

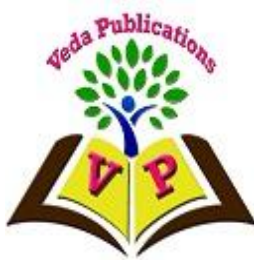
## PARENTS' ROLE IN HELPING CHILDREN TO DEVELOP READING SKILLS

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### Abstract



The paper deals with the development of children's reading skills that are regarded as the major foundational skills for all school-based learning, academic and occupational success. Parents should play a significant role in helping their children to develop reading skills and in encouraging their growth in this respect. It is often emphasised that starting early is the best way for parents to prepare their child for school and life progress. It includes activities for families with children that can make learning experiences out of the everyday routines in which parents and their children participate if they want to help children to gain the skills they need to become readers. The resulting steps that parents can take to help the child become a successful reader are offered. The author considers that it is important for parents to know what children like in books and the kinds of books that are the most suitable for children at different ages, and that the books that parents pick to read with the child are very important.

**Keywords:** *Parents' Role, Children, Reading Skills*

## Introduction

Reading and writing skills are important factors towards a child's success at school, at work and in life. In addition, reading can be a fun and imaginative activity for children, which opens doors to all kinds of new worlds for them. The reading skill serves as the major avenue to learning about other people, about history and social studies, the language arts, science, mathematics, and the other content subjects that must be mastered in school. Reading serves as the major foundational skill for all school-based learning, and without it, the chances for academic and occupational success are indeed limited. In order for students to study maths, science, English, history, geography, and other subjects, reading skills must be developed to the point that most of them are automatic. Students cannot struggle with word recognition when they should be reading quickly for the comprehension of a text.

It should be said that some children learn to read and write with ease. Even before they enter school, they have developed an understanding that the letters on a page can be sounded out to make words. Some preschool children can even read words correctly that they have never seen before and comprehend what they have read. The research literature suggests that about 50 percent learn to read relatively easily once exposed to formal instruction. Unfortunately, the other half of children find learning to read to be a much more formidable challenge. It is one of the most difficult tasks that they will have to master throughout their life. It is clear from studies that follow good and poor readers from kindergarten into young adulthood that young poor readers are largely doomed to failure. By the end of the first grade, the substantial decreases in their self-esteem, self-concept, and motivation to learn to read appear if they have not been able to master reading skills and keep up with their age-mates. In this context, since reading is so important for the success at school and in future life, parents can and should play a significant role in helping their children to develop reading skills and in encouraging their growth in reading skills. Research has long shown that parents' positive involvement with their children's reading skills development is related to many positive outcomes. When children receive the right kind of their parental help in their early years, reading difficulties that can arise later in their lives can be prevented.

It is crucial to help young children by working with them to develop early literacy and reading skills. Because strong reading skills form the basis for learning in all subjects, it is important to identify those who struggle with reading as early as possible.

Research shows that children learn about reading before they enter school and, in fact, they learn in the best possible manner – through observation. Young children, for example, see people around them reading newspapers, books, maps, and signs. Children who have been read at home come to school with important early literacy skills. They are prepared to learn to read and write. Children who have not had many experiences of listening to books read aloud or talking about books typically start school with poor early literacy skills.

As many researchers have shown, when parents and families are involved, the children are more successful in developing their reading skills. There are many resources to help educators reach out to parents and other family members to encourage and support them in their involvement in their child's reading progress.

Learning reading skills as a complex process, the psychological, social, and economic consequences of reading failure are legion. It is for this reason that the National Institute of Child Health and Human Development (NICHD) considers reading failure to reflect not only an educational problem, but a significant public health problem as well. Some of the NICHD studies have been continuously ongoing since 1965. The majority, however, were initiated in the early and mid-1980s with youngsters at five years of age, and have studied these children longitudinally over the succeeding years.

In this context, there are two important considerations that current research in children's reading reveals

1. Children who read well early, and read widely, become better readers.
2. Reading and writing are complementary skills.

So, as it was noted, in helping children to develop their reading skills, parents may have a crucial role to play. Starting early is the best way for parents to prepare their child for school and life progress. Parents are important to children both as role models and as supporters of their efforts.

Skilled reading requires the integration of several skills and abilities. Understanding that spoken words are composed of phonemes is critical because when one starts to learn how to read, new words are decoded by linking the phonemes to the letter symbols. Once children learn how to apply sounds to letter symbols, they must practice the process to ensure that their reading becomes rapid and fluent. Reading requires phoneme awareness, phonics, reading fluency, and comprehension skills. Each of these skills is necessary and none are sufficient in their own right. They must be integrated and applied in text through consistent

and frequent practice. According to Lyon, learning to read is not a natural process it requires systematic and well-informed instruction.

Parents have to be aware that the individuals who are at the risk of experiencing reading difficulties are those with limited exposure to oral language interactions. Children with limited proficiency in language, speech and hearing impairments, or from homes where little reading takes place, are especially at risk of reading failure.

To understand the connection between the child's early experiences with spoken language and learning to read, you might think of language as a four-legged stool. The four legs are talking, listening, reading, and writing. All four legs are important; each leg helps to support and balance the others.

Parents can have a huge impact on how quickly their children learn to read and research offers numerous ways in which parents can help their children with reading..

#### **Show enthusiasm for your children's reading..**

It is beneficial to use some reading activities by parents while building children's reading skills, as Sh. Ackerman considers:

- **Play Time:** Read aloud a favorite story or poem as though it is a play
- **Read and Draw:** Ask a child to draw a picture of her favorite scene, character, or page from a book. She can then write a description of what she drew and why she chose to draw it.
- **Become Poets:** Find small and simple poems. Read them together and talk about the feelings they convey.
- **Word Games:** Use magnetic letters, letter tiles, or cards from games to create both real and silly words. Practice building longer words by putting together shorter words and sounds.
- **Create Your Own Dictionary:** As a child learns to read new words and understand the meaning of those words, keep track of them in own dictionary. Choosing books to read with the child is very important to know what children like in books and what kinds of books are the most suitable for children at different ages is significant for parents, Parents may choose books with covers that have big, simple pictures of things that the baby sees every day, and they should not be upset if at first the child chews or throws a book. Cuddling with the child as parents point to and talk with great excitement about the book's pictures will soon capture their interest. When the baby becomes a toddler, he or she will enjoy helping to choose books to read to them.

Young children most often enjoy books about people, places, and things that are like those they know. The books can be about where they live or about parts of their culture, such as religion, holidays, or the way that people dress. If the child has special interests, such as dinosaurs or ballerinas, it is useful to look for books on those topics. Parents should remember that children are fascinated by how books look and feel. They see how easily parents handle and read books, and they want to do the same.

### **Conclusion**

Learning how to read is a complex process, difficult for some and easy for others. The foundation for learning to read is in place long before children enter school and begin formal reading instruction. Parents and the family help to create this foundation by talking, listening, and reading to children every day and by showing them that parents value, use, and enjoy reading in their lives.

Reading for pleasure and information develops reading interests and offers children the opportunity to practice their reading skills in meaningful ways. If parents want to do a lot to foster improving their child's progress in reading and understanding print, provide reading materials at home that arouse curiosity or extend their child's natural interest in the world around them; encourage and model leisure-time reading in the house, etc. These are the most important steps in fostering the child's reading development. It is crucial for parents to understand what children like in books and what kinds of books are the most suitable for children at different ages.

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