



DPS Parent reading workshop, 2023

Helping your child with the new Curriculum:
Reading at home

Presented by Dianne Colb DP, Beck Cantlay APC&I, Gaby Walsh ES1 AP

Acknowledgement of Country



Artwork by Suzanna,
a student from Boggabilla Central
School on Gamilaraay Country.



Our learning Intention

I am learning how to support my child when reading at home.



Success Criteria

I will know I have been successful if I:

- ◆ Understand the importance of reading at home
- ◆ Am familiar with how reading is taught in the early years at DPS
 - ◆ Understand the type of texts being used to teach reading
 - ◆ Can use the Decodable Readers' Australia platform

Why should I read with & to my child at home?

-






English new Curriculum

The approach to reading must be:

Systematic, explicit phonics instruction



Indonesian	<i>Approx 33</i>
Portuguese	<i>Approx 37</i>
Greek	<i>Approx 34</i>

So how many sounds are there
in Australian English?

44 sounds of Australian English

Let's hear how phonemic awareness and phonics link with reading:



Advanced Spelling Chart Vowels & Complex Vowels



a  a ant	e  e ea ai elephant head said
i  i y igloo gym	o  o a orange watch
ai  ai ay a_e a ey eigh ea train play cake table grey eight steak	u  u ou o er umbrella touch won teacher
ee  ee ea e_e e y ey ie bee pea athlete me baby key thief	oo  oo ew ue ou u u_e ui o moon drew blue soup flu flute fruit do
ie  ie igh i_e y i pie light bike fly find	ou  ou ow ough cloud cow drought
oa  oa ow o_e o oe ough boat rainbow bone go toe dough	er  er ir ur germs bird purse
ew  ew ue u_e u news barbecue cube pupil	ar  ar a al star grass half
oi  oi oy coin toy	or  or aw ore oor ough au a ar augh fork claw score door thought sauce ball warm caught
oo  oo u oul book push should	air  air are ear ere chair square pear there
	ear  ear eer ere ear deer here

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Advanced Spelling Chart Consonants & Digraphs



b  b bb ball ribbon	n  n nn kn gn nest bunny knife gnome
c  c k ck ch cat kite sack mechanic	p  p pp pig happy
d  d dd ed dog ladder rained	r  r rr wr robot carrot write
f  f ff ph gh frog whiff dolphin laugh	s  s ss c se ce st sun kiss circus house voice castle
g  g gg gh gum egg yoghurt	t  t tt ed bt tin kitten slipped debt
h  h wh hand who	v  v ve van dove
j  j g dge ge jug gem fridge whinge	w  w wh web whale
l  l ll le lollipop shell apple	y  y yo-yo
m  m mm mb mouse hammer comb	z  z zz s se ze zebra sizzle flies cheese snooze
	x  x box
	qu  qu queen
	ng  ng n ring pink
	ch  ch tch chicken catch
	sh  sh ch ti ci shoe chef station magician
	th  th unvoiced thumb
	th  th voiced feather
	s  s ge si treasure collage vision


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K-2 Phonics sequence

DPS follows the DoE's
phonics scope & sequence K-2

s	a	t	p	i	n	m	d	g	o	c	k	ck	e	u	r	h	b
f/ff	l/ll	ss	z/zz	sh	ch	th	th	ng	y	-y	j	v	ve	w	wh	x	q/qu
i_e	a_e	o_e	u_e	oi	oy	ou	ow	oa	ow	ai	ay	ee	ea	e	oo	ew	a_e*
ai*	ay*	a	ey	ea	e_e*	ea*	ee*	e*	ey	-y	i_e*	ie	i	-y*	igh	o_e*	oa*
ow*	o	oe	ar	a	or	ore	oor	aw	u_e*	ue	oo*	ew*	ough	oe	ou*	ow*	ea
oy*	oi*	er	ir	ur	or	ear	u	oo	oul	er	ar	or	j*	g	ge	dge	tch
air	are	ear	ough	ar	al	kn	gn	sh*	ch	ear	eer	In year 2 we consolidate and move into morphology and complete the extended code					

These are all the graphemes that represent the long a phoneme

ai 

ai		train
ay		play
a_e		cake
a		table
ey		grey
eigh		eight
ea		steak

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What is blending?



