



MMI CONNECT

Feel the connection!

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Teaching your child to read the Montessori way

Introduction

Reading with children helps to create a love of reading for life. Multiple studies have found a correlation between reading for pleasure and higher academic achievement in every subject, not just English.

Reading provides parents with an opportunity for bonding. It provides a platform for sharing of feelings, attention, love and reassurance.

Reading for pleasure is the single biggest factor in success later in life, outside of an education

Reading is the door to success!

Young children make discoveries through exploration, interaction and play. Children make use of language to express their experiences and discoveries. They use words to describe themselves, their emotions and to name things in their environment.

As a child's language skills further develop, the child can tell stories, read printed words and read stories.

Why is reading important for children?

Reading helps children to:

- stimulate their imaginations,
- extend their creativity,
- improve their memory,
- develop their concentration,
- develop analytical skills,
- develop writing skills
- build a good self-image,
- build their language and communication skills.

What are the skills needed for reading?

Literacy skills are needed for a child to be able to read. Some skills include phonemic awareness (sounds of language), awareness of print, the relationship between letters and sounds.

For a child to learn, he must be prepared and motivated to read. Parents play an important role in being a role model. Children will want to read and will read if they see adults in their environment reading. Children pick up print awareness from environmental print, such words found on cereal boxes, buses and shopping malls. It is important for children to have at least some print awareness early to help them learn to read. The child also needs to have the letter knowledge to understand that the letters of the alphabets have different names and sounds.

Phonological awareness is critical for learning to read any alphabetic writing system.

You can make a **huge** difference!

Parents are in the most important educators in a child's life- even more important than their teachers -and it's never too early to start reading together.

Phonemic awareness is the ability to hear, identify and manipulate the sounds of the language. It is important because it is the primary predictor of early reading. From letter sounds, the child will progress to make simple words by combining letter sounds such as (c-a-t), (b-a-g) and (d-o-g). The language curriculum in Montessori is designed to help children achieve components of writing and reading.



Teaching your child to read the Montessori way

Montessori believes children acquire language skills through integrated layers of language activities;

- Phonemes – sounds of language
- Morphemes – units of language
- Syntax – structure of language
- Semantics – meaning of words

The development of literacy builds on the child's foundation of spoken language. Activities such as large group discussion, songs, rhymes, games, storytelling, story reading, news hour, poetry, speech & drama, give children the varied language experiences to develop language.

Montessori reading is based on a strong foundation of phonics. This multi-sensory approach is unique as children build words (encoding) before reading them (decoding). The Montessori reading curriculum has three essential components; Pink Scheme, Blue and Green scheme.

Children learn the sounds of the letters of the alphabet and string them into three-letter phonetic words. Their journey continues with learning longer phonetic words (four to eight-letter phonetic words) before taking the plunge into learning phonograms. Thereafter, the child is ready to read proficiently.

The sounds of the letters of the alphabet are uniquely taught using the Three Period Lesson. Parents may introduce the letter sounds following the procedure below;

1. Naming Period – place one letter at a time, trace the letter, say the sound.
2. Recognition Period – place three different letter sounds, ask the child to show the specific letter sound.
3. Recall Period - show one letter sound at a time and get the child to say the letter sound.



The I Spy Game is used to reinforce the sounds that they have learnt through the sandpaper letters. Developmentally appropriate beginning sound activities allow children to build their own understanding of how sounds are represented by symbols and these symbols are joined together to form words. You may choose item such as a cup, let your child feel and identify the beginning sound of the objects, "I spy something in your hand that starts with ccc, cup!"

Pink Scheme

When a child has learnt the phonetic sounds, he is ready, to begin with, word building exercise using the large moveable alphabets. Children make words using the six object and picture boxes. Once children are familiar with the objects, they begin to read independently using the same boxes, matching reading cards with the objects and later pictures. Next, children are introduced to a variety of pink materials to provide further practice in reading single words. Sentence cards and phonetic graded books are introduced to help children progress further in reading. As children move through the pink series materials, they learn to code and decode words. They also gain confidence in learning to read.



Blue Scheme

Once children have mastered reading the three-letter words, they will move on to the blue series in which they will begin decoding blends. The Blue Series contains four-letter or more phonetic words such as "stamp", "lamp", and "clam". Just like the pink scheme, children will begin with building word exercise using both the blue object and picture boxes. Children will match word cards with corresponding objects and pictures in a variety of

Children will continue to move from concrete to abstract coding and decoding words as they learn to read



Green Scheme

After children have mastered the Blue series, they will naturally progress to the Green Scheme. The Green scheme is where reading begins. Phonograms in Green Scheme includes words with ai, ar, au, ch, ee, er, oa, oo, or, ou, oy, qu, sh, th and ue. Children who have reached the Green Scheme are more fluent in word building and confident in decoding words. They can work with a variety of activities ranging from word lists, booklets, sentence cards and story booklets. At this stage of the scheme, children will be introduced to high-frequency words that are used daily. Phonetic grammar activities are used to teach children nouns, verbs, adjectives, singular and plural. In Montessori, children progress from letter sounds to blending words and ultimately to read independently. Parents may adopt these practices at home to guide their children to read with ease.



For any enquiries, kindly contact us
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