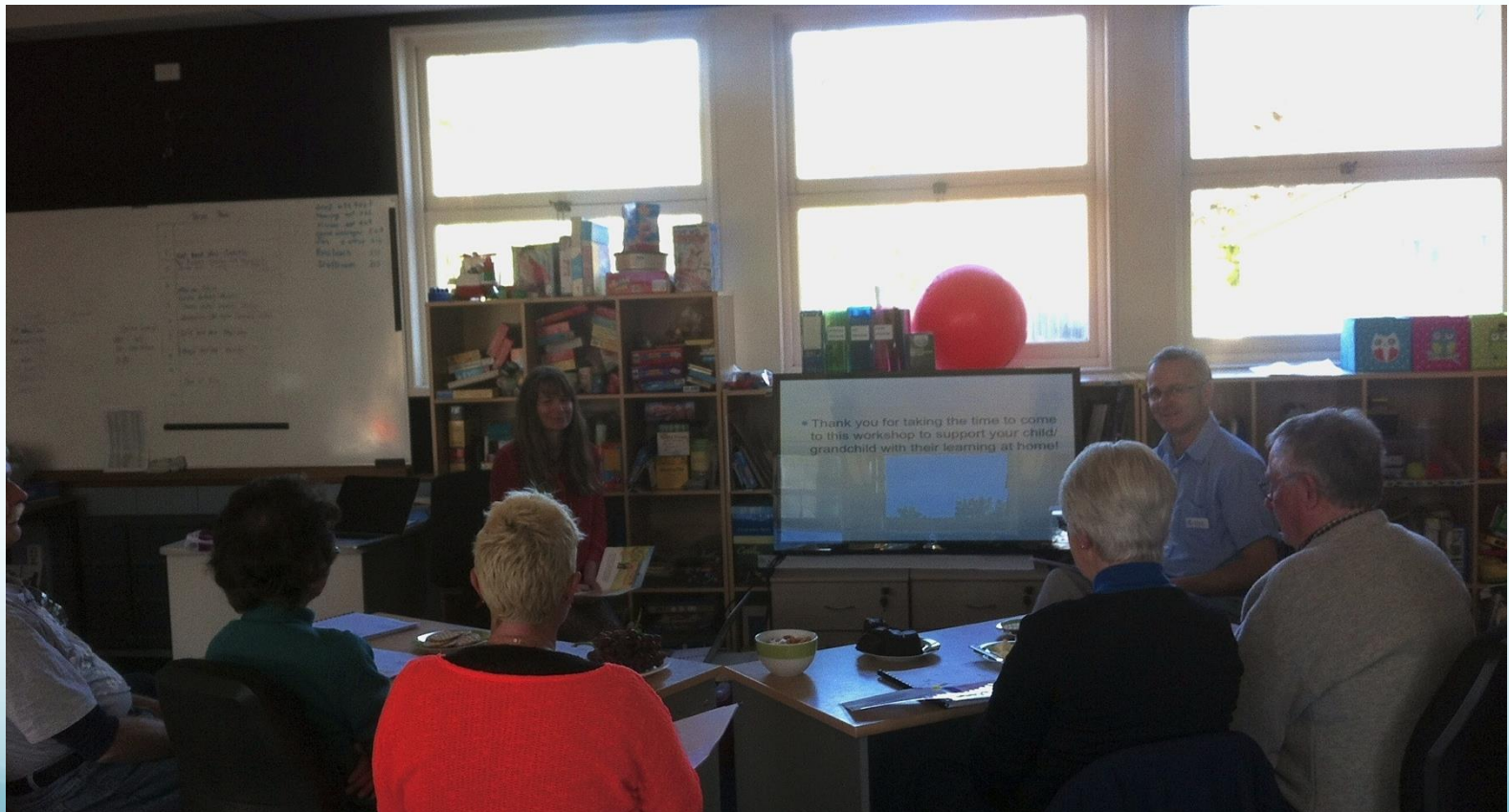


Building success in literacy for learners who are blind or have low vision by working in partnership with whānau/families



BUILDING PARTNERSHIPS

“Alone we can do so little; together we can do so much.” Helen Keller



BLENNZ BELIEFS

PARENTS AND WHĀNAU ARE THE PRIME EDUCATORS IN THEIR CHILD'S LEARNING.

STRATEGIC GOALS

- To build and maintain strong partnerships with parents and the community of interest.
- We will achieve this by:
- Recognising parents and whānau as the first educators of their child's learning, through fostering positive engagement.
- Parents and whānau are provided with access to information and networks.

BLENNZ WORKSHOPS

- The BLENNZ Workshops are based on the *Reading Together*® research-based workshop programme for parents, whānau, children, teachers and librarians and the Pause Prompt Praise reading programme.
- They help parents, grandparents and whānau to support their children's reading at home more effectively (and thereby also supports teachers and RTV's in their classroom programmes).

<http://literacyonline.tki.org.nz/Literacy-Online/News/The-Reading-Together-Programme>

SHARING TIME

- Listen to parents/grandparents and whānau members
- Provide opportunities for them to share their stories.
- Ensure they know you value them as the first and prime and educators of their children.
- Provide time for questions.

RESEARCH

- Literacy development begins at home, with a literate home environment
- One of the most effective approaches to helping young children develop literacy skills is having a home environment that supports literacy.

Laura J. Colker

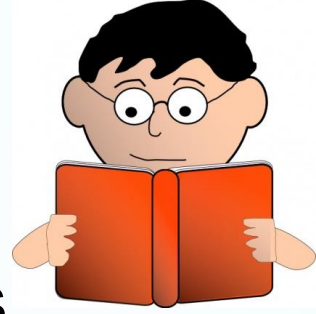
Feedback

- Laurie Thew, principal of Manurewa Central Primary “There are no silver bullets in education but this Reading Together Programme comes very close.”
- “We’ve observed how it improves not only the children involved, but the dynamics of the whole family – the effect on the parents is empowering.”

