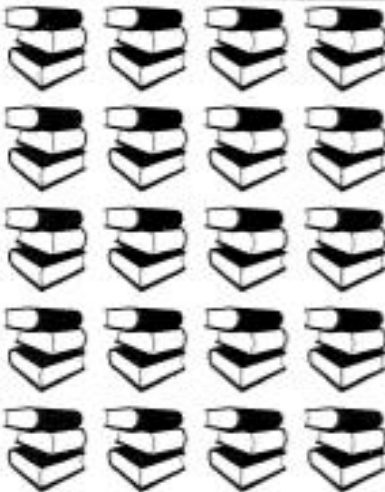




Why learning to read is hard and how you can help at home



WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Key and Berman, 1982)

WANT TO BE A BETTER READER? SIMPLY READ.

LEARNING TO READ

Foundational reading skills



Memory

Important for learning new sounds and words, comprehension - remembering sentences we've read and connecting them together.



Attention

Important for: learning new sounds and words, sticking with a reading task



Processing

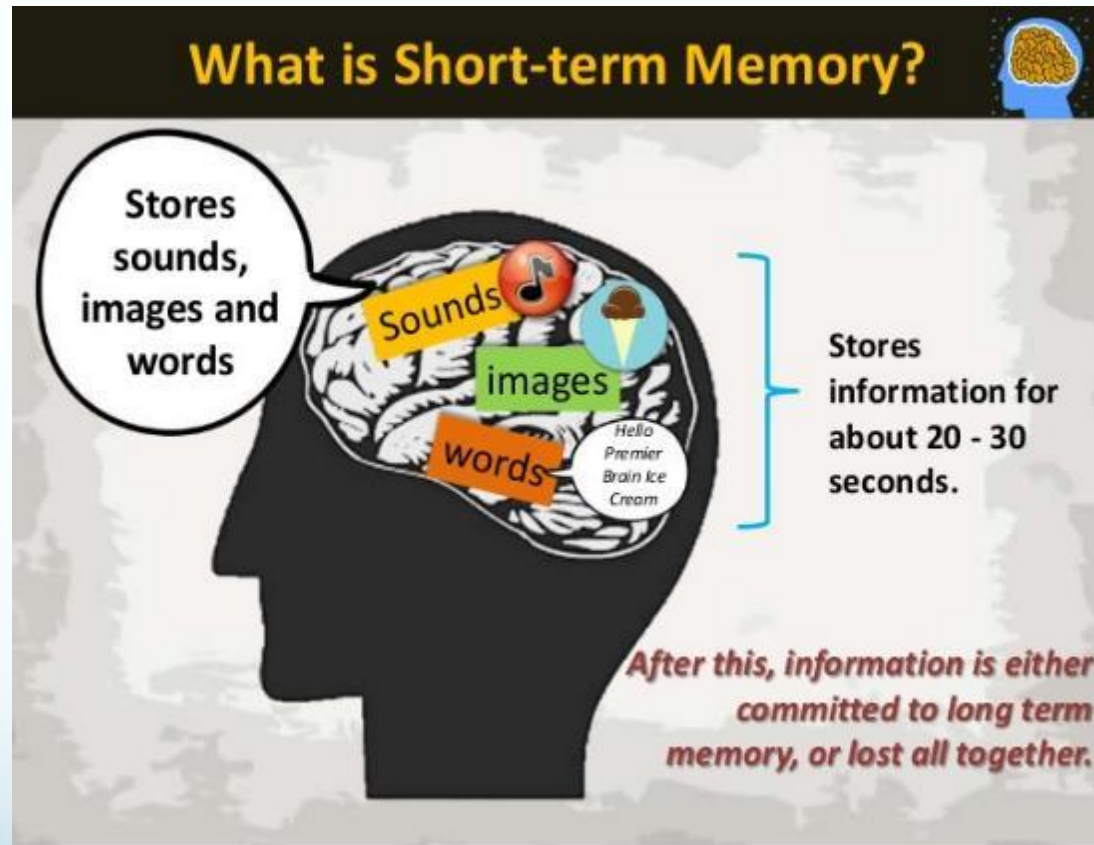
Important for perceiving sounds and words correctly. If the sounds are not processed correctly, the word will be misread



