Eyes on [  ]

Preventing reading difficulties
It spells success!
What do we know?

- Children with learning difficulties may find it hard to take in, process, and remember information. A learning disability can make it hard for them to read, write, and solve math problems.
- At a young age, children learn the basic skills of reading and counting. Developing these skills will help your child to succeed in school.
- Young children who have not developed the vocabulary to express themselves have more problems when they get into school.
- A child can be intelligent, motivated, and have good instructions, yet still have reading problems. If this is the case, the child may have a learning disability called “dyslexia.”
- It is estimated that 25 to 40% of children will experience reading difficulties in school.
- Amongst third graders with reading problems, 75% will continue to have these problems throughout school.
- When children have reading and writing difficulties that continue for a long time, they can become discouraged from learning in general.
- In order to read, children must first be able to:
  - Notice the individual sounds in spoken words (phonemic awareness);
  - Link letters to these sounds (phonics);
  - Develop their vocabulary, fluency, and general knowledge about words.
- Being able to read doesn’t come naturally. Children learn to read by taking part in different activities that help to build their reading skills.
- The more children look at storybooks (on their own and with adults), the better their vocabulary comprehension and expression becomes, and the better their early reading abilities.
- Sensitive, supportive, and stimulating home environments at a young age can encourage and enhance children’s learning development.

“It is estimated that 25 to 40% of children will experience reading difficulties in school.”
### Paying attention to...

<table>
<thead>
<tr>
<th>What can be done?</th>
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<tr>
<td><strong>... creating fun activities that make your child enthusiastic about reading.</strong></td>
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<tr>
<td>- Play simple rhyming games with your child to show him that spoken words come apart (age 3 and up). For example, rhyming “I Spy” – “I spy something that rhymes with star.” (car).</td>
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<td>- Team up with your child’s child care practitioner or kindergarten teacher to find out how you can support your child’s learning at home.</td>
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<td><strong>... providing daily opportunities for your child to learn.</strong></td>
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<td>- During your daily activities, name objects that you see. For example, at the grocery store, say: “Let’s buy canned tomatoes.” Point to the canned tomatoes and the letter T on the label. Repeat the word TOMATO, emphasizing the letter T.</td>
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<tr>
<td><strong>... creating simple and fun activities to help children learn to connect sounds with letters.</strong></td>
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<td>- Encourage your child to clap to the number of sounds they hear in a word.</td>
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<td>- Introduce your child to fun and simple computer games that make him connect sounds with letters.</td>
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<td><strong>... helping your child develop a positive attitude toward language and literacy.</strong></td>
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<td>- Read and tell stories to your child regularly.</td>
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<td><strong>... noticing if your child seems anxious or embarrassed when he has reading problems.</strong></td>
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<td>- Consult a language therapist if you are worried about your toddler’s language development.</td>
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Information

This Key Message is a publication of the Centre of Excellence for Early Childhood Development (CEECD) and the Strategic Knowledge Cluster on Early Child Development (SKC-ECD). These organizations identify and summarize the best scientific work on early childhood development. They disseminate this knowledge to a variety of audiences in formats and languages adapted to their needs.


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In this document, the masculine form is used merely to simplify the text. No discrimination is intended.