



# ST JUDE'S PRIMARY SCHOOL

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## Strategies for Home Reading

Dear Year Three Parents,

Below is a list of strategies may be of use when reading at home with your child. The strategies have been copied from an excellent web page by the Primary English Teaching Association Australia (PETAA) and we would strongly recommend you take the time to have a look at the information provided. The address is:

[http://petaa.edu.au/imis\\_prod/w/Teaching\\_Resources/Parents\\_guide.aspx/](http://petaa.edu.au/imis_prod/w/Teaching_Resources/Parents_guide.aspx/)

### Strategies

#### 1. Echo reading

Echo reading is simply, parent reads a sentence, paragraph or page (depending on the text) and the child repeats it back. Before starting, negotiate with the child to read a sentence, paragraph or page. The parent reads first. The child re-reads (echoes) the sentence, paragraph or page. Continue in this way to complete the book. Echo reading eliminates the frustration and anxiety that is too often associated with reading aloud. It often happens that once the child becomes confident with the book, author's style, and language, he or she does not stop for the parent to take a turn — ultimately, that is the goal — independence. If it does not happen that the child takes over, echo reading is effective. By 'echoing' your reading, the child has an opportunity to sound like a fluent reader. This is important in building a child's sense of what it feels like and sounds like to be a good reader. The child feels confident, relaxed and enjoys the experience. It is about comprehension and having fun with a good book. During echo reading, parents model good reading. When parents miscue, they share the experience. This allows the child to see that all readers make miscues and self-correct.

#### 2. Shared reading

With shared reading, the parent reads, the child reads. They take turns to read. The parent negotiates with the child to read a sentence, paragraph or page depending on the book. When the parent reads, any loss of meaning, misunderstandings or mispronunciations that have been made by the child are rectified without drawing attention to the child's miscues. When the child comes to unfamiliar words, he/she will hear it read correctly by the parent and will automatically self-correct the next time the word appears. Shared reading ensures that comprehension is maintained. Shared reading eliminates the frustration of reading because the parent is a partner in the reading of the selected text.



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### 3. Neurological Impress Method (NIM)

The child reads aloud 'mimicking' the words of the text as the parent reads aloud. The child reads a couple of words behind the parent. The parent tracks with a finger so the child can keep up. It is important to avoid word pointing – instead, the parent's finger moves across the line in a fluid movement. The only reason the parent tracks is because children get distracted and when they drop back into the reading, they know where the parent is reading. The parent reads at a normal reading pace. When the child looks away from the book the parent does not stop reading. Continue with enthusiasm and the child will return to the book. When using NIM, the child has an opportunity to sound like a fluent reader. This is important in building a child's sense of what it feels like and sounds like to be a good reader. The child sounds like a fluent reader and builds confidence and trust. There is no stress and angst.

### 4. Paired reading

Paired reading is an effective support for readers who ignore punctuation, read in a monotone, and/or extremely quickly or slowly. It is also a good strategy when children choose to read their favourite book for the 55th time. Just read it together and love it one more time. Paired reading is simply reading together at the same pace and in the same place. The parent reads in a normal reading voice. It usually takes a couple of sentences for both readers to fall into sync. It is like dancing with a partner and it might feel a little awkward until a common rhythm and rhyme are reached. The child holds the book, turns the pages and enjoys the time together.

We hope these strategies help you and your child. Please contact us if you need any more information or ideas.

Kind regards,

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