

Keep at hand easy reading books, picture books, a longer book to be read together every night and a nonfictional book of whatever the child is interested in.

8-9 The books for beginners start to feel too easy.

At this age every day is a reading day. Come to the library often with your child! Let the child choose books but do it also yourself to get the picture of the vastness of the selection. In the library there are beginner's books of different difficulty levels. Remember, that the books should offer the child's mind something to chew and gradually become more challenging.

Lend books, that the child can read himself! Lend long books – a couple of chapters every night. Lend comics, lend children's poetry, lend high-quality picture books that are works of art, and lend non-fiction that explains the world. Ask your child why he chose a certain book. What captured his interest?

Ask your child to tell about the plot after reading a book. Don't interrogate! Show that you are interested in his reading hobby! You can ask if the book was as he expected when lending it, or you can think about what might happen after the book ended or what could have happened before the start.

10-11 Do everything you can to create a bookworm!



Big differences in reading motivation are seen in classrooms at this age. Schoolwork becomes more demanding and it includes longer and longer texts. Mechanical reading is for some children already fluent and fast, so they can read many books a week just for fun. At this time of life the child's consciousness and language develop rapidly.

Then again for some children reading can be difficult. It's important to keep on reading out loud at home to keep the motivation for reading high even as the school texts become more difficult.

12-13 Teen life, hobbies and friends.

A soon-to-be teenager can get courage, strength and joy of books that describe the life of a teenager. Identification is strong, and it is easy to recognize oneself among the characters.

Children's books start to feel too childish regarding both the stories and the language. The age limits for books for children, youngsters and young adults are hard to define, but back cover texts and appearances of books can help in choosing the right ones. Exciting or humorous youngster books and nonfictional books – maybe about the changes in one's body, about hobbies or idols etc. – can work now.

If the teenager is having a hard time, the parents can bring him books from the library. Bring at least seven! Put them aside the bed and check that the reading light is working. The teen probably goes through the pile some night. Change the books after a month! You need to be persistent, don't give up!

14-15 Let your teen know the importance of literacy.

The time used in reading by youngsters has dropped down to almost half of what it was 20 years ago. Phones and Internet have undoubtedly had an effect on reading.

It is important to talk about the books that have been important to you. Explain why you need good literacy in your job and as an active participant of society.

There is a danger that poor literacy restricts the youngster's life, makes studying and working harder. Literacy means mechanical reading skills, understanding ever more complex texts and handling scattered information. When youngsters master their mother tongue it is also easier to learn foreign languages.

Literacy helps us to find the words for our feelings and improves self-knowledge and self-assurance. The ability to express oneself helps in various social situations. Literacy provides us the tools for expression both through speaking and writing. Language and thoughts go hand in hand.

Young adults' books are now meaningful. They deal with subjects that teenagers find interesting, and do not avoid crises or problems.

16-17 Improving literacy needs patient deep-reading.

Deep reading activates brain differently than for example superficial glancing over headlines on the Internet. It is shown that adults that read a lot have vast areas of the brain activated especially when reading long narrative texts. Youngsters actively reading literature have the best results in other school subjects as well.

At home you can talk about books on many different levels. What occasion in the book do you think was the most important? Was there a turning point in the story line? When did you guess how the book was going to end? Do you resemble the main character in any way? How? Would you like to be the main character's friend? Have you read this sort of books before? Was there some character you would like to know more about? What would happen if...?

Sometimes the youngster might not want to share the book with you. Accept it, but try again another time or after another book! Tell your teenager about the book you are reading at the moment! There must be something that he finds interesting and you are the one most likely to know what it is! At this age some adult's books come in to a youngsters' world. The line is not strict and it depends on the individual's interests and maturity.

The process of becoming a life-long reader takes time and effort! You as a parent are absolutely the best help for your child. Go through the trouble to be present at all times, and you'll have the opportunity to get to know your child profoundly!

- Reading is cool and smart!
- The libraries have books and materials for the whole family!
- The personnel is there to help you!
- Lending is free!
- Welcome to the library!

Agneta Möller-Salmela
Reading inspirator

All studies show that children's home background concerning reading is crucial to the development of reading skills as the school starts.

