

Reading

Helping your child to read

Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

- Roald Dahl



Reading at Home

You, as a role model in your child's life, play a vital part in developing your child's attitude to reading. To improve your child's chances of becoming a keen and confident reader, you must demonstrate an enthusiasm towards reading and encourage your child to take an interest in print around them.

- On packaging, labels and instructions;
- On information boards and menus;
- Comics, websites, magazines, newspapers, recipe books, birthday cards, and even shopping lists!

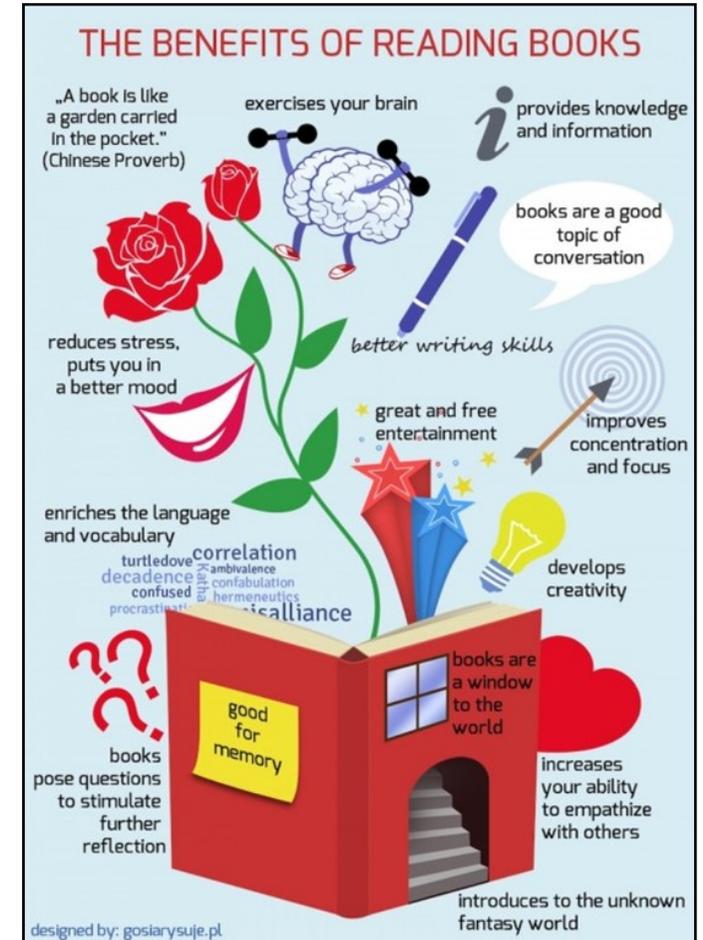
How you can support your child at home:

- Reading should be enjoyed. Find a comfortable place to read, be patient and praise often.

Make reading a **daily** routine:

- Listen to your child read aloud daily, aiming for 10+ minutes.
- Read to your child, enjoying books together and modelling to them how an expert reads.

Remember praise is a great motivator! Always remind your child how well they are doing and how proud you are of their reading.



Need help or have any questions? Just ask your child's teacher.
You are not alone!

The ability to read fluently and with comprehension (understanding) is the most fundamental skill that children will learn. Children will first need to 'learn to read' in order to be able to 'read to learn'.

1

Discuss the text ('book talk')

New book: Look at cover. What is it about? Who is the author? What is the title? What type of book is it?
Partially read book: What have you liked so far? In 5 sentences, explain to me what has happened. Who is the main character? etc.

2

Listen to your child read

You can:

- Praise and encourage often
- Check understanding of unfamiliar words and explicitly teach new vocabulary.
- Encourage them to re-read words and sentences to improve accuracy and expression.
- Model reading with expression and ask your child to copy.
- Ask questions to check for understanding.

They can:

- Sound out unfamiliar words in chunks and then **blend** them.
- Use pictures as clues to unfamiliar words, or infer more information about the text.

3

Question for understanding

Ask a question or two (don't make it a chore!)
 See some example question stems below.

4

Discuss the text ('book talk')

-  What did you like about it? Why?
-  Was there anything you disliked? Why?
-  Were there any parts that confused you?
-  Did it remind you of anything else you read?

FLUENCY CHECKLIST:

- ✓ **ACCURACY:** I read the words correctly
- ✓ **RATE:** I read not too fast and not too slow
- ✓ **EXPRESSION:** I read with feeling, and I didn't sound like a robot
- ✓ **PUNCTUATION:** I follow most or all of the punctuation marks as I read the text

	EYFS - Y2	Y3 - Y6
Vocabulary	What does the word mean in this sentence? What does this word or phrase tell you about?	What do the words and suggest about the character, setting and mood? Find one word in the text which means Which word tells you that?
Infer	Why was? feeling? What do you think the author intended when they said?	How can you tell that? What impression of? do you get from these paragraphs?
Predict	What do you think will happen next? What makes you think this? What is happening? What do you think happened before?	Do you think will happen? Yes, no or maybe? Explain your answer using evidence from the text. What does this paragraph suggest will happen next? What makes you think this?
Explain	Who is your favourite character? Why? Is there anything you would change about this story? Do you like this text? What do you like about it?	The mood of the character changes throughout the text. Find and copy the phrases which show this. How does the author engage the reader here? Why is the text arranged in this way?
Retrieve	How many? What happened to?	How would you describe this story/text? What genre is it? How do you know?
Sequence Summarise	What happened after? What was the first thing that happened in the story?	Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?