

Reading Aloud

“The single most important action for building the knowledge required for eventual success in reading to reading aloud to children” *Becoming a Nation of Readers* (USA 1985).

Why is reading aloud so effective?

When we **read aloud** to children on a daily basis we:

- **Condition the child’s brain to associate reading with pleasure**
- **Create background knowledge** – a necessary foundation for successful comprehension of listening and reading.
- **Build vocabulary** – a good predictor of success or failure in reading is a child’s vocabulary upon entering school.
- **Provide an expert model of correct grammar and sentence structure.**
- **Extend listening attention and concentration**
- **Provide a reading role model** – “The more expressively we read the more fantastic the experience will be” – Mem Fox author of “Possum Magic”
- **Develop a special bond with the child/children.** Don’t stop reading aloud when a child can read. Whilst developing a child’s reading experience a strong bond of affection and enjoyment is developing between the reader and the child.
- **Extend listening attention and concentration**

Reading aloud to children is appropriate at all ages. Just because a child can read does not mean that this rewarding experience should not occur. Even as children develop as readers, their reading skills can often lag behind their listening comprehension skills.

General Principles for Reading Aloud

(also applicable to Take Home Readers)

1. Be familiar with the book
2. Use the front and back covers to activate interest before commencing reading
3. Be expressive when reading
4. Discuss the story after reading

Before Reading

- Encourage the child to predict what the book might be about
- Familiarise the child with the book – look at the pictures
- Encourage the child to discuss what they know about the theme or topic and any personal experiences they may have had.
- Introduce any unfamiliar words

During Reading

- Encourage active listening by having the child join in with parts of the story (repetition of phrases or being one of the characters)
- Pause occasionally to ask questions that encourage the child to express a personal opinion (What would you have done)
- Discuss the meaning of words in context.

After Reading

- Ask the child to retell the story (or factual text) in their own words.
- Discuss personalities of main characters and their relationships with other characters
- Discuss writer’s point of view (factual texts)

References

“The Read Aloud Handbook” – Jim Trelease

“Reading Magic” – Mem Fox



Google – Read Aloud and Read Aloud Books for Stories at appropriate age level.

Enjoy Reading Aloud

June Noblet

Support Teacher – Inclusive Education

