

# Reading with Your Child

Reading with your child increases their language development. Start as early as you can—even babies enjoy books!

## What is Dialogic Reading?

- The child helps tell the story
- The adult listens, questions, and supports the child
- The child is actively involved in the story
- Pictures are described, vocabulary is defined and expanded
- A way to make reading a fun conversation between adult and child



## Tips for Success

- Use labels or sticky notes on each page to leave reminders for yourself about what to comment on or ask.
- Read each book more than once and try to let your child tell more of the story each time or point out new things.
- Ignore the words in the book and make up your own story based on the pictures.
- Make comments (I see a dog.) instead of always asking questions. (What's that?)
- Model action words (He is running. She is sliding.) and descriptors. (That's huge! Fast dog!)
- Use an excited voice and excited body—make this a fun time for you and your child! Be silly, use different voices, and be energetic.

## LEVEL 1 PROMPTS

For children who do not speak yet or use only single words

### Examples of prompts:

- *I see...the dog*  
\_\_\_\_\_
  - *Look...there's a*  
\_\_\_\_\_
  - *Wow, I like*  
\_\_\_\_\_
- Adult:** *I see a dog!*  
**Child:** *(no response)*  
**Adult:** *(takes child's hand and points to dog)*  
*We found it! Hello dog!*  
**Child:** *(smiles, waves to dog, or no response)*  
**Adult:** *Bye bye dog! (goes to next page)*  
**Adult:** *Look, there's a...*  
**Child:** *Dog!*  
**Adult:** *You're right! It's a big dog!*  
**Child:** *Dog*

## Children's Therapy

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## Shared reading increases:

- vocabulary
- grammar
- imagination
- attention
- love of learning

### LEVEL 2 PROMPTS

For children who use 2+ word phrases or sentences. Remember, don't only ask questions—make comments the child can respond to as well.

#### Examples of prompts:

- *I wonder where he's going?*

**Adult:** *Hmm... I wonder where the bird is...*

- *Hmm...I wonder where the dog is.*

**Child:** *There! Tree!*

- *How many fish do you see?*

**Adult:** *Yes, on the tree!*

- *Who is the biggest?*

**Child:** *On the tree!*

- *I don't see the bird...*

**Adult:** *Look, what's happening in this picture?*

- *What is he holding?*

**Child:** *Gorilla bed.*

- *Do you have a dog?*

**Adult:** *That's right, the gorilla is in bed. Who else is in bed?*

- *Ooo, look who's running!*

**Child:** *Zoo man!*

**Adult:** *Yes, he's called a zookeeper!*

## Learn more

Visit [sphsc.washington.edu/welcome-dubs-reads](http://sphsc.washington.edu/welcome-dubs-reads)

If you or your doctor think your child might have a speech or language delay, it's important to get an early evaluation by a speech-language pathologist. Ask your primary care provider for a referral. Speech and language services are available at Valley Medical Center Children's Therapy with a referral from your doctor.

Thank you to the University of Washington "DUBS Reads" program for allowing us to adapt their materials. They have premade labels with appropriate questions and comments available for 9 popular books online.

### What to Avoid

- Don't demand an answer—instead of "What's this?," try "I see a \_\_\_\_\_."
- Don't require a response—instead, after 5–10 seconds give them the answer so they have a model of what you wanted and then move on.
- Don't require reading for a certain amount of time or finishing the whole book at once. If your child can't focus that long, look at pictures and books for short amounts of time throughout the day. Start with just one comment about one page.
- Reading doesn't always have to be in the same place. Bathtime, mealtime or bedtime can be great chances to get even 1–2 minutes of reading in.

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[valleymed.org/childrenstherapy](http://valleymed.org/childrenstherapy)

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