

# SIX THINGS PARENTS CAN DO TO PROMOTE READING READINESS

01

Talk about sounds in words. Change the first letter in a word to make another word that rhymes.

02

Play with sounds in words. Blend sounds together to make a word.

03

Help your child develop 'text awareness' by pointing to words in print when storybooks are read aloud to them.

04

List words that start with the same sound (i.e: as your child's name) for phonemic awareness.

05

Talk with your child about synonyms (words with the same/similar meaning), and antonyms (opposites).

06

Read, read, read aloud to your child!

#### References:

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- English, Kris, Jessica Fressen, Jerrica Rieger, and Michael Squires. "Audiologists on the Literacy Team: A Natural Fit." Journal of Educational Audiology 18 (2012): 74-81. Web.



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# HEAR IT! READ IT!

*Hearing is the Foundation to Reading*



## MY EARS HELP ME READ!

- Making the sounds of spoken language available to a child's rapidly developing brain in the first years of life has a huge impact on language development, listening skills, and early literacy skills.
- Parents have the earliest and possibly the most important role in making sure children are ready to read when they enter school.
- To learn to read in the typical way, children need to engage in 5-6 years of active listening (approximately 20,000 hours).



## CAN HEARING LOSS AFFECT READING SKILLS?

*Yes, there is a direct connection between listening to speech and learning to read!*

- Children with hearing loss, whether it be permanent (nerve loss) or fluctuating ( i.e: due to wax blockage, fluid, or infection), need more auditory exposure to learn new words. Even a slight/mild hearing loss can result in missing 25-40% of the speech signal.
- Children typically need consistent auditory input of clear, complete speech for 5-6 years before the brain is ready to make the connection between the letters of the alphabet and the sounds associated with them. When children do not have consistent auditory input they are less ready to read and learn with their peers.
- Children who wear amplification (hearing aids, cochlear implants) need to wear their functioning equipment all waking hours to receive access to sound.