

Quakers Hill Public School

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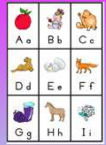
Parent Workshops Term 1, 2019 Session 6

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SESSION 6: READING & COMPREHENSION

Essential Pre-Literacy Skills: Phonological awareness & Phonics

- Phonological awareness includes the awareness of speech sounds, syllables, and rhymes;
- Phonics is the mapping of speech sounds (phonemes) to letters (or letter patterns, i.e. graphemes).



Literacy Teaching Toolkit Phonological awareness,
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocusphonological.aspx>

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WHAT DO WE NEED TO BE ABLE TO READ?

- Sounds Knowledge/Awareness** (hear sound and distinguish between sounds)
- Sound **speaking skills** (pronunciation) (speech)
- Phonemic awareness** (identify, manipulate, work with individual sounds within words)
- Print awareness** (knowing that lines/marks on a page = something spoken)
- Phonics** (letter/sound knowledge)


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THE SOUND RAINBOW



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THE SOUND RAINBOW



Reading practice:
Follow the rainbow starting at the cloud (first sound) AND trace it to the end as you say the word slowly.

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BUBBLEGUM STRETCH

SESSION 7: WRITING skills

Spelling practice:
Chew up the word (gum) stretch it out from your mouth (starting with first sound and stick the last sound on the ground)



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PENCIL BREAK AND READ (THEN SPELL)

SESSION 7: WRITING skills

Spelling practice:
Put a line between the syllables of the word;
Generally between 2 consonants or after a vowel. E.g. **pas/ta, be/fore.**
Then sound out sounds within each part broken.

octopus
=
oc/to/pus

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WHAT DO WE NEED TO BE ABLE TO READ?

- **Vocabulary** (language skills); If the child does not know and use words verbally (spoken) then will have a hard time making sense of what they read.
- **Memorising** (remembering) common (high frequency) words (e.g. SIGHT WORDS) and words with IRREGULAR SPELLING (e.g.
- **Fluency**; reading quickly enough to comprehend

ADDITIONALLY & +++IMPORTANTLY

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Sight word MEMORY GAME



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Look, cover & write

SESSION 7: WRITING skills

Spelling practice:
Look at the word,
cover with your
hand, then write it
as you remember
it.

rhythm
accommodate

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WHAT IS READING COMPREHENSION?

Comprehension is the reason for reading. Good readers think actively as they read. They use their experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense (UNDERSTANDING) of the text.

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WHAT IS READING COMPREHENSION?

- To be able to understand what you have read you need to:
- Decode the word;
 - Make connections with what you have read and what you already know;
 - Think deeply about what you have read (so you can respond to it)

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CHECKING TRUE COMPREHENSION

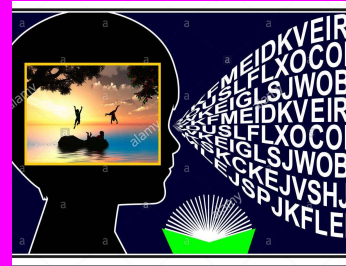
If you have truly understood something then you are able to respond and make decisions about the text, such as:

1. What is fact (details)
2. What is important (main idea/messages/themes)
3. What caused an event to happen (cause & effect, inference)
4. What could happen next (predict)

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Visual Imagery/VISUALISING

Good readers construct PICTURES IN THEIR MINDS as they read a text. By using prior knowledge and background experiences, readers connect the author's writing with a personal picture.

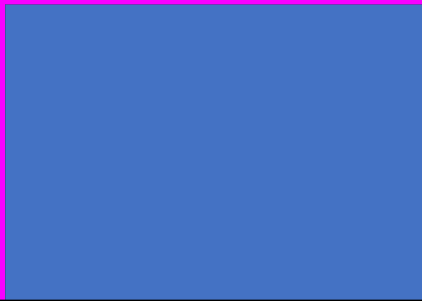


Picture found on Alamy.com

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Visual Imagery/VISUALISING

Picture these words:
ICECREAM
SANTA
CAR



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Visual Imagery/VISUALISING

Picture this SENTENCE:
The mouse ran behind the fridge.

He heard a loud thud and when he opened the door he saw what he had always wanted.



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What is DYSLEXIA?

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language.

The core difficulty involves word recognition and reading fluency, spelling, and writing.

Some individuals with dyslexia manage to learn early reading and spelling tasks, especially with excellent instruction, but later experience their most debilitating problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays.

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QUESTIONS????

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