

A COMPLETE EDUCATION
A PREP TO YEAR 12 CATHOLIC CO-EDUCATIONAL COLLEGE

P.A.I.R PARENT ASSISTED IMMERSIVE READING PROGRAM



MARYMEDE
CATHOLIC COLLEGE
— *In the way of Mary* —

WHAT IS P.A.I.R.?

- Parent Assisted Immersive Readng
- P.A.I.R. has been created around the latest local and international research. It is built on the core premise that parents who regularly read aloud to their young child can dramatically improve their child's literacy skills.
- A Prep Program implemented over Term One and Term Two

WHAT IS A READ -ALOUD?

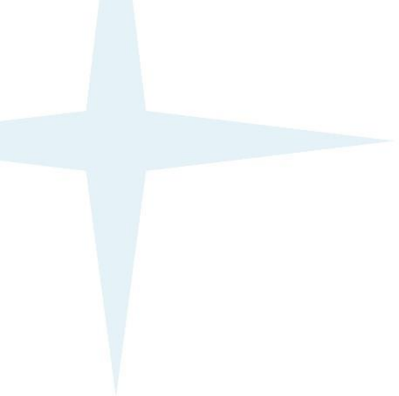
- an instructional reading practice where teachers, parents, and caregivers **read texts aloud** to children.
- variations in pitch, tone, pace, volume, pauses, eye contact, questions to produce a fluent and enjoyable delivery.

WHAT ARE THE BENEFITS OF READING ALOUD?

- **Reading aloud** is the foundation for literacy development

THE RESEARCH BEHIND P.A.I.R STATES.....

- *“The frequency of reading to children at a young age has a direct casual effect on their schooling outcomes regardless of their family background and home environment.”*
- *“Children read to more frequently at age 4-5 achieve higher scores on the National Assessment Program – Literacy and Numeracy (NAPLAN) tests for both Reading and Numeracy in Year 3 (age 8 to 9).”*
- Research also suggests that it is not about **how often** you read aloud, but **how you** read aloud. (Duursma, Augustyn & Zuckerman (2008))



[CLICK HERE TO WATCH THE
'WHAT IS PAIR' VIDEO](#)

BENEFITS OF THE P.A.I.R PROGRAM

- *P.A.I.R* provides you, the parent with the scaffolding, where, over time, you can develop new skills that can be used to improve your child's reading.
- Students have the opportunity to practise Literal, Inferential and Critical Thinking questions.
- The program also provides opportunity to develop your child's vocabulary and oral language skills.

HOW DOES P.A.I.R WORK?

- One P.A.I.R title on the Monday to be returned on the following Monday.
- You should not have more than one P.A.I.R book at home at any time.

FIRST READ WITH P.A.I.R

- Whole book awareness
- Follow the pink prompts found on the title page and the last page

IMPORTANT:



FIRST TIME

Show the front cover to your child and ask this question . . .

'What do you think this story will be about?' Discuss what *could* happen.

Before you read the main story to your child, read them this passage . . .

'This story is about four friends who are going camping.

Just before they are about to leave one of the friends hurts himself and can't go.

The others still want to go camping. Let's see what happens.'

Now read the story right through to the last page without interruption. Try to use as much expression as possible. On the last page you will find closing questions in the pink section.

Parent Assisted Immersive Reading (P.A.I.R.)

At its core, P.A.I.R. is about the parent reading aloud to the child and engaging them in a conversation.

P.A.I.R. can take as little as 10 minutes a day.

The *Sniff and Snuggles* series provides parents with insightful prompts and questions. These prompts include parent tips, discussion points, multi-level questions and vocabulary development, that turn the book into a potent *at-home* teaching tool. Different parent reading styles are also supported.



KNOW THE STORY

Before you read the book to your child ...

- 1 Read it yourself at least twice.
- 2 Give younger siblings something to do.
- 3 Find a reading space with few distractions.



WHOLE-BOOK AWARENESS - the 'pink' sections

The first time you read the book with your child ...

- 1 Explore the book cover with your child.
- 2 Encourage your child to make predictions.
- 3 Read the 'pink' section, on the Title Page, to your child.
- 4 Read the whole story, with expression.
- 5 Discuss the questions, in pink, on the last page.



PAGE PROMPTS - the 'lemon' sections

The 2nd, 3rd, 4th, and so on, read-aloud sessions

Each time ...