Episode 1: 10 Multisensory Blending Activities For Beginner Readers

These 10 activities can add an element of fun and engagement to the practising of blending sounds to read words. The ultimate goal is to develop confident readers that can orthographically map words. Try some of these blending activities at word level for extra practise!

Blending is the process of putting together individual sounds within a word to say the word aloud.

Look at the word.

sat

Identify the sounds.



Blend the sounds together.

/s/ → /a/ → /t/

Say the word.

sat

Blending Practice

'It's your turn!'

gan



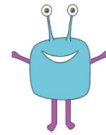
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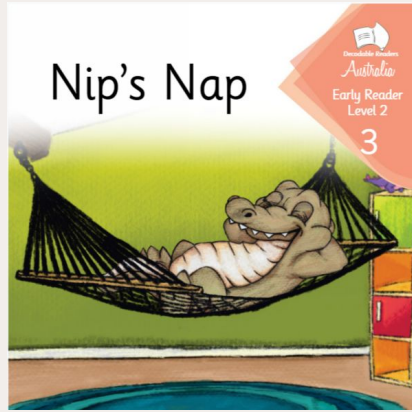
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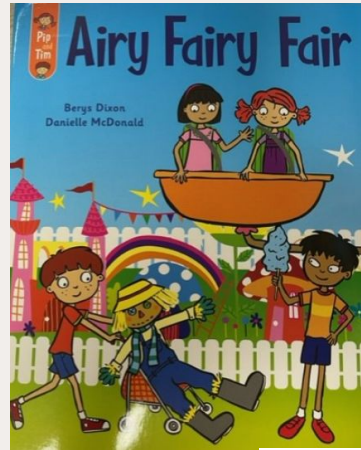
clain



Decodable Texts



A pit. Min is in the pit.
Nat is in the pit.
Min and Nat fit.
Min and Nat sit in the pit.
Sap is in the pit.
Min and Nat sat in sap!



Harvey owns a big yellow boat. Every summer, he takes the boat on a trip to the coast. This time, he wants to bring his friends, Layla and Joe, with him. There is just one problem, Layla can not swim! Layla must be able to swim if she wants to go on the boat.

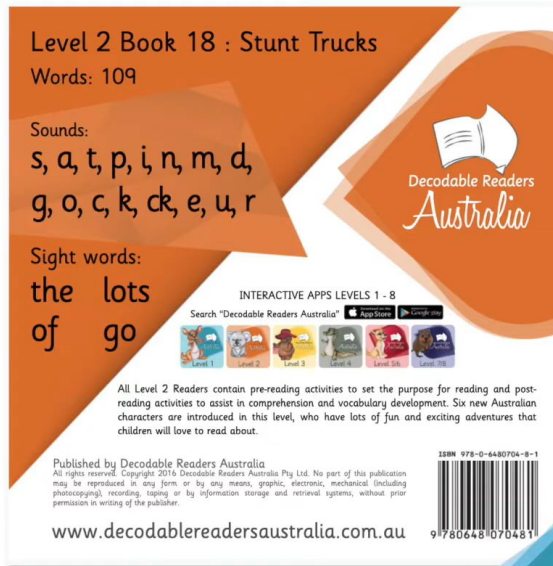
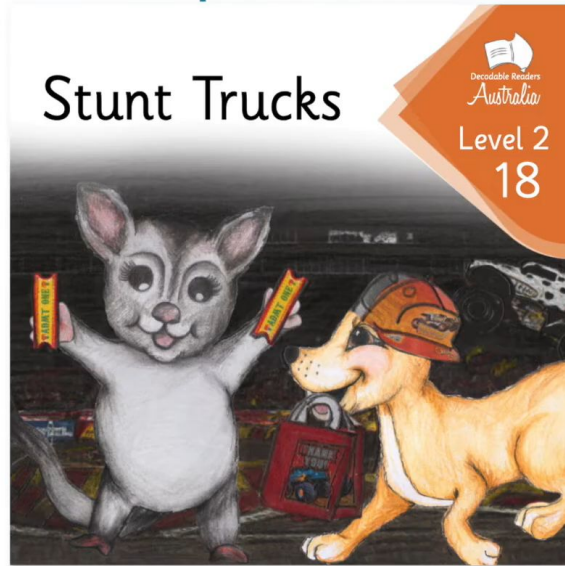
Layla started swim lessons to grow her skills. She even got a swim coach to teach her. She started slow, but Joe helped her get better. After four weeks of lessons, Layla could swim! Now she could paddle, kick, and float all by herself.

