

SUPPORTING CHILDREN'S READING AT HOME



A GUIDE FOR PARENTS

INTRODUCTION



Research proves that children who enjoy reading do better at school in all subjects.

Reading improves all of a child's literacy skills and can offer them a lifetime of enjoyment and learning. At The Trumpington Federation we aim to promote a love of reading and feel that children discovering books and how to use and enjoy them is crucial to their development.

Through guided reading sessions, one to one reading, group reading and whole class work in English lessons around a variety of genres, we aim to give children high quality reading experiences that support and challenge them to delve further into the texts they are encountering and develop confidence in being able to discuss them.

Reading with your child at home is a crucially important way to support their learning.

Reading books together, reading to your child, hearing them read, discussing reading technique, stories, poems and non-