

# Hearing Reading In The Classroom



**BOROONDARA PARK  
PRIMARY SCHOOL**

# How can we help?



- Support and encourage students by praising their efforts.
- Demonstrate and model appropriately.
- Encourage children to stay focused and remain on task.

# Getting Started



- Sign in at the office using the Volunteer Register
- Go to the classroom and the teacher will direct you to the start point

# Getting Comfortable



- Try and sit on a chair the same height as the child.
- Ask the child to control the book. They should hold it and point to words.

# Supporting Pre-readers



- Talk about the book
- Predict the characters, plot and ending
- Predict some words that might appear
- Read the words and ask the child to read along or after you
- Get children to show you words or letters that they know

# Selecting The Book



- Encourage the child to:
  - Browse the book
  - Talk about the pictures
  - Read some parts of the book
  - Read the blurb or the contents page

# Reading The Book



- **Spend time getting to know the book**
  - Talk about the cover and title
  - Read the author's and illustrator's names
  - Look through the pictures and discuss what the book might be about

## Successful readers:



- Expect what they read to make sense.
- Predict what is to come based on their understanding of the content, knowledge of language and the information contained in the print.
- Are at different stages of development

## Successful readers use:



- Knowledge about how language is spoken (structure)
- Previous experience and understanding of the topic (meaning)
- Knowledge of letters and associated sounds and how they are represented in print (visual information)

# The Three Ps



- **Pause**
  - Allow time for the child to work out the word.
  - A silent count to 20 can be very powerful as ‘wait time’.

# The Three Ps



- **Prompt**

- Encourage the child to look at the pictures.
- If the word makes sense allow the child to continue reading
- If the word doesn't make sense encourage the child to have another try.
- Tell the child the word.
- If continuity is lost as you work out vocab, go back and reread after working it out.

# The Three Ps



- **Praise**
  - Give lots of positives – even nods, and positive sounds.
  - Be specific with feedback eg. You did a great job sounding out the start of that long word.

# After The Reading



- Ask 1 or 2 questions about the book – make one a simple literal question and one a bit of a ‘thinker’, “Why do you think..” is a useful start.
- Discuss or practise use of punctuation.
- Reread a section to practise or establish phrasing or fluency.

# Attention Span



- Many children cannot focus on a difficult task for long.
- Quit while you are ahead! Don't labour it if the child is disinterested.

# Issues when helping in the classroom



- Beware of making judgments – children are very different
- Retain confidentiality
- Please let the teacher know if you are unable to attend
- Set up a routine with the teacher to avoid interruptions to class