



TDSB Early Reading Instruction: Family and Caregiver Guide

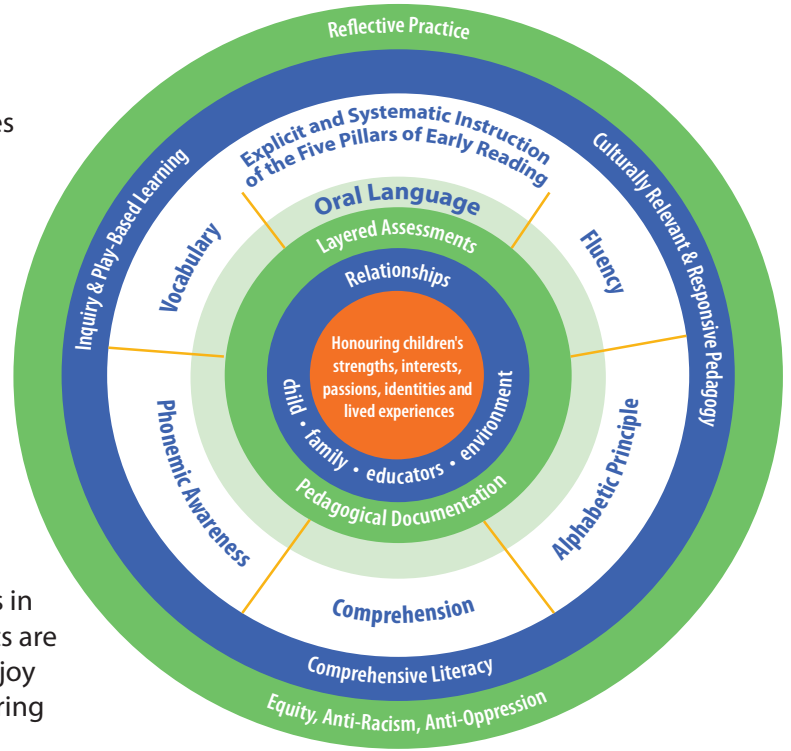
Early Reading Instruction at the TDSB

Educators strive to embed the intentional teaching of foundational reading skills into rich learning experiences that build upon children’s strengths, interests, passions, lived experiences and identities. Below, is our Early Reading Framework which outlines the critical components of effective early reading instruction and guides reading instruction at the TDSB.

TDSB Early Reading Framework

Key messages outlined in this framework include:

- Reading experiences build on students’ prior knowledge, their strengths, passions, interests, identities and language experiences in their home and their community
- The teaching of foundational reading skills happens in purposeful and meaningful contexts where students are immersed in rich literacy experiences that cultivate joy
- Instruction in reading is grounded in responsive, caring relationships



Ontario Human Rights Commission - Right to Read Inquiry Report

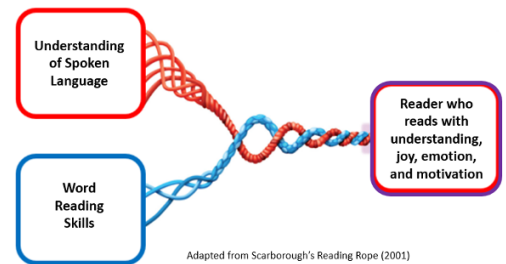
The Ontario Human Rights Commission released the Right to Read Inquiry Report which reflected findings from a public inquiry into human rights issues affecting students with reading disabilities. In response to the inquiry report, the Ministry of Education released Effective Early Reading Instruction: A Guide for Teachers which includes examples of instructional strategies to support reading instruction.

TDSB Literacy supports for educators reflect the recommendations from the Right to Read Inquiry Report and also ensure the students’ lived experiences and identities are affirmed and that they experience the joy of reading.

What Skills do Children Need to Learn to Read?

This visual demonstrates the relationship between children’s understanding of spoken language and their word reading skills. Skills in both of these areas come together to create readers who read with understanding, joy, emotion, and motivation.

TDSB Early Years, together with Speech-Language Pathologists, support TDSB educators in understanding the strategies and skills outlined in this rope.