- 1 Ask your child to re-tell the story as best they can.
- 2 On each double page, read the story aloud, then ...
- 3 Ask your child one question from the 'collar' corner.
- 4 Ask your child one question from the 'bone' corner.
- 5 Check the 'paw' sections for tips and ideas.
- 6 Explain one word from the 'kennel' section, then ...
- 7 Before moving to the next page, re-read the text.
- 8 At the end of the session, ask child to re-tell story.



LEMON SECTIONS - SUBSEQUENT READS



PAGE PROMPTS - the 'lemon' sections

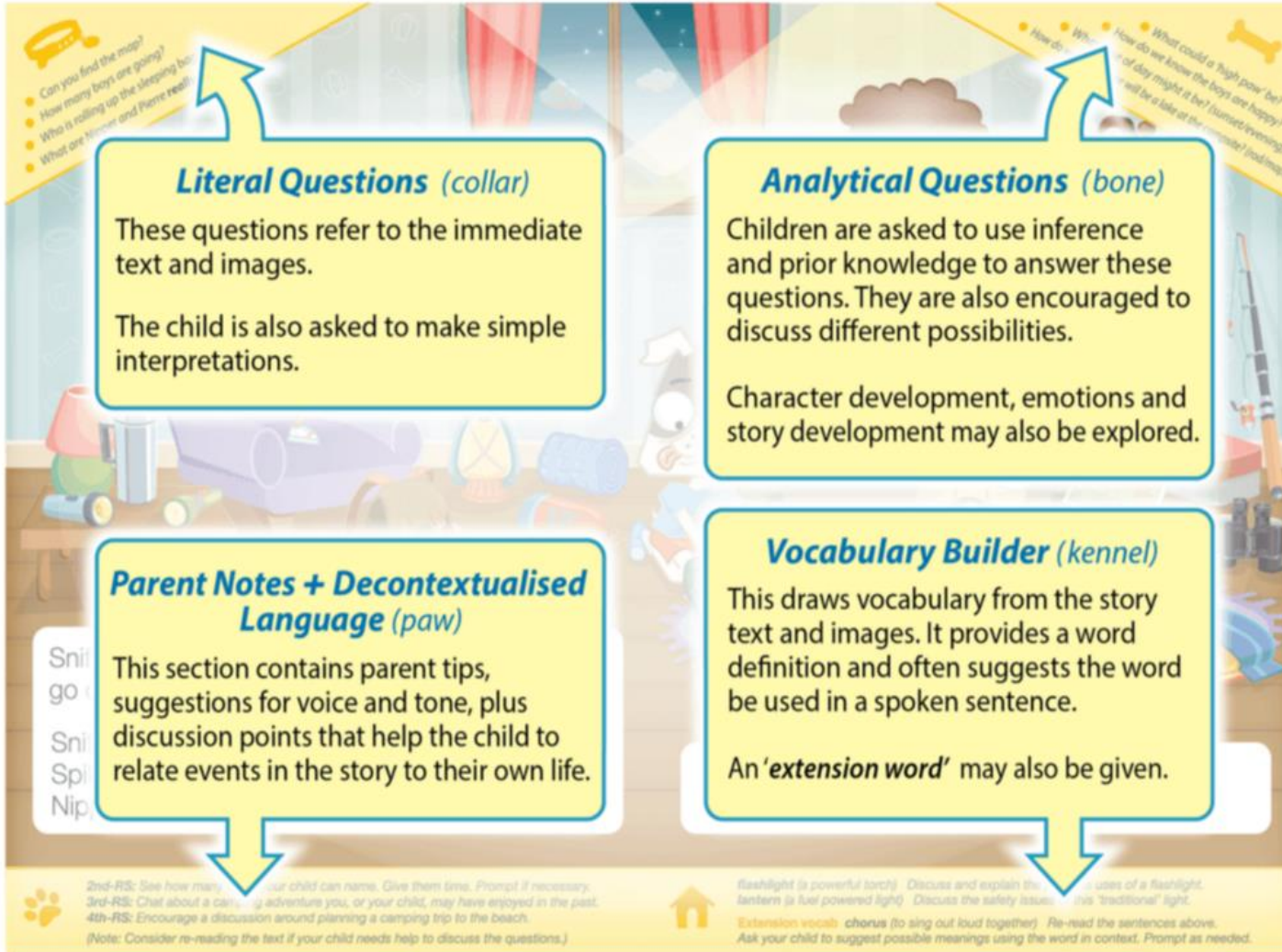


The 2nd, 3rd, 4th, and so on, read-aloud sessions

Each time ...

