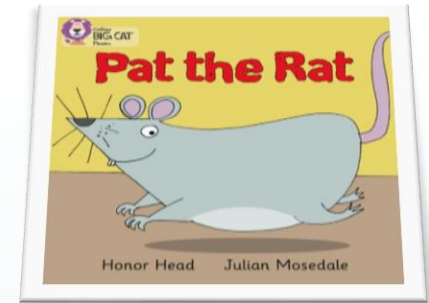


Look and Say Method

- ▶ The look and say method teaches children to read words as whole units, rather than breaking the word down into individual letters or groups of letters.
- ▶ New words are gradually introduced to the child by letting him see the word, hear the word and see a picture or a sentence referring to the word.
- ▶ Flashcards and pictures are shown repetitively to the child until he memorises the pattern of the word.



What is Phonics?



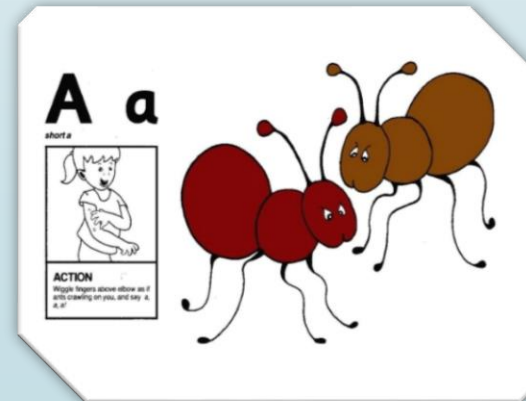
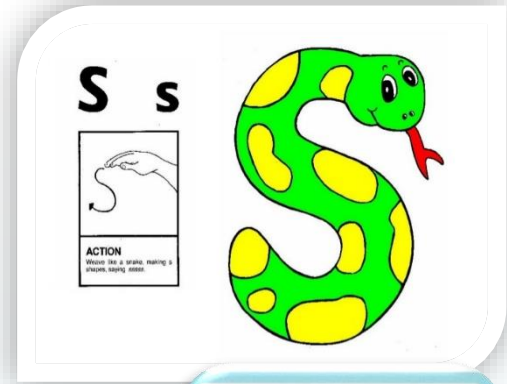
- ➡ It is another skill that schools use to start children off to read.
- ➡ Different phonic programmes exist and your school chose the Big Cat Scheme.





Big Cat Scheme

- ➡ Letter names and their sounds are taught.
- ➡ The sounds are taught together with the actions.





Big Cat - 42 sounds & actions - 7 Groups

1 s a t i p n

2 ck e o r m d

3 g u l h f b

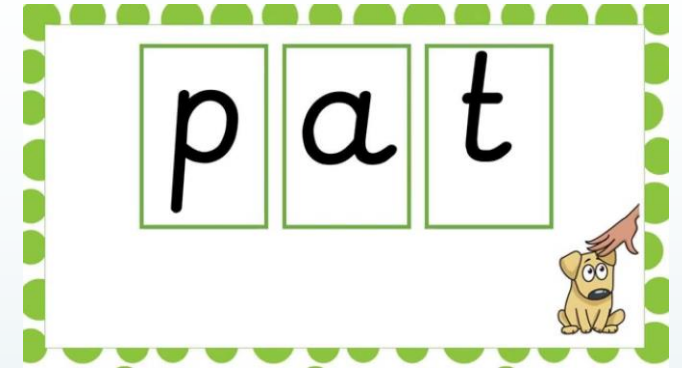
4 ai j oa ee z w

5 oo oo ie v y ch

6 sh th th ng x qu

7 ar er ou oi ue or

- ➡ At the beginning, children sound out each word – /c/ /a/ /t/ - cat.