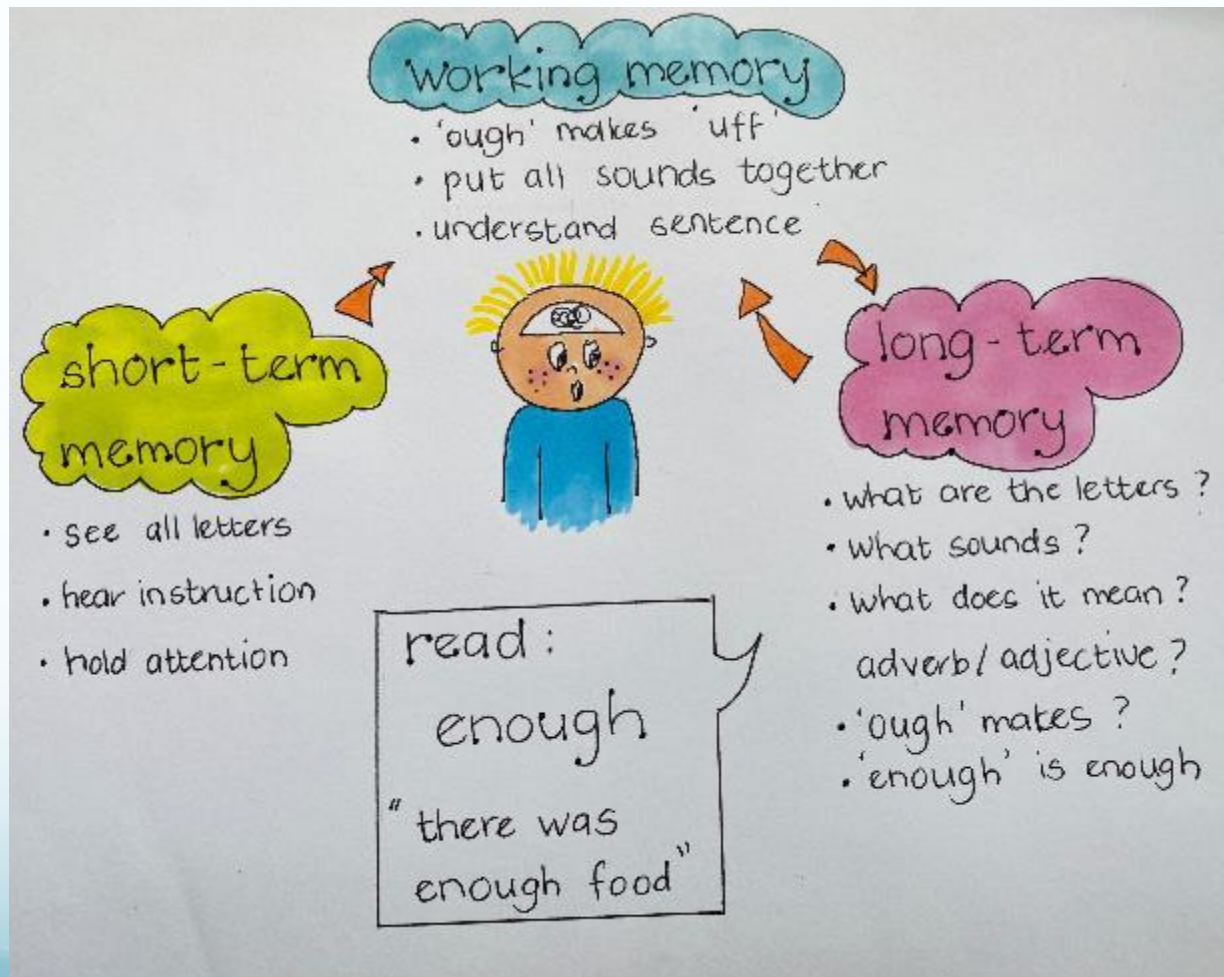
Sequencing

Important for ordering letters within words, words within sentences, sentences within paragraphs

MEMORY: short term

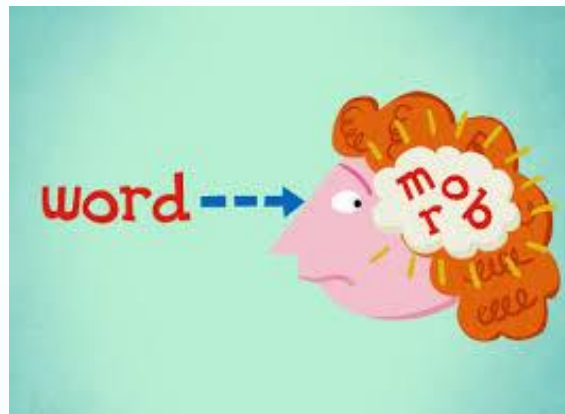
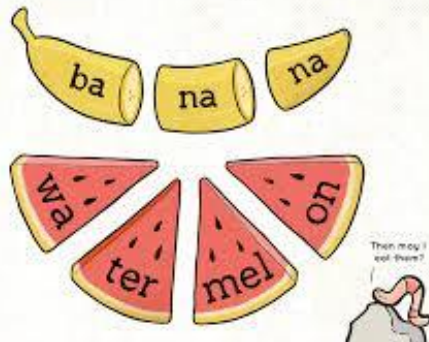