To become a reader is a long process during childhood and youth. Every step is important and parents are needed in the process daily! Children won't start reading unless they have reading rolemodels. One has to read in order to know how to read! A conversation about a book makes the book meaningful to your child!



READING IN FAMILY

You need to read to learn to read!

Reading introduces the opportunities of life and gives solution models, faith and hope to the challenges of life.

Through reading a child absorbs colourful language, which in turn widens the spectrum of thoughts. Versatile inner world helps the child in school and later on in work life.

Studies show that reflective, pondering reading where the text is processed and discussed leads to better understanding of the text.

Reading is not about the right pronunciation but about understanding the meaning of what is read! It requires a lot of practice – the schoolwork alone is not enough.

In worst case life without reading can lead to marginalization. Participating in society requires good reading skills.

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Research shows that home background is crucial for the development of reading in school.

Stories and fairytales offer a safe space for small children to investigate their own feelings and fears. Social skills, imagination and empathy are reinforced. Children who are frequently read to have a more developed sense of righteousness and they work better in groups.

Reading out loud for a child is clearly connected to school success and positive attitude towards school and learning in general. According to a reading study, 83 % of the children who were daily read to enjoyed going to school. Of the children who were rarely read to only 43 % did so. This is important, because we know that many of our youngsters are in danger of exhaustion and dropping out.

Together home, school and library offer possibilities to develop children's reading. For the skills to develop, active and diverse reading is needed. The reading habits built in the childhood have a crucial impact on the habits as a youngster and an adult. A reading child most likely becomes a reading adult. For the future success in life it is more significant how much the child has been read to than what the socioeconomic status of the family or the parents' educational level is.

A book conversation makes the book relevant precisely for your child!

A grown-up co-reader will find the discussion topics essential for the child. How do we do things in our family and how do we think of the world? The text in unveiled and made relevant for your family's situation. How do other people live? What does the world look like outside our family?

Reading at home strengthens the family bonds. Processing the text helps the child to understand, interpret and experience the book as a whole. The dialogue aroused by the book will develop thinking and language skills. The interaction of text and pictures will become familiar. The child will learn to discuss and express his or her own opinions.

A grown-up reader can connect occasions in the book to real-life situations and memories and go through even deep existential questions with the child. The book and the conversation will help the child to take other persons' perspectives and thus develop empathy. It is the beginning of learning in many ways.

Discussion raises a natural interest for books. Deep reading brings out moods and emotions and everything that is unsaid, hidden in between the lines.

Children won't start reading unless they have reading role models.

The importance of home in children's development in reading is growing. A recent Pirls study shows that, in addition to the socio-economical status of the family, the parents' reading habits and attitudes towards books have a significant impact on the reading skills of forth-graders. The first step to get the children to read is to read yourself! Your support and the time spent in reading will reflect straight on the skills of the children.

1 A one-year-old finds books through pictures and close to the reader.

In the world of a one-year-old there is a lot going on. The child can conquer the world and move around. It is important to have hard-covered books at

hand, books that can take hits. The child will experience books with all senses.

It is already time to create the habit of reading and show the child how to read. Always take the child to your laps when he brings you a book. Make it a moment of connecting and being present. Talk about the pictures! Make comparisons: when the child points at a picture of an apple, show him the apple in your fruit bowl.

The first times the child might not concentrate on the book for long, but be patient and in time the interest will grow! Allure and invite the child to discuss the cover picture. Read stories with repeating patterns, nursery rhymes and poems. For small children repetition means recognition and security while learning. Rhythm, rhymes and repeating are interesting. The adult as a reader gives names, describes and compares.

2 A two-year-old enjoys nursery rhymes.



A two-year-old has already gotten to know books. Books are for reading! The child will recognize familiar books by the cover. He will pretend that he is reading the books that he has often heard. It is an important step on the way to independent reading. The child likes reading routines and already knows how the books are to be handled. He enjoys playing with voices, and names interesting things in books.

Start a discussion when the child names something in a picture. "Really nice! It is an apple, but of what colour? A green apple! Good! Look's delicious." Learning language is boosted by the fortifying dialogue, in interaction with the adult reader. Focusing together on the same thing creates a safe feeling. Your presence slowly improves the capacity to concentrate.

