

Eyes on



Preventing reading difficulties

It spells success!



Centre of Excellence
for Early Childhood
Development

STRATEGIC KNOWLEDGE
CLUSTER ON EARLY

child development



PARENTS



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

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.

Paying attention to...

What can be done?

... creating fun activities that make your child enthusiastic about reading.

- 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).
- 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.

... providing daily opportunities for your child to learn.

- 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.

... creating simple and fun activities to help children learn to connect sounds with letters.

- Encourage your child to clap to the number of sounds they hear in a word.
- Introduce your child to fun and simple computer games that make him connect sounds with letters.

... helping your child develop a positive attitude toward language and literacy.

- Read and tell stories to your child regularly.

... noticing if your child seems anxious or embarrassed when he has reading problems.

- Consult a language therapist if you are worried about your toddler’s language development.





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.

For a more in-depth understanding on Learning Disabilities, consult our synthesis and experts' articles (Learning Disabilities, Language development and literacy, and Parenting skills topics) in the Encyclopedia on Early Childhood Development, available free of charge at www.child-encyclopedia.com.

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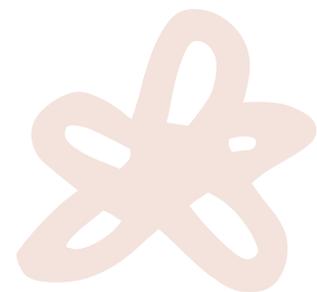
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In this document, the masculine form is used merely to simplify the text. No discrimination is intended.



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