

THE LONGEST JOURNEY STARTS WITH A SINGLE STEP



Reading

- Read daily to the children.
- Read with expression.
- Tell stories.
- Choose reading material suitable for the developmental stage and interests of the child.
- Discuss the content of the reading material with the child.
- Contemplate the book's cover and its title.
- What do you suppose the book is about?
- What more do we know about it?
- Read a short passage and discuss the content.
- Ask „Why do you think that...?”
- Ask questions about the story.
- Be a good reading role model.
- Draw attention to new words and discuss their meaning.

*This book is called
Life on the farm.
What do you suppose
it's about?*

*Do you
know what
it means to
be sad?*

*Why do you
think the girl in
the book was sad?*

Vocabulary

- Name things and actions in your surroundings.
- Use the same words in a different context.
- Use diverse vocabulary.
- Ask open ended-questions.
- Ask questions which require the child to choose between two or more options that demand more elaborate answers than just yes or no.
- Repeat in a correct manner what the child has said.
- Be a good role model in the use of spoken language.
- Get the children to listen to directions and follow them.

*Do you
want me to put
the trousers over
the boot and the
strap under it?*

*There were
two dogs here
earlier but now
there is only
one dog.*

*Shall we try
and find a B
somewhere?*

Phonological awareness

- Rhyme.
- Clap syllables.
- Assemble and disassemble words.
- Connect letters with sounds.
- Pay attention to specific sounds in words.
- Pay attention to phoneme deletion.

*What word do we get
if we put together
„lamp“ and „post“?*

Speaking

- Require the child to answer in words/sentences.
- Encourage the child to talk about events from its daily life.
- Encourage the child to express itself verbally.
- Analyze issues verbally with the child.
- Use photographs from everyday life of early readers to stimulate discussion.
- Sing and recite rhymes.

*What did
you do this
weekend?*

Writing

- Draw the child's attention to written words, letters and numbers in the environment.
- Familiarize the child in various ways with each letter sound.
- Enrich the children's games with letters.
- Provide access to digital material that stimulates speech.
- Provide access to material that stimulates reading, such as books, boardgames, stationery, letters.
- Draw.
- Make a concept map.

Reading is about so much more
than getting good **grades**.

It is about using the **opportunities** life has to offer.

When a child has not started reading by itself

A child with good language comprehension has good vocabulary and conceptual understanding. Good language comprehension is the most important prerequisite for successful learning. All learning is based on language and is achieved through listening, speech, reading and writing. Therefore good language comprehension is extremely important. Language comprehension needs to grow in parallel with the child's development and its educational needs. For this reason it is very important to strengthen it from the very beginning. The vocabulary we use in our daily lives is rather repetitive but text can be diverse and varied. For this reason, reading to children and discussing it afterwards is so important.

When a child has started reading by itself

One of the best ways to assess the child's reading comprehension and help it increase it, is to give it the opportunity to talk about what it has read. It can be challenging to describe a sequence of events or persons and characters, to give account of facts or cause and effect, but the child's descriptions can give us an idea of how well the child has understood what it has read. Discussions also give the child an opportunity to connect the subject to its own experiences or to something it read earlier. Not least, it gives the child practice in expressing its thoughts coherently.

A-n-n-a
is going on a
f-i-e-l-d t-r-i-p to
the beach...



She found a
s-e-a u-r-c-h-i-n
and
s-p-i-r-a-l s-h-e-l-l-s...

Of course the age and developmental stage of the child determines the complexity of the information it can give about the content of a text, but it is important to give the child the opportunity to reflect and inquire about new words it has discovered. Our vocabulary is mostly limited to our daily activities, while books contain all the ideas and vocabulary of the world. That is why we get smarter by reading and students with good vocabulary do better in their studies. It is therefore a lot to gain!

Words are tools for thought – **Reading** makes everybody smarter!