You can read any time of the day but a bedtime story is a must. When the routine of reading a bedtime story every night is fixed, the nights and falling asleep will become a pleasant and relaxing moment.

3 A three-year-old needs to learn ten new words every day.

The interaction with a book and an enthusiastic adult is the beginning of growing to a reading and writing person. The child learns the purpose of a book, and the attitudes of family members will be transmitted.

The child has learned what the back and the cover of the book are, how to turn pages carefully, what texts and pictures are, and that pictures are symbols of real things. He can now comment on the characters of the books.

Stories with repetition and rhymes, children's poetry and common-day stories are usually popular at this age. Because books are a part of every-day life, the development of reading accelerates and goes on non-stop.

4 A four-year-old is already able to enjoy book conversations.

A four-year-old can already enjoy the content of a book and show great interest in books and reading. The child absorbs new knowledge, can ponder ethical questions, gets to know different environments, sees different relations and gets words to describe his feelings.

The child notices that written and spoken language differ from each other. Grammar of the language clears when it is read out loud. Vocabulary starts to grow markedly. After reaching the age of two the child is opt to learn ten new words every day. It is already possible to read children's books that are not entirely picture-based.

The child will notice how a story is built. There is an interesting start, a

dramatic half-way and an ending. The child can bind together the occasions in the book and in real life.

5 A five-year-old listens to easy books not entirely based on pictures.

A five-year-old fully enjoys children's literature. Picture books are still above others. The child may already have favourite books, that he wants to hear often.

A book talk can start by just looking at a book. What do you know of a new book without reading it? Can you guess the content? What does the cover tell you? How many pages are there? Does the front page anticipate the story?

Now we will affect the child's attitude towards learning. When reading out loud, the grown-up reader along with the book itself is modelling how to reach a comprehension of the text.

Reading is a good way to have positive interaction to support learning languages. Sharing the reading experience is a wonderful way of being together! The child feels that the reader loves him and wants to spend time with him. Be playful and open! Enjoy and have fun! Talk about the places, time perspective, people, relations.

There are also fine illustrated nonfiction books for children with exiting subjects. Science, animals, technology, dinosaurs etc. can capture the interest of many children willing to learn.

6 Fairytales, picture books, nonfiction books, poetry, nursery rhymes in preschool and at home.

Getting ready for starting school! A six-year-old has already heard an endless amount of books. It can be calculated that 3000 books and stories before starting school will guarantee a smooth start. In early childhood it means three books per day, for example one familiar book, one new book and the child's favourite book.

The child already recognizes capital and lowercase letters and some whole words in the text. He uses new words and grammatic structures and finds rhyming words. He listens carefully when books are read in the preschool group and can answer questions about the story. He can anticipate the story on the basis of the illustration. Discuss the things seen in the pictures but not mentioned in the text!

Give the child a good place to read. Does the bed have a reading light? A small own bookshelf helps the child to know his own reading history. I have already read these books, this was a christmas present from grandpa, this I haven't had time to start yet, these I lended from the library last time...

7 A seven-year-old needs encouragement and praise! Show your interest in the newly opened world!

The school starts. It is exiting time and requires parents' participation. Now the child learns to read himself. The motivation to become a reader comes from all the stories the child has heard so far. Concentration has been practiced every day. Now it is important to carry on reading at home, so the child's joy won't disappear even though his own reading might not yet be fluent.

Celebrate with the family when the child finishes his first short book! It is a milestone in child's life.

Children's books with longer texts and more advanced action should now step in to the family's reading routines. In the reading situation you can make a summary of what previously happened and also imagine what will happen next. How will the book end?



Millaisia kirjoja voi lukea lapsille?