MEMORY: working



PHONOLOGICAL = sound

Count the syllables.



processing sounds

awareness of sounds
in words



DOES IT RHYME?

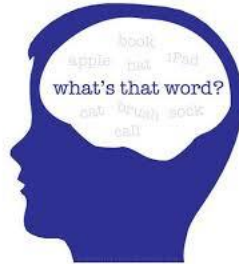
tree - bee	✓
book - hook	✓
fish - frog	✗
dog - smog	✓
king - ring	✓
Mouse - thing	✗
Pack - mail	✗

PHONOLOGICAL: speed

H is for...



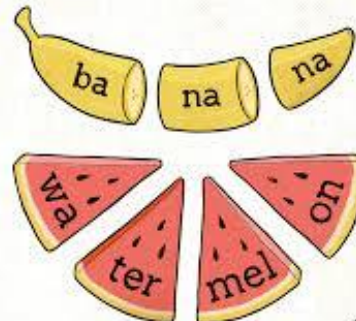
hot-air balloon



rapid naming

word retrieval

Count the syllables.



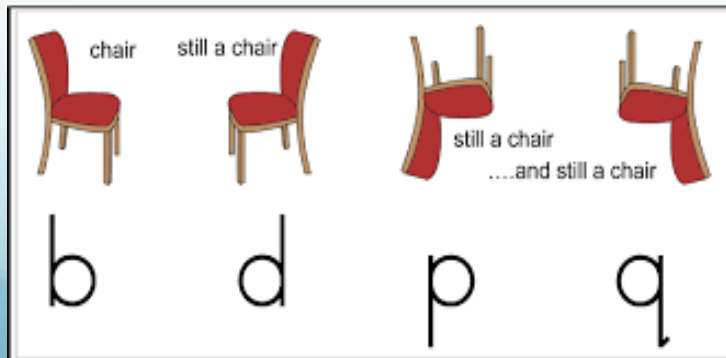
VISUAL



The ability to locate a form or object within a busy field without getting confused by the background or surrounding images. This involves screening out irrelevant visual material in order to concentrate on the important stimulus.

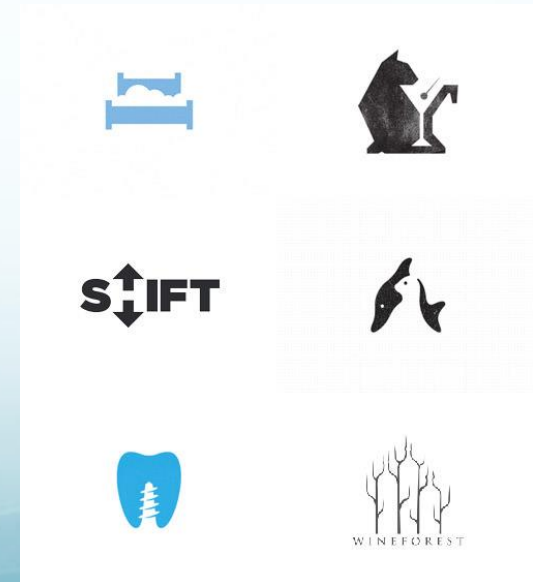


The ability to see an object or form as distinct from other objects/forms or from the background is important when presented with a lot of visual information at one time.



perception

acuity
figure-ground



VISUAL

Draw a line between the matching letters.

