

Question

What can parents do to help develop the reading literacy skills of children in Grades 4-8?

Application

Report to parents who want to participate in literacy tutoring.

Literature Search

ERIC, PsychInfo, Linguistics & Language Behavior Abstracts, Social Services Abstracts, Sociological Abstracts, MLA International Bibliography; Web of Science, PAIS International (January 1980 - June 2004)
393 **articles identified** and imported to RefWorks™
58 **met inclusion criteria** by abstract and/or full text review; selection of 11 articles that studied parents as tutors

Spotlights on four most relevant articles = 4

SUMMARY OF SPOTLIGHTS

Parents can positively influence children's reading achievement by reading with them at home for 10-15 minutes daily using the following procedure

- parent reads to child as a "warm up"**
- parent and child read in unison**
- child reads to parent**
- parent and child discuss material read**

Procedures should ensure that:

- child masters skill before advancing to next task**
- child is encouraged, praised, and rewarded**
- parent refrains from quick correction**
- parents give hints about what a problem word means, not direct help with pronunciation**

Parents working together with the school allows for noticeable results in the classroom as well as at home when there is an overlap in the materials used

#1 Diaper, G. (1990). A comparative study of paired-reading techniques using parents as tutors to second-year school children. *Child Language Teaching and Therapy*, 6(1), 13-24.

Abstract This paper describes a study which compares the effectiveness of 'classical' paired reading with simultaneous and independent reading over a period of nine weeks using parent tutors with second-year junior children. The results confirm the indications from other largely non-controlled studies that the classical approach is superior to other variations of paired reading. Of importance is the finding that the less able reader appears to benefit to a greater extent than the more able reader from being tutored in reading by a parent, especially in the long-term.

Relevance Summary

Three methods of parent tutoring were compared: reading simultaneously with children, children reading to parents, and both methods in sequence (paired reading). Tutoring was conducted for 15 minutes per day, 6 days each week for 9 weeks. The Edinburgh Reading test was used as the dependent measure. Parents, teachers and children were also given structured questionnaires after the intervention. Paired-reading was found to be more effective than simultaneous or independent reading as assessed by the Edinburgh Reading test. However improvements were not maintained in the 9 months post-intervention assessment.

Key Quotes

"...parents stated that their children enjoyed the 'project', and responses to a list of questions showed that in their opinion the children gained in understanding of reading, confidence, interest, and enjoyment, and were making fewer mistakes." (p. 21)

"Teachers commented that progress in fluency and speed was apparent." (p. 21)



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