- Aluksi aivan pienen, alle yksivuotiaan lapsen kanssa katsellaan kuvakirjoja ja kerrotaan, mitä kuvia ja asioita kirjan sivuilla on. Sitten siirrytään satukirjoihin.
- Pikkuhiljaa luettavien kirjojen tekstin pituutta lisätään.
- Kuitenkin jo kohdussa oleva vauva oppii kuulemaan äidin oman kielen lauserakenteita ja sanoja, joten jo vauvalle lukeminen on kannattavaa.
- Kuvalliset sadut voivat auttaa lasta aluksi keskittymään tekstin kulkuun, mutta vähitellen, jo muutaman vuoden ikäisenä lapsi kiinnostuu yhä enemmän tarinoista myös ilman kuvia, koska sadut ovat niin mukaansatempaavia. Lapsi elää tarinaa, ja uppoutuu siihen, mitä sinä hänelle luet.
- Lapsen mielikuvitus toimii lapsen oman iän tavoin: hän ei kuvittele tarinaa sen pelottavammaksi kuin hänen mielensä kykenee. Aikuinen näkee tarinat aina omasta näkökulmastaan runsaammin tiedoin kuin lapsi eli aikuisen mielestä jokin tarina voi olla pelottava, vaikka se ei olisi niin lapselle. Ei ole huolta, että jännittävä tarina olisi lapsellesi vahingollinen hänen ikäiselleen sopivaa kirjaa luettaessa: lapsi kuvittelee vain sen, minkä hänen mielensä pystyy vastaanottamaan. Voit verrata tähän videota tai televisio-ohjelmaa: siinä lapsen kaikki aistit tulevat käyttöön ja sama tarina voi todella olla pelottava, mutta kirjaa kuunnellessaan ja pysähdyksissä olevaa kuvaa katsoessaan hän kuvittelee muun. Tästä syystä kirja on paras kaveri ja paras keino kehittää mielikuvitusta.
- Kirja avaa ja avartaa lapsen maailmaa tuhansin sivuin.



Mistä kirjoja voi hankkia?

- Suomessa on hyvät ja ilmaiset kirjastot, joista voi lainata kirjoja monella kielellä.
- Käykää yhdessä lapsen kanssa hakemassa kirjastokortti, jota näyttämällä voitte lainata kirjoja. Tarvitsette aluksi mukaan vain henkilötiedot, jotka kirjoitetaan kirjastossa hakemukseen ja saatte kortin heti mukaanne ja voitte lainata lapselle kirjoja kotiin.
- Jos kirjastossa ei ole kieltäsi osaavaa henkilöä, kirjoita kirjastoammattilaiselle: **“Tarvitsemme kirjastokortin. Haluaisimme lainata lastenkirjoja.”**
- Jos kirjastossa ei ole sopivia kirjoja omalla kielellänne, pyytäkää heitä tilaamaan niitä sinne Suomen Monikielisestä Kirjastosta. Palvelu on maksuton.
- Lainatkaa omistamianne kirjoja ystävien tai tuttavien kesken.
- Jos ostat uusia, kysy kirjakaupasta kirjoja omalla kielellänne.
- Kierrätyskeskuksista ja kirpputoreilta voi löytyä edullisesti kirjoja eri kielillä.
- Kirjoja voi tilata Suomen ulkopuolelta tai lukea elektronisista laitteista ja internet-palveluista. Painettu, käsin kosketeltava kirja on kuitenkin paras, sillä se jättää paremmin muistiin myös mielen kartan eli sen kohdan tekstistä ja paikan kirjasta, jossa tietty sana tai asia lukee.



LUE LAPSELLESI KIRJOJA

**Omalla kielellä,
kotikielellä ja harjoittelemalla
yhdessä paikallista kieltä!**

Kirjoosi-hankkeessa innostetaan erityisesti monikielisten perheiden vanhempia lukemaan varhaiskasvatuksessa.



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Lisää tietoa lapselle lukemisen hyödyistä eri kielillä löydät täältä:
<https://luelapselle.fi/esitteet-eri-kielilla>

MEILLÄ KAIKILLA ON TARINA

Miten sinä voit tukea lapsesi tarinaa?

Kotona käytettäviä kieliä voi olla useita. Paikalliskielen, kuten suomen tai ruotsin lisäksi on erittäin tärkeää, että lapsesi luku- ja kirjoitustaidot kehittyvät omalla kotikielillä, niillä kielillä, joita te käytätte kotona.

Lapsi oppii kotona käytettävät kielet helposti eikä yksikään kieli ole este toisen kielen oppimiselle. Päinvastoin - kotikielten osaaminen vahvistaa lapsen taitoja kertoa itsestään, ymmärtää asioiden yhteyksiä ja seurauksia sekä tekee hänestä monikielisen, mikä on rikkaus yhä moninaisemmassa maailmassa.

