

# **The Big 5+ of Reading Development**

## **A Guide to Supporting at Home**

Dear UGDSB families,

Thank you for supporting your child's literacy development and joy of reading at home.

In the Upper Grand District School Board, we are focusing on the 'Big 5+ Ideas' that support reading & literacy development. These 'Big 5+ Ideas' include, Phonological Awareness, Phonics, Vocabulary, Reading Fluency, Reading Comprehension and Written Expression. These 'Big 5+ Ideas' are important components of literacy instruction in the classroom as well as support at home.

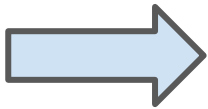
Families who speak other languages at home can also foster and support these early literacy skills in a child's first language. This document provides suggested ideas that require little to no preparation to help support foundational literacy skills at home.

Enjoy the reading journey!

# How do I help when my child is reading and gets stuck on a word?

When reading with your child, if you notice they get stuck on a word, try using one of the following strategies found in the visuals below.

Printable  
reading  
strategies  
poster



## UGDSB Reading Strategies

### Lefty

Start at the left, look at the graphemes in the word you are about to decode

cat  
start

### Say Each Sound

Students say each sound they can identify in the word.

f i sh

### Slide and Blend

Students say the sounds in the word and slide their eyes and finger along the word.

 frog

### Split

Look for familiar sounds in chunks.  
Students find all the letters or letter groupings they know that spell sounds.

 r | ai | n

### Syllable Cut

Cut the word into syllable chunks to make it easier to sound out and then blend together.

pic nic

### Stretch

Some sounds are continuous sounds that can be stretched (/m/, /r/, /a/, /l/) and some sounds are stop sounds that cannot be stretched (/b/, /d/, /t/). Stretch out the sounds and blend them back together.

 r a t

### Start Again

If you are unsure of a word or stuck on a tricky word, start over and try again.

 bird

Don't forget to keep your eyes on the word until you have read it.

 play

Click [here](#) for UGDSB Reading Strategies printable bookmarks

# Phonological Awareness

Phonological Awareness are oral language skills that do not include print. It is the ability to orally hear words, syllables and sounds (phonemes) in spoken language.

**Eye spy:** I spy with my little eye something that starts with the sound /b/ or something that ends with the sound /K/ or something that rhymes with \_\_\_\_.

**How Many Syllables?:** Say a word and have your child clap out the syllables.

**Guess My Mystery Word:** Say a word slowly by stretching out the sounds, such as p-i-g and have the child blend the sounds together to identify the word. Then have the child take a turn stretching out the sounds in a word and the adult blends the sounds together.

**Vocabulary Card Packs:** Use the cards to identify the first and last sound of the word on the card, identify the sounds in the words

**Sound Sort:** Using familiar objects/toys from home, have your child sort them by the initial sound they hear.

**Identify First and Last Sounds:** while driving down the road, have your child name something they see out the window (e.g., “bird”). Then ask your child what’s the first sound you hear in that word - /b/, last sound - /d/. Or ask your child “find something that starts with the /t/ sound.”

**Rhyme Time:** Say a word and have your child come up with a word that rhymes (silly or nonsense words are okay). How many rhymes can you come up with?  
Or, say two words and ask your child whether or not they rhyme.

**Which One Doesn’t Belong?:** This game can be played in a variety of ways. You could be focusing on rhyme, syllables, initial or final sound. Focus on a skill that you feel will be beneficial to practice.

Say three/four words (i.e., cat, bat, dog, sat) and ask your child which one doesn’t belong in the group of words. Ask them to tell you how they know.

**Phoneme (sound) Deletion:** Say a word out loud (i.e., **cat**) and have your child delete (take away) the first sound (or last sound)

For example, say cat but don’t say the sound /c/, what is our new word?

# Phonics

Phonics is the recognition of letters/letter patterns (or graphemes) and understanding that these patterns match the sounds in spoken language.

**Sound Practice:** Show your child a letter/write a letter and have your child produce the sound that it makes.

Say the sound of a letter or letter pattern (digraph or blend) and have your child find or write the letter(s) that produce that sound.

**Playing with Letters:** Using letter tiles, magnetic letters or letter cards, have your child spell words (i.e., can you spell the word cat? Can you spell the word ship?

