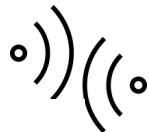


## Fluency

Fluency in reading is the ability to read accurately, automatically, and with expression.



### Echo Reading

Have your child choose a book that they can read independently. Take turns reading and rereading the same page - you first, then your child. When you read, model reading with a natural pace, expression, and pauses. Have your child mimic you, reading the same page and using the same pace, expression and pauses. Have fun exaggerating your voice and using voices for different characters.



## Comprehension

Reading comprehension is the ability to read text, process it and understand its meaning.

### Active Reading

Model active reading when you read with your child. Talk about what is happening as you are reading. Stop and discuss any interesting or tricky vocabulary words. Help your child visualize the story in their mind.

Ask your child:

- *What just happened here?*
- *How do you think that character feels?*
- *Have you ever felt like that?*
- *What do you think will happen next?*



# Kindergarten-Grade 2 Early Literacy and Reading Skills A Guide for Families

In Kindergarten to Grade 2, the focus is on building the following skills:

Phonemic Awareness

Alphabetic Principle

Phonics

Fluency

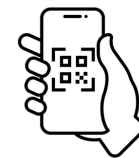
Comprehension



Scan this QR code or use the link to learn more about these early literacy and reading skills.

The purpose of this guide is to share ways you can help your child practice these skills at home. The activities provided are designed to be fast and fun, and require little to no materials.

Discover how you can support your child to build these important literacy skills, and grow as a reader, writer, and thinker! To access videos that explain each activity in more detail, use your mobile device to scan the QR codes.



To access the full playlist of videos visit:

[bit.ly/3NjOMob](https://bit.ly/3NjOMob)



## Phonemic Awareness

Phonemic awareness is the ability to hear and manipulate the phonemes (speech sounds) of language.



### Sound Sleuth

Choose a letter sound, then have your child find things around your house that start with the same sound. “Can you find something in our house that starts with the /p/ sound? Picture, pencil, pants.”



### Snail Talk

Tell your child you are going to communicate in “snail talk” and they need to figure out what you are saying. Take a simple word and stretch it out very slowly (e.g., /ffffffllllaaaag/), then ask your child to tell you the word. Switch roles and have your child stretch out a word for you.



### Sound Counting

Using LEGO bricks, beads, coins or other small objects, say a word and have your child show you how many sounds the word has. For example, the word “top” has three sounds, so your child would place three objects in a row. Then have them tap each object as they say the sound.



## Alphabetic Principle

Knowing letter names is strongly related to children’s ability to remember the forms of written words and their ability to recognize words as sequences of letters.



### I Spy Letters

While in the car or the bus, look for specific letters in signs or license plates. See who can find the most “M”s.



## Phonics

Phonics involves matching the sounds of spoken English with individual letters or groups of letters.



### Words in the Wild

While out in the community, point out some simple signage. Ask your child if they can sound out the words. Start with easy consonant-vowel-consonant (CVC) words like “pet” and then try words with letter blends, like “stop”.



### Phonics Tic Tac Toe

Draw a tic tac toe board. Once your child is skilled at letter/sound recognition, fill in a Tic Tac Toe board with blends and digraphs. Have your child say the letter sound, blend (st, gr, fl,) or digraph (ch, sh, th, wh, ck) before they mark it off with an X or an O.