Kaikki kielet ovat lapsellesi tärkeitä nyt, mutta myös hänen tulevaisuudessaan. Kielten osaaminen auttaa lastasi toimimaan erilaisissa tilanteissa erilaisten ihmisten kanssa - ehkä pitämään yhteyksiä sukujuuriin aikuisena.



LAPSI ELÄÄ TARINAA

Juuri siinä voit tukea hänen oppimistaan

Miksi oma äidinkieli tai -kielet ovat tärkeitä?



- Oma äidinkieli on kaiken muun perusta.
- Oman äidinkielen osaaminen parantaa muiden kielten oppimista.
- Oman äidinkielen lukutaito siirtyy lukutaidoksi niihin muihin kieliin, joita lapsi opettelee.
- Oma äidinkieli on ajattelun, oppimisen ja identiteetin rakentamisen kieli. Ajattelun, oppimisen sanoittamisen ja identiteetin rakentamisen taidot siirtyvät pikkuhiljaa muihin kieliin, mutta perusta niille opitaan äidinkielessä.

Miksi kirjojen lukeminen lapselle on tärkeää monikielisessä perheessä?

- Tarinoiden suullisen kertomisen lisäksi kirjojen lukemisen parissa käytettävä sanasto on kaikkein rikkainta, ja se opettaa lapselle kieltä samalla, kun se tuntuu lapsesta hyvältä.
- Lapsi tuntee olonsa rakastetuksi silloin, kun vanhempi antaa hänelle säännöllisesti aikaansa kirjan lukemisen parissa.
- Lapselle lukeminen ja lapsen kanssa lukeminen kehittävät hänen lukutaitoaan: mikä on keskeinen elämässä pärjäämisen taito. Se on kirjattu Suomessa kansalliseen lukutaitostrategiaan.

Miten ja milloin kannattaa lukea lapselle kirjoja?

- Rutiinit auttavat lasta ennustamaan, mikä rauhoittaa lapsen mieltä ja hän osaa odottaa niiden toistumista jo muutaman kerran jälkeen. Mikä teidän perheessä olisi hyvä lukemisen hetki?
- Hyvä hetki voi olla iltapesujen jälkeen juuri ennen nukahtamista, sillä lukemisen hetki on vuorovaikutteinen, rauhoittava ja keskustelevalta. Sellaisen hetken päätteeksi on turvallista nukahtaa. Lue lapselle iltasatu, kun kaikki lapsen päivän toiminnot ovat päättyneet.
- Ehkä perheessänne jokin toinen hetki on vielä parempi: päiväunia ennen tai jälkeen, ehkä päivällisen päätteeksi. Tärkeintä on, että totutte yhdessä sellaiseen sopivaan hetkeen, joka on teidän kotonanne sopivin.
- Kirjoja voi käydä lukemassa myös kirjastossa - tavallisesti kirjastoissa on lapsiperheille sopivia lukunurkkauksia. Se ei maksa mitään.
- Lukeminen voi kestää viisi minuuttia tai vaikka tunnin. Aika voi vaihdella jaksamisen, muiden askareiden tai luettavan kirjan mukaan. Tee siitä kuitenkin toistuva hetki, sillä tämän parempaa, ilmaista tai helppoa kasvun tukemisen tapaa ei ole toista.
- Lukeminen kehittää lapsessa kaikenlaisia elämäntaitoja. Siinä hän oppii sanoittamaan itse omia kokemuksiaan tai oppi ymmärtämään toisia ihmisiä.
- Kun muutaman kerran näkee vaivaa tämän rutiinin toteuttamiseen, sille alkaa järjestyä joka päivä aikaa kuin huomaamatta. Tämä on päivän paras hetki lapsesi kanssa.
- Se, että lapsi pääsee käsiksi runsaaseen määrään kirjoja, hän tottuu niihin ja hakeutuu itse niiden pariin. Kasa kirjoja voi auttaa myös Sinua tarttumaan niihin useammin lapsesi kanssa. Rutiineista poikkeavat lisälukuhetket ovat mieluisia yllätyksiä teille molemmille.