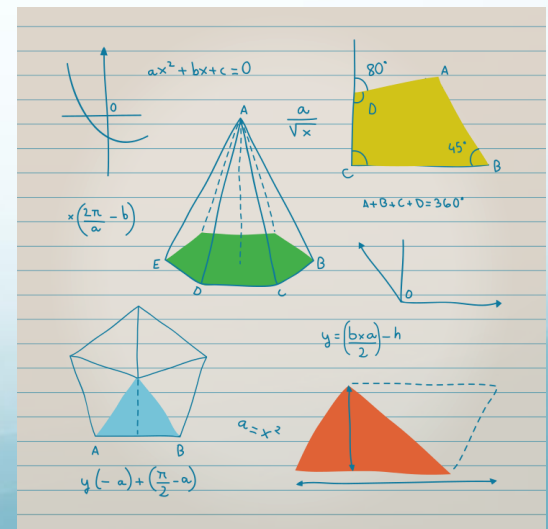
e	a
d	g
a	e
g	o
o	d

WAS

visual-spatial
visual-sequencing

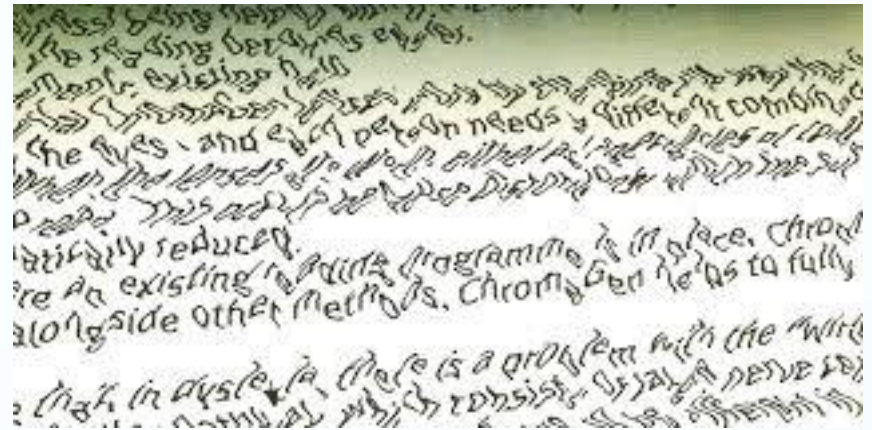
processing

The big dog wagged its
dog wagged its



VISUAL:stress

Most children have no idea
how they are supposed to see.
So when words look like this,
they assume everyone sees
the same way.

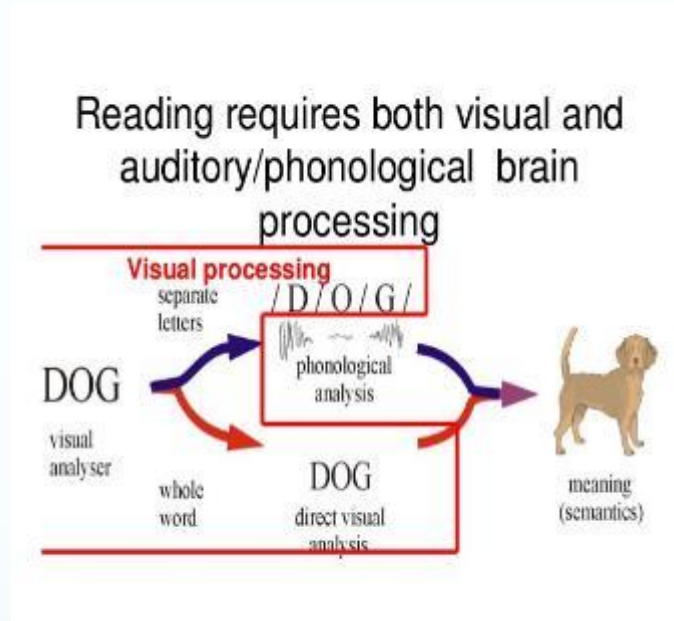


This is what a learning-disabled child
often has to contend with
when attempting
to read a book.

You may
find this
hard to read.
Imagine
if everything
you read looked
like this.

WHY IS LEARNING TO READ HARD?

- Decoding



- No time left for comprehension
- Automaticity is the key

visual processing

phonological processing

phonological awareness

working memory

visual perception and acuity

long term memory

...the brain energy utilised when decoding is enormous

HOW YOU CAN HELP

- Words take **a long time** to imbed in long term memory – need repetition and practice
- HF Words
- Focus on all the sounds in the words and how they link, clap syllables
- Open Dyslexia Font on Kindle
- Audible and read along with Kindle
- Find a book they enjoy ... keep trying different genres



The Quick Brown
Fox Jumps Over
The Lazy Dog

...constant exposure!

COMPREHENSION

- Talk about a story/ movie: feelings, emotion, abstract understanding, hidden meanings
- Visualise what you are reading
- Underline/ highlight key words
- Summarise in a little mind map
- Guess what might happen next

Reading together...

- Watch our role play.
- What techniques does the parent use to support the child's enjoyment and progress in reading?



Top tips on supporting reading

- See handout.