Layla showed Harvey her skills. Harvey was thrilled! The next day, Harvey and Layla and Joe set sail to the coast.



Decodable Texts

Sample Decodable Reader Level 2



What to do if your child gets stuck!

What to do if I get stuck...



Look closely at the word



Put your finger under the word



Slide your finger



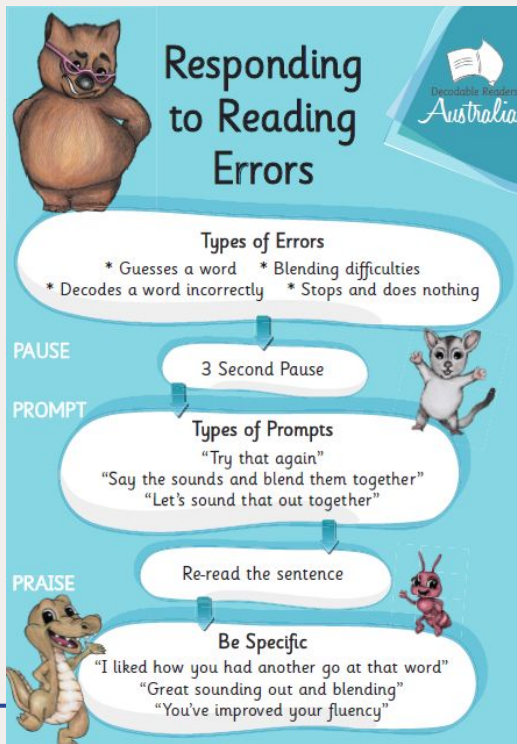
Blend the sounds out loud



Ask yourself 'Did that make sense?'



Re-read the sentence



Fluency

Frees up their attention to focus on the meaning of the text



Expression and volume: the sound of the reading. This includes using intonation and phrasing when reading that is reflective of the author's purpose and meaning.

Rhythm and phrasing: reading words in phrase groups. The text is read by linking phrases as well as responding to punctuation with intonation and pausing.

Accuracy and smoothness: the reading of words correctly in an easily pronounced way with minimal hesitation.

Automaticity and pace: the reading of words automatically and effortlessly at a rate that matches the text. It is reading at a pace that is consistent to carry a message and that the listener can understand.

Adapted from Rasinski, Timothy V, Cheesman Smith, Melissa, (2018) The Megabook of Fluency. Scholastic: USA

WCPM stage guides

Stage	Words correct per minute
1	End of Year 1 – 30 to 90 words End of Year 2 – 70 to 130 words
2	End year 3 – 80 to 140 words End year 4 – 90 to 140 words
3	End year 5 – 100 to 150 words End year 6 – 110 to 160 words

Adapted from Konza (2016), Rasinski & Cheesman Smith (2018)

- *Model reading with fluency every day for students*
- *Give opportunities to read aloud every day*
- *Use a variety of strategies: repeated reading, paired reading, choral reading, continuous reading, reader's theatre, reciting poetry*
- *Monitor and assess reading rates regularly throughout the term - even during learning from home!*
- *Ensure oral reading is an integral part of homework and currently home learning with Wushka.*

Do - Encourage finger pointing to track, or a small piece of cardboard to focus attention

[Fluency \(nsw.gov.au\)](https://www.nsw.gov.au/fluency)

Quality Texts

At DPS, we also have a strong focus on developing student vocabulary, comprehension and background knowledge.

In K-6, we read quality texts focusing on building meaning through deep understanding.

We link writing activities to these quality texts.

