



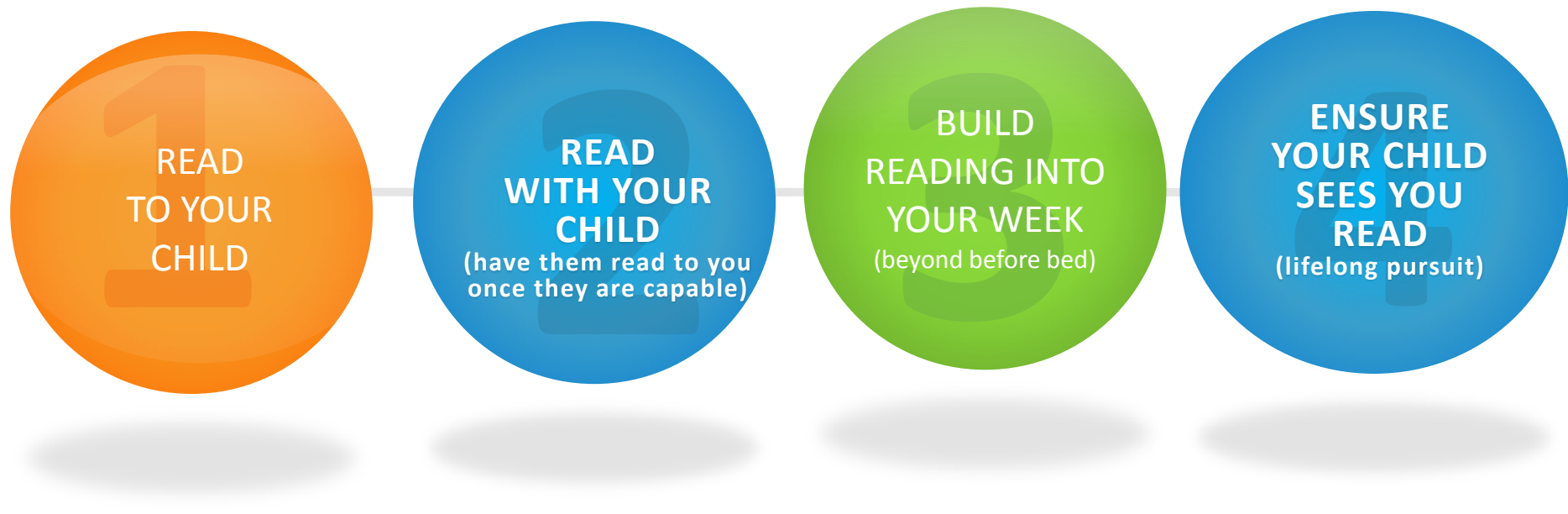
ALLENBY APA MEETING NOVEMBER 25, 2015

Introducing

SUPPORTING YOUR CHILD TO LEARN TO READ



KEYS TO SUPPORTING READING



EMBED READING INTO TIME SPENT AS A FAMILY



STEPS TO LEARNING TO READ

- Letter identification (alphabet) – upper and lowercase letters
- Sound identification – letters make sounds – vowels have both long and short sounds (e.g., soft a in apple and hard a in bake)
- Word families – rhyming words (e.g., at – hat, bat, sat, cat; if you know ‘and’ then you know sand, land, band, stand)
- Sight words – 100 most frequently used words (e.g., the, out, said, with, when, at, is, I, in)
- Blends – bl, st, gr, fl, sp, dr and digraphs – th, wh, sh, ch
- Take a breath at periods, pause at commas, excitement at exclamation marks and raise your pitch at question marks.
- Track with your finger – finger out and ready before starting to read.

PHONICS AND WHOLE LANGUAGE, NOT ONE OR THE OTHER.

STEPS WHEN READING A BOOK TOGETHER

- Start with **making predictions** based on the cover.
- Do a **picture walk** – look at the pictures.
- Stop half way through or at the end of the picture walk and ask if your child would like to **change his/her predictions**.
- Be sure to **track** the words with your finger as you read.
- Have your child read the book aloud, read the sight words, or read the book together.
- **Discuss** the book afterwards.

(This reminds me of..., I wonder if..., Who is?, I liked..., My favourite part was..., I don't understand...)



STRATEGIES FOR WHEN THEY COME TO A WORD THEY DON'T KNOW

- Stop and think
- Sound it out – stretch it out
- Chunk the word cow + boy = cowboy
- Peel off the prefix and suffix
- Skip it and read on
- Look at the pictures
- Use rules – two vowels go walking first one does the talking; bossy e; y at the end
- Make a guess
- Does it sound right?
- Does it make sense?
- Go back and read it again



DRA LEVELS – ENGLISH PANEL

DRA Expected Text Level Achievement by Grade and Term



	T e r m 1				T e r m 2				T e r m 3			
	At Risk	Approaching	At	Above	At Risk	Approaching	At	Above	At Risk	Approaching	At	Above
Grade 1	A-2	3-4	6-10	12-44	A-4	6-8	10-14	16-44	A-10	12-14	16-20	24-44
Grade 2	A-8	10-12	14-18	20-44	A-12	14-16	18-24	28-44	A-16	18-20	24-30	34-44
Grade 3	A-16	18-20	24-30	34-44	A-18	20-24	28-34	38-44	A-24	28-30	34-40	44

ALPHA JEUNES LEVELS – FRENCH PANEL

French Expected Text Levels

	Term 1				Term 2				Term 3			
	At Risk	Approaching	At level	Above	At Risk	Approaching	At level	Above	At Risk	Approaching	At level	Above
Grade 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1-4	5-6	7-9	10-24
Grade 2	1-3	4-5	6-8	9-24	N/A	N/A	N/A	N/A	1-7	8-12	13-16	17-24
Grade 3	1-7	8-12	13-16	17-24	N/A	N/A	N/A	N/A	1-14	15-18	19-24	24+


Please note:

In **Grade 1**, students are assessed once in the spring. Therefore no data is entered in the first two terms.

In **Grades 2 and 3**, students are assessed in the fall and in the spring. Therefore data is not entered in term two.

Teachers may perform running records at any time as part of regular ongoing assessment.





Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.