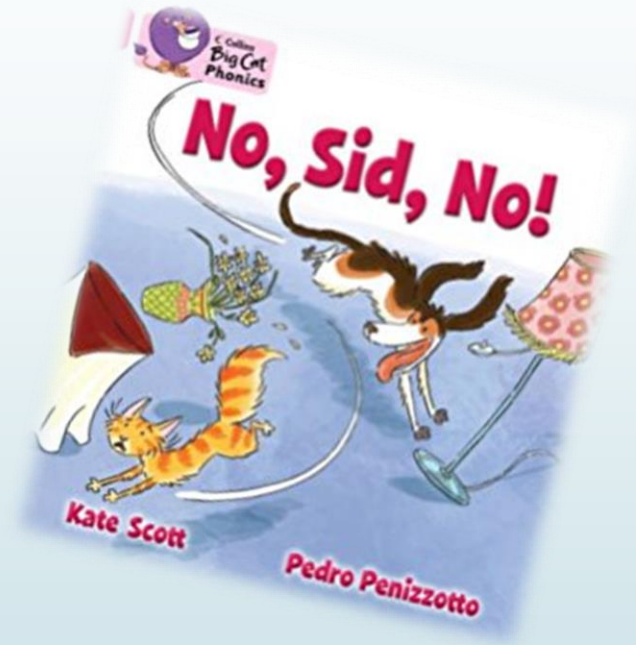
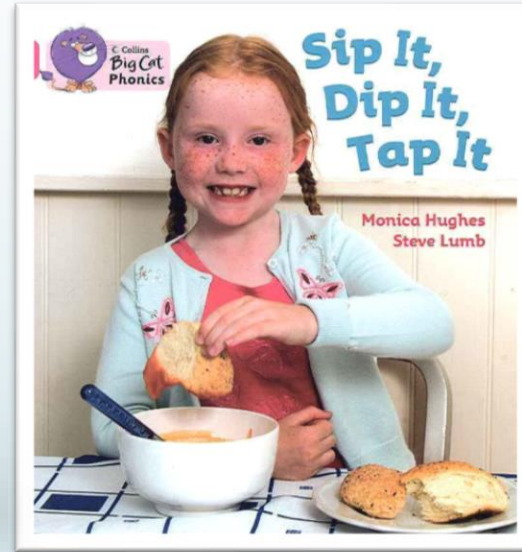
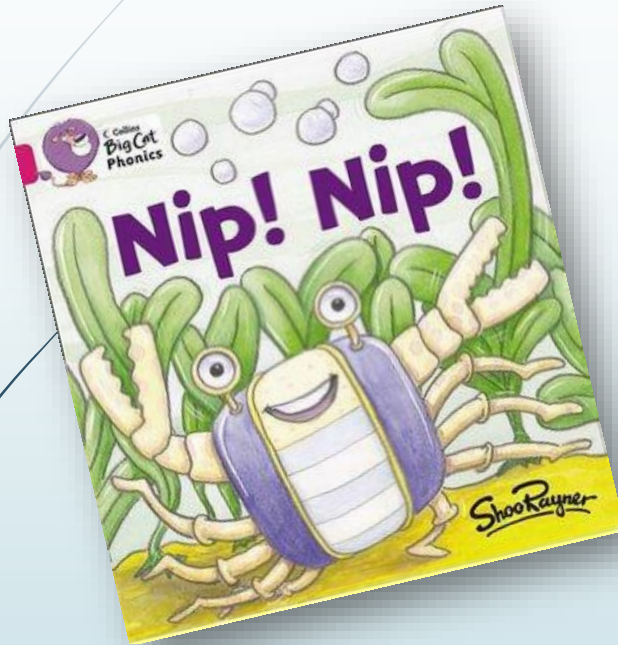


- ➡ Children start to **blend** (join) sounds to form words.



- ➡ Some words are not decodable – tricky/**fast** words – **my, she**.

- After a number of sounds are taught, children are given new books to read.



- Once this skill is grasped, we need to encourage children to read words without breaking them up in individual sounds (Look and Say method is used).

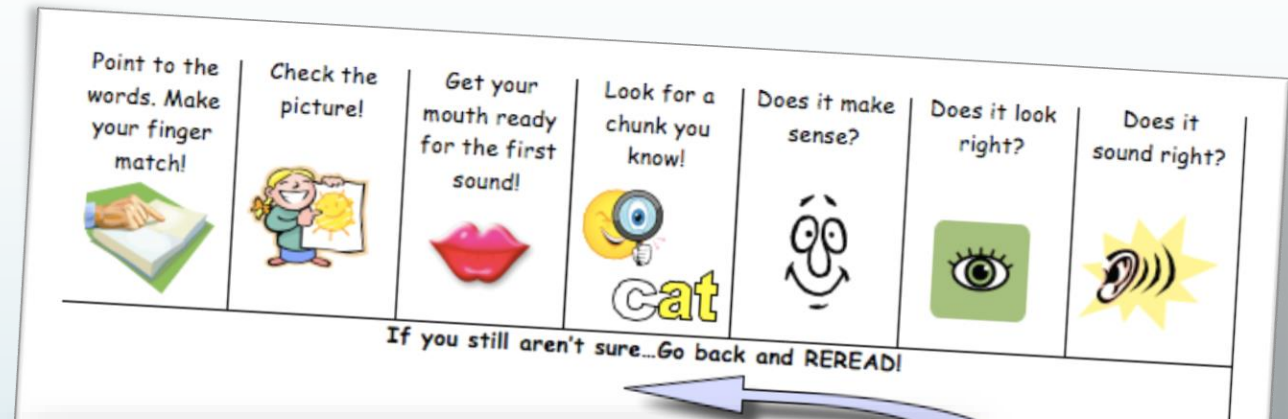
Sounds of the English Phonic Code



PhonicBooks

Sounds of the English Phonic Code

Strategies to decode...



What Good Beginning Readers Do

1. Finger point. 

2. Look for patterns.

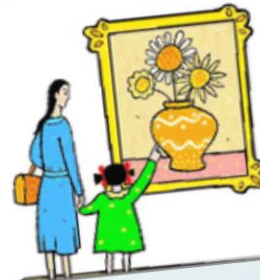
ABABAB



3. Use the first letter.

↓
Apple

4. Look at the pictures.



**Do you remember
the day you got
your first library
card?**



WORKSHOPS