- 1 Ask your child to re-tell the story as best they can.
- 2 On each double page, read the story aloud, then ...
- 3 Ask your child one question from the '**collar**' corner.
- 4 Ask your child one question from the '**bone**' corner.
- 5 Check the '**paw**' sections for tips and ideas.
- 6 Explain one word from the '**kennel**' section, then ...
- 7 Before moving to the next page, re-read the text.
- 8 At the end of the session, ask child to re-tell story.





Can you find the map?
How many boys are going?
Who is rolling up the sleeping bag?
What are Homer and Pierre reading?

How do...?
Why...?
How do we know the boys are happy?
What could a 'high paw' be?
How do you know it's a dog?
What time of day might it be? (Look at the moon!)
Will he be a lake at the moment? (Look at the...!)

Sniff
go
Sniff
Spill
Nip

2nd-RS: See how many names your child can name. Give them time. Prompt if necessary.
3rd-RS: Chat about a camping adventure you, or your child, may have enjoyed in the past.
4th-RS: Encourage a discussion around planning a camping trip to the beach.
 (Note: Consider re-reading the text if your child needs help to discuss the questions.)

flashlight (a powerful torch) Discuss and explain the various uses of a flashlight.
lantern (a fuel powered light) Discuss the safety issues of using a 'traditional' light.
Extension vocab: chorus (to sing out loud together) Re-read the sentences above.
 Ask your child to suggest possible meanings using the word in context. Prompt as needed.

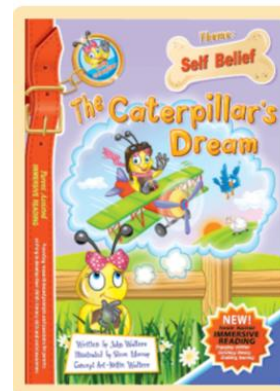
Literal Questions (collar)
 These questions refer to the immediate text and images.
 The child is also asked to make simple interpretations.

Analytical Questions (bone)
 Children are asked to use inference and prior knowledge to answer these questions. They are also encouraged to discuss different possibilities.
 Character development, emotions and story development may also be explored.

Vocabulary Builder (kennel)
 This draws vocabulary from the story text and images. It provides a word definition and often suggests the word be used in a spoken sentence.
 An '*extension word*' may also be given.

Parent Notes + Decontextualised Language (paw)
 This section contains parent tips, suggestions for voice and tone, plus discussion points that help the child to relate events in the story to their own life.

P.A.I.R TITLES





[CLICK HERE TO WATCH THE](#)
[‘HOW TO READ P.A.I.R BOOKS’](#)
[VIDEO](#)

EXAMPLE PAGE

Find Pierre.
Point to the gate.
Find four different plants.
Can you find the letter 'P' on a shirt. Why 'P'?

Why do you think Dad will stay at the campsite?
Which boys look happy? (Nipper & Spike)
How do we know they might go fishing?
What is Dad doing? Why?

Sniff, Spike and Nipper are packing the camping gear in the car.

Dad is staying with them at the campsite near the lake.

Pierre is slumped on his front step. He is waving goodbye to the others.

2nd-RS: Look at the flowers in the picture. Do you have any flowers at home? Can you name any?
3rd-RS: Read the car's number plate aloud. Ask: What number rhymes with 'paw'? Discuss rhyming.
4th-RS: Have you ever felt left out? (Remember, Pierre couldn't go camping) Discuss this.
(Note: If your child is really struggling with a question, make up one of your own.)

hedge (border/fence of shrubs) How can we keep hedges looking nice?
crutches (walking aid) Why would you need them? How do you use them?
Extension vocab: **slumped** (slouched or bent over) Show me "slumped" with your body. When have you felt like this?

REMEMBER TO

- Allow your child **TIME** to respond
- Provide **ENCOURAGEMENT**. Always **VALUE** your child's input.
- There are **NO** wrong answers only answers that might need more support or prompting
- **JOIN** in on the conversation around the book. Conversation is the **CRITICAL** element.
- Relate and make **CONNECTIONS** where possible to life and family experiences.
- Return books promptly

QUESTIONS OR SUPPORT

Your child's Prep Teacher

Literacy - Co-ordinator Elizabeth Milani

The powerpoint accessible on the College website.



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