

Remember to support and encourage your child. *Be positive and give lots of praise.* Reading progress may go in fits and starts with rapid progress, then periods of time with little progress.

Please do not let your child see you are disappointed or cross as they will lose confidence.

Do speak to your child's class teacher if you have any concerns.

# Reading at Home



The Downview guide to helping your child read at home.

From Reception to Year 6 and beyond!



Research shows that parents who get involved in their child's education make a big difference to how well their children do.

You can help your child with reading by showing how important it is and by finding ways to help your child enjoy reading. *Studies show that children who enjoy reading do much better at school.*

There are many ways of helping children with their reading. But the most important thing is to keep it positive, fun and enjoyable!



In school we will "teach" reading and with your help at home it means that we can work together to help children become better readers!



-2-

*Please remember that we are all different and we are all good at different things!*



Not all children learn to read easily and quickly. *Progress in reading is faster if it is a pleasurable, positive experience.*

Listening to stories, sharing a book with an adult, sibling or friend and reading familiar books is all part of learning to read.

Show your child that reading is important by reading yourself, e.g. the newspaper, tell your child about your reading including why you chose a book, newspaper etc.

- 3-

### **In the Early Stages of Reading...**

Look at books together.

Talk about the story and pictures.

Read stories, information books, poems, comics...

Learn Jolly Phonic sounds with the action and the song

- initial sounds (s, a, t, i, p, n)

- blends (ch, sh, th)

Build up simple words s-a-t

Point to letters from your child's name or letters they recognise, saying the **sound** the letter makes, **not** the letter name.

Notice and read signs and labels all around. Sing Nursery Rhymes, to hear the pattern and rhythm of words.

Play games with rhyming words

Visit the library.

Develop a knowledge of books;

- reading from left to right

- top of page to bottom

- story language 'Once upon a time...'

- title, page, words, contents page

## Beginning to Read...

Help your child to sound out the letters in words, blending the sounds to read words.

Build up words e.g. th-i-ck

Look at the pictures to help read.

Practice tricky red e.g. **said, the**

Practice common High Frequency Words e.g. then, animals.

Find words within words e.g. in/to, some/thing

Play with letter patterns e.g. l-igh-t, n-igh-t



Miss out a difficult word, read on, then come back to it and try again - make a guess - does it make sense? e.g. The sun \_\_\_\_\_ in the sky.

Develop understanding of our language e.g. 'A yellow banana **not** a banana yellow'

Take turns to read a page each if your child is having difficulty.

Keep reading time short and positive. (10-15mins)

Carry on reading to your child, model how to read with expression, change voices for different characters.

Model how to punctuate reading, stopping at full stops, changing intonation for ? and !

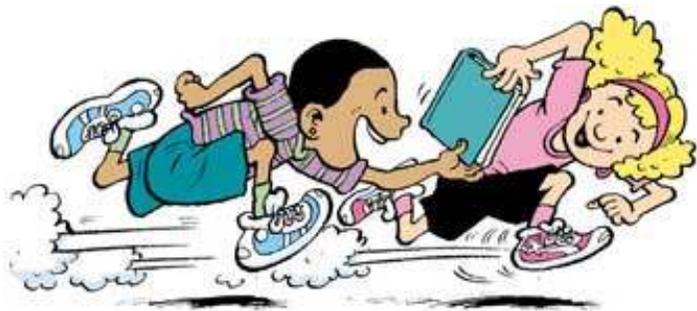
Ask your child to retell a part of the story or discuss the characters to show understanding.

Ask your child to predict what may happen next.

Encourage your child to relate what they are reading to their experiences.

Encourage and praise your child to read for meaning and begin to self correct, let them try to work out words for themselves.

Discuss how different books are organised - fiction / non-fiction, contents pages etc. Ask your child to find something in an information book and show you how they did it.



**Becoming more independent...**

Encourage your child to read things other than just their "reading book".

Talk to your child about their reading target which is stuck in their reading record book.

Support and encourage your child with any new words.

If your child chooses to read an "easy book" use it as an opportunity to develop fluency and expression.

Even fluent, confident, independent readers still enjoy being read to!

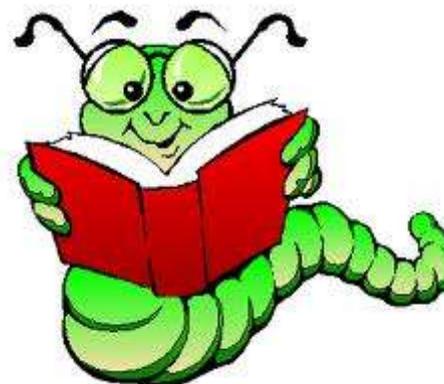
If your child reads to themselves, show an interest and check your child is understanding what they are reading by asking:

"What has happened so far?"

"Why do you think that character did that?"

"How do you think the story will end?"

"Are you enjoying this book?"



## Reading in School...

Our children enjoy a range of reading activities on a regular basis in school, which include:

- **Guided Reading** when your child reads as part of a group to a teacher or teaching assistant, learning and practising a range of reading strategies appropriate to your child's developmental stage.

- **Shared Reading** is when the class or group read together, sometimes from a big book, lead by an adult, this may be during a Literacy session.

- **Individual Reading** is when your child reads to a teacher, teaching assistant or parent helper.

- **Paired Reading** is when the younger children read with an older child, their 'book buddy'.

- **Reading instructions, signs and labels** around the classroom and school.

- **Reading their own work** when they have done some writing, they read it back to check it makes sense.

- **Book Corners and Library times** are for relaxing and enjoying quality books!

- **Class story or novel** when the teacher reads to the children often at the end of the day.