Understanding of Spoken Language	Word Reading Skills
<p>Skills in this area include:</p> <ul style="list-style-type: none"> • Accessing background knowledge • Using and understanding words, sentences & stories • Problem solving - reasoning - questioning • Taking part in discussions and conversations 	<p>Skills in this area include:</p> <ul style="list-style-type: none"> • An understanding of syllables, sounds, and words • Knowing and using letter sound associations to read words • Using strategies to read unfamiliar words (e.g., sounding out) • Reading strategically to form sight word recognition

Supporting Children’s Reading Skills at Home

Families and caregivers can support their child’s reading development at home in many ways.

Please check out the tips below for families/caregivers to support children’s language in the following key areas:

- Playing at Home
- Reading at Home
- Talking at Home
- Writing at Home



Families are composed of individuals who are competent and capable, curious, and rich in experience. Families love their children and want the best for them. Families are experts on their children. They are the most powerful influence on children’s learning, development, health and well-being.
- The Kindergarten Program 2016, p. 10



Playing at Home

Play, explore, investigate and have fun with your child. Learning through play:

- Develops language skills, problem solving skills, social communication, self regulation and focus
- Makes learning fun and engaging
- Allows for practice of a variety of skills
- Brings families together

Here are some ways to play and explore at home:

- Play board games together
- Use your imagination to pretend play (e.g, create a store, doctor’s office, a restaurant, etc)
- Create using loose parts (e.g., cardboard boxes, cups, sticks, rocks). Ask children to tell you about their creations
- Spend some time in nature. Talk about what you both see, hear and wonder
- Talk about and investigate children’s interests (e.g. if the child has an interest in cars, ask children what questions they have, spend time observing cars in the community and share what you notice about cars, read nonfiction books or watch videos about cars to help answer children’s questions)

Talking At Home

Talk and read to your child in the language or dialect of your home. Talking with your child helps build:

- Listening and understanding skills
- Strong personal and cultural identity
- An understanding of past and present events
- An understanding of different perspectives
- An ability to come up with different solutions to problems
- Language skills needed for reading and writing
- Social emotional bonds

Here are some tips for creating rich opportunities for talk at home:

- Read books and watch shows that are of interest to you and your family
- Talk about your own experiences growing up
- Share important cultural stories
- Talk about the steps you are taking when you are doing tasks together (e.g., when baking, share the steps you are taking and name the ingredients you are using)
- Ask thinking questions, when talking with your child:
 - *Why do you think they felt that way?*
 - *What do you think will happen next? How did you know that?*
 - *Do you agree with ____? Why?*
 - *What was your favourite part of ___?*



Reading at Home

Families and Caregivers can help build early reading skills by:

- Playing with language
 - Clapping syllables (e.g., “How many syllables are in the word grandma? Two!” Tip: Encourage your child to place their hand just under their chin. Each syllable causes the mouth to open and their chin will touch their hand)
 - Breaking words up into individual sounds (e.g., “How many sounds do you hear in the word cat? /c/../a/../t/. Three!”) Helping children learn sound letter associations (e.g., what sound does your name start with? What letter?)
- Modelling how to blend sounds together into words when reading (e.g., /c/../a/../t/ is cat)
- Modelling and helping children sound words out
- Discussing the meaning of words and stories
- Reading books together and talking about the books you’ve read. Ask questions such as:
 - *What was your favourite part? Why?*
 - *What did this book remind you of?*
 - *How did the story make you feel? Why?*

Families and Caregivers can help build reading skills in older children by:

- Helping children chunk longer words and talk about meanings. (e.g., **com...mun...i...ty, let’s sound out each part and put them together**)
- Reading together, making inferences (e.g., “What do you think the character in the story will do next? What makes you think that?”), asking questions about the topics you are reading about, and connecting ideas from the text to their lived experiences.

Writing At Home

Families and Caregivers can help build early writing skills by:

- Modelling writing and writing together (e.g., creating shopping lists, greeting cards, text messages, writing emails, etc.)
- Modelling how to listen for the sounds in words and translate the sounds into letters when writing (e.g., “We need tomatoes, what is the first sound in tomatoes? /t/...the letter ‘t’ says /t/. Let’s write ‘t’ for tomatoes)

Families and Caregivers can help build writing skills in older children by:

- Helping children talk about what they will be writing and assisting them in organizing their thoughts and elaborating on their ideas (e.g., what words do you think you will use in your writing?)
- Creating fun and meaningful opportunities for children to write (e.g., create greeting cards, shopping lists, party invitations, gratitude notes, etc.)
- Reading a variety of texts together (e.g., poems, stories, chapter books, emails, essays, factual information) to expose children to a variety of written forms