**After reading to your child,** look for specific sounds in some of the words on a page (e.g. ch, sh, th, wh) or word endings (ing, ed, s, er, est).

## Helpful Websites

<https://phonicsandstuff.com/> - website has a variety of interactive activities, stories, [Teach Your Monster To Read](#) - free website with lots of great activities to work through in an engaging way.

### Phonics Activities:

<https://fcrr.org/student-center-activities/kindergarten-and-first-grade> for a variety of interactive activities for primary kids

**12 Fun and Quick Activities to create and do with your child -**

<https://readingeggs.ca/articles/2021/08/15/phonics-activities/>

## Vocabulary

Vocabulary is not only knowing the words and definitions but also how words help us to make connections to other text, ourselves and the world.

Use a variety of words when speaking with your child. Providing opportunities for your child to hear new words and talk about their meanings will support their vocabulary development.

**Discuss new words:** Talk about new words that come up (when reading, when watching a show/movie) and discuss what they mean.

**New Words in Context:** when new words come up, have your child try and use the word in context. Have them come up with a sentence and use the newly learned word.

**Word of the Day:** Each day, come up with a word of the day that you and your family will try to use throughout the day. Talk about the meaning of the word, the sounds that are heard within the word, how many syllables are in the word, etc.

## Fluency

Reading Fluency is the ability to read accurately, at an appropriate rate, with expression, that leads to comprehension and a greater motivation to read.

**Listen to Reading:** Reading to your child is a wonderful opportunity to model what fluent reading sounds like.

**Read a story together at the same time:** Take a familiar story that your child already knows how to read. Read the story together at the same time. The purpose is to have your child match your fluency and expression. Have your child give you a hand signal when they want to continue reading on their own.

**Echo reading:** Take a familiar story that your child already knows how to read. Read a sentence and have your child be your echo reading the sentence after you as they follow along looking at the words.

**Re-read:** Have your child re-read familiar stories at a level they can read independently. Listen for their reading to sound like talking and be expressive. If not, try one of the activities above.

# Comprehension

Reading comprehension is when readers make meaning from the text.

**Reading Aloud to Develop Comprehension:** Do a picture walk at the beginning (what do you think is happening/going to happen?). Have your retell the story at the end of reading. Ask specific questions about the book (who, what, why, where, when, how). These are some ways you can support comprehension and make meaning from what is read.

**Inquiry Questions:** Encourage your child to ask questions and look for books or online information that you can read together to answer these questions.

**Ask Questions:** Ask your child questions about the text that is being read. Some questions or prompts to support comprehension are:

- What was your favourite part of the book? Why?
- What was the problem in the story?
- What was the solution in the story?
- What happened in the beginning, middle and end of the story?
- If you could describe the main character using three words, what words would you choose?
- How do you think the main character felt at the beginning of the story? Do you think those feelings changed at the end of the story?
- Did the story remind you of anything?
- Can you make a connection to the story?
- What would you do if you were the main character?
- Did you learn any new words in the story? Were there any words you didn't understand?
- What is something you learned?
- What did you find the most interesting during the story?

## During Reading

- What do you think will happen next? Why?
- How do you think the character is feeling? How do you know?
- Why do you think the author used this word to describe \_\_\_\_\_?
- When \_\_\_\_ said \_\_\_\_\_, what do you think they meant?
- What do you notice in the images/illustrations?

# Written Expression

Written expression is when students develop their ability to express themselves in written form.

**Write Lists:** Have your child help you write a shopping list, their “favourite things” list, a names list, etc.

**Write Clues or Directions:** Have your child hide something for you or a sibling, then have them write clues to help you find the object (e.g. behind something you sit on) or directions (e.g., go up the stairs, turn left, etc.)

**Write Letters or Emails:** Have your child write a letter, postcard or email to a family member or friends.

**Write “Teeny Tiny Stories”:** [Teeny Tiny Stories](#) Watch some of the “Teeny Tiny Stories” animated by TVOKids and have your child write some of their own.

**Journal Writing:** Have your child write about their day in a journal.

## Helpful Resources

Items available at various dollar stores:

- a) Dry erase boards and markers to practice writing words or to enlarge words that your child is struggling to read
- b) Magnetic alphabet letters to make words

Scrabble letters to build words