READING TO YOUR CHILDREN

- Reading aloud to children is “the single most important activity to help build the knowledge required for reading success...” This includes story telling.
- Reading aloud to your children every day will help them become great readers and listeners, but most of all they will love you for doing it with them and they will remember the times you read to them all their lives!

READING



- Reading is a basic life skill, as well as giving us vocabulary, stories, ideas, information, imagination...
- One of the most important things that you can do is:
- Read aloud with your children every day –for at least 15 minutes a day – it could be in three lots of five minutes. Build it into your routine, before school, after school, at bedtime, in the car...
- Reading the same books over (and over!) again is OK too.
- Provide a wide variety of books, ebooks and stories comics and magazines around you that you and your children can enjoy.

When you read to your child, you are saying . . .

- ◆ *I love you*
- ◆ *I value my time with you*
- ◆ *I love reading and think it is important*



***YOU* are the most important person to help your child. You are the person they look up to and they love most of all.**

- There is a lot you can do to be a reading role model by what you do and say and show around books and reading:
- Tell your child what you read and why it's important to you. Have other people in your whanau show how they read too.
- For boys, it's especially important to have male reading role models and to see their dad or grandfather reading.
- Make time for reading and be interested in your child's reading and books.
- Take them to the public library or school library.

CHILDREN READ MORE WHEN THEY HAVE...

- Books available at home, books on iPads and computers, DVDs, You Tube, CDs and books which feature stories, rhymes, and poems.
- Books and DVDs can be borrowed from the local library.
- Reading, telling, acting out or singing nursery rhymes, finger rhymes and songs are also helpful in your child's reading and writing success.

WHAT ARE THE BENEFITS?

- Helps the family to support their children's reading at home more effectively.
- Empowering for whānau/families.
- Builds stronger bonds between parents/grandparents/caregivers and their children.
- Improves relationships between children and parents/grandparents and between parents/grandparents and teachers.

WHAT ARE THE BENEFITS?

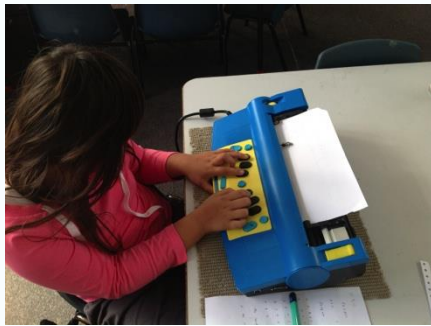
- Improves reading and writing success.
- Evidence of acceleration in reading skills.
- Parents and grandparents feel supported.
- Improved relationships between home and school.
- Other children in the family also make gains in literacy and in other learning areas.

HOME ENVIRONMENTS

- Having a literate home doesn't mean that parents have to be literate in English. Reading and writing in one's native language sends every bit as strong a literacy message as reading and writing in English.
- The important point is that parents value

TALKING TO YOUR CHILD...

- Talking helps children become readers too!
- You can help by:
- Sharing books together – sit and look at the pictures, talk about what you see and what it makes you wonder.
- Telling your children your family's own stories and encouraging them to tell them to you too...
- Telling nursery rhymes, poems and singing songs are fun ways to support your child's learning.



WRITING



- In addition to having an area for reading, parents can create a literate home environment when they encourage children to write regularly.
- Children love writing their name; give them the opportunity to do so over and over again.
- Even pre-writers need lots of opportunities to practice "writing."
- Children can imitate making grocery lists or writing notes to other family members.
- Learning the sounds of the alphabet letters will support your child in their reading and writing.

Pause Prompt Praise Strategies



How to support your child with their reading



- A reading intervention strategy
- PRE READING
- Introduce the story
- Tell your child the title
- Look at the pictures. Talk about what is happening.
- Ask your child to talk about their own experiences in relation to the pictures and story (very important).
- Tell your child the names of the people in the story.
- You are just looking at the pictures at this stage and not reading the story.



PAUSE

- When your child comes to a word they don't know



- Wait for 5 seconds



PROMPT -Read again

Your child is stuck and reads nothing at all;

- PROMPT “Read that again” or “reread that sentence.”
- If your child is making an attempt to guess the word or work out the word, but reads the word incorrectly PROMPT (see next card).



PROMPT (give them a clue)

- If your child reads the word incorrectly ask them one of these questions
- Look at the picture. What is happening in the picture?
- What sound does that word start with?
- Does that look right?
- Does that make sense? Read the sentence again and see what would make sense?



PROMPT- (when your child is stuck)

- If your child doesn't know the word after you have given them your prompts ...

You can TELL them the word.

PRAISE



Praise your child's attempts. Be specific.

- I liked the way you reread and tried to fix that.
- I like the way you reread and then corrected that word.
- I liked the way you looked at what the word started with and corrected it.
- I liked the way you noticed that it didn't make sense and reread and fixed it.
- I liked the way you used your voice to make that interesting.



Checking Comprehension

After your child has read the story choose one of these questions to ask;

- Tell me in your own words what happened in the story
- Look at the pictures and talk about the story
- What happened at the end of this story

Remember reading should be fun!



Feedback

"I now have a lot more confidence in ways I can support my son with his reading and it's been great to see how his reading has improved. "



“I realised how important it is to read to my son and he loves listening to stories and talking about them with me.”



“Nā tō rourou, nā taku rourou
ka ora ai te iwi”



“With your food basket and my food basket
the people will thrive.”

“Nō reira, tēnā koutou, tēnā koutou, tēnā koutou katoa”