

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

#2 Kelly-Vance, L. & Schreck, D. (2002). The impact of a collaborative family/school reading programme on student reading rate. *Journal of Research in Reading*, 25(1), 43-53.

Abstract Examined the effects of a collaborative family/school reading program on student reading rate. Twenty-eight 1st-6th grade students and their families completed an intervention encouraging an increase in time spent reading at home. Strategies included the provision of easily accessible reading materials by the school, suggestions for encouraging reading at home, and prizes and special activities. Parents completed questionnaires at program completion concerning time spent in reading activities, types of reading activities used, and attitudes toward reading. Results show that the intervention produced a moderate gain in children's reading rate. The majority of parents rated their own and their children's attitudes toward reading as high; 15% reported an increase in their own attitudes toward reading, and 30% reported an increase in their children's attitudes. 42% of parents increased the amount of time spent reading, while 42% reported no change in time spent. The employed questionnaire is appended.

Relevance Summary

The purpose of this study was to examine the impact of the program on children's reading rate and accuracy. Parents' attitudes toward reading, the amount of time parents spent reading with their children, and the activities and materials used by parents when reading with their children were also evaluated. Parents did not receive training prior to or during the program.

Key Quotes

"Collaborative within-school models have potential as effective ways of motivating parents to increase reading time with their children."(p. 50)



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