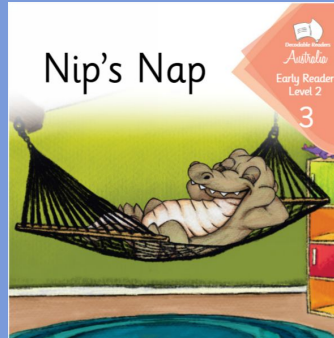
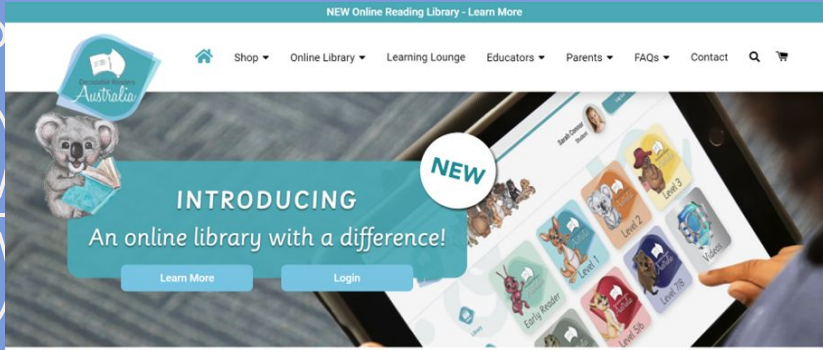


Home Reading: decodable texts

Students learning basic and extended code in phonics will bring home decodable books to practise sounds they are learning in class.

Students have access to DRA (Decodable Readers Australia) online.

Decodable Readers Australia (DRA)









FREE Downloadable PDF Resources

Home Reading: What comes after decodable texts?

All other reading schemes have been newly organised into categories based on their complexity (simple, predictable, moderately complex, complex).



Home Reading: Fluency

READING FLUENCY CHECKLIST	
	
Use this poster to reflect on your fluency performance.	
ACCURACY	
	
Are you decoding words/passages correctly with a few/no mistakes? Are you reading with automaticity?	
PHRASING	
	
Are you putting your words together and paying attention to the phrasing?	
RATE	
	
Is your reading not too slow and not too fast, but just right? Do you read like you talk?	
EXPRESSION	
	
Does your reading sound interesting and exciting? Do you change your voice for dialogue or how a character feels?	
PUNCTUATION	
	
Are you pausing at full stops and commas and raising your voice at exclamation marks and questions marks?	

*We want your child's
reading to sound like they
are talking.*



Home Reading session



1. Book cover: Talk about predictions with looking at illustrations and title
2. Get ready to read: Warm with sounds, word warm up and sight words
3. Start reading: support your child with positive comments as they read, assist if they get stuck using the prompt poster
4. Check for understanding: Talk and ask questions about the story and illustrations.

How you can help at home

- Be confident that your child will learn to read. Give positive messages and involve them in everyday conversations and opportunities to read.
- Read aloud to your child. It helps them to learn about the language of books and will encourage them to enjoy books and reading.
- Read to your child in your home language if your first language is not English.
- Make reading enjoyable and talk about books, magazines and computer stories that you have read together.
- Try not to let television intrude on reading time. Make a special time for reading with your child, away from interruptions.
- Listen to your child read as often as you can, every day if possible, even if only for a short time.
- Give books in print or electronic form as treats and presents.

NSW Student Learning Library

NSW Student learning library

The library contains learning resources for class or home. K-2 English and Mathematics resources are available with K-10 to be released over the next 3-5 years aligned to the new NSW syllabus rollout.

[How to use the platform](#)



[How the platform can help learning](#)



[Resources for teachers \(DoE staff only\)](#)



Things to remember about reading

- The goal of reading is always to make sense of what is read.
- Try to be interested, supportive and enjoy the time together.
- Read with your child anywhere and at any time; don't forget that many everyday experiences provide opportunities to put reading and writing into action.
- Visit and use a library near you. Borrow books for yourself as well as for your child.
- Talk to your child's classroom teacher or the principal for further help and advice.

For further tips on supporting your child in English:

<https://education.nsw.gov.au/parents-and-carers/learning/english/english-tips>



Thank you!

Thank you for supporting the partnership
between school and home to help our kids.

