

Reading At Home

Supporting your child with reading at home is one of the most important things you can do to help your child in school. It can also be one of the things that parents find difficult or worrying. We hope that this guide will be useful in supporting parents, guardian or grandparents in support reading at home. Please come and talk to your child's teacher if you would like further support.

How to help an early or non-fluent reader

The following list includes suggestion to help make reading an enjoyable and positive experience for your child.

Starting a new book

- Look at the title and the "blurb" and discuss what sort of book they think it is going to be.
- Before you start a book always ask the child to talk through the pictures, ask them question about what is happening, feelings, what they think might happen next.
- When you are talking through a book and there is a difficult word on the page introduce that word as you start e.g. That is a lovely green tractor can you find the word tractor on this page?
- Talk about words- what is the first / last sound? How many letters does it have?
- If your child isn't confident about reading the book- read it to them first and let them have a go.

If your child gets stuck on a word try out the following:

- Ask your child to look for a clue in the picture.
- Ask your child to sound the word out using their phonic knowledge (letter Sounds).
- Get your child to read on and try to predict what the word is.

- Read the word for them if they still can't work it out and note it down in the Reading Diary as a word they had difficulty with.

Once is not enough.

- Encourage your child to re-read favourite books and poems. Re-reading helps children read more quickly and accurately.

Be patient and Praise.

- When your child is trying to sound out an unfamiliar word, give him or her time to do so.
- Remind to child to look closely at the first letter or letters of the word.

Pick books that are at the right level.

- Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences. A page should contain only 2 or 3 unfamiliar words.

Play word games.

Children love to learn new skills through a game. Here are some suggestions:

- I-Spy: for early readers use the letter sound but once the children are confident with the sounds use the letter names.
- Make up silly rhymes and phrases using alliteration.
- Choose a category and think of items for each letter of the alphabet, for example: apple, banana, cherry and so on.
- Put the high frequency (and, the, is etc. or tricky words on cards and play bingo, lotto and memory games with them.
- Hunt the word- How many times can you find the word 'and' in the book
- Play stations put 4 words in different corners of the room and tell your child to go to one of the words
- Use 'robot-talk' to talk to each other, for example 'T-i-me f-or b-e-d!' this helps them hear the different sounds in each word
- Have your child sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.

I read to you, you read to me.

- Take turns reading aloud at bedtime. Children enjoy this special time with their parents. You read a page child reads a page
- Child reads last or first word on the page
- Child reads only one key word e.g. the each time it appears in the book.

Gently correct your young reader.

- When your child makes a mistake, gently point out the letters he or she overlooked or read incorrectly. Many beginning readers will guess wildly at a word based on its first letter. Don't do this for every word.

Write, write, write!

- Ask your child to help you write out the grocery list, a thank you note to Grandma, or to keep a journal of special things that happen at home.
- When writing, encourage your child to use the letter and sound patterns they are learning at school.

Questions you could ask your child when reading a book

Questions for Fiction (Stories)

- What do you think the book is about?
- What are the pictures telling you?
- What do you think will happen next?
- Describe your favourite character from the story (give two reasons).
- What were the main events in the story? Can you recount them in the right order?
- Describe the setting in the story. (Where the story took place).
- What is the "problem" in the story and how was it solved?
- Describe the most exciting part of the story. Why did you like it?
- Did you enjoy the story? Give reasons.

- Was there a message in the story? E.g. don't talk to strangers - Little Red Riding Hood.
- How does your voice change when you see an exclamation mark (!)?

Questions for Non- Fiction (Factual Books)

- What do you think the book is about?
- What are the pictures telling you?
- Find the contents page or index.
- Point to a heading or sub-heading.
- Use the index to find out more about.....
- How does the writing make it easier for us to find information?
- Explain 3 main points (or facts) from the page you have just read.

Comments you could write in the Home School Reading Log

Recording the books, comics etc. you have read or the games you played with your child really helps your child's teacher in having a better understanding of the strengths and areas for support your child has.

General Comments

- I read Jacks library book to him he found it really funny when-
- We did a word hunt for ' it, and, then' today he was able to read 'it' but needs help with-
- Jack read quite fluent and used good expression.
- Megan answered questions about the text.
- James recognised punctuation when he read, e.g. he paused at a full stop or used emphasis for an exclamation mark.
- Megan found these words difficult today - table, chair.
- Jack enjoyed the book because.....
- Sarah didn't enjoy the book because.....

Comments for fictional texts

- John understood the story and could tell me what had happened.

- James could describe a character from the story.
- Sarah could describe the setting of the story, e.g. beach or forest
- Megan could identify the "problem" of the story and explain how it was solved.
- Jack predicted that the robber would get caught in the end.

Comments for Non Fiction Books

- Jack could identify the different features of non-fiction text, e.g. contents, index, glossary, headings, sub-heading, diagrams etc.
- Jane used features (contents, index or headings) to help find information.
- James could explain what a page or paragraph was about.
- Megan found answers to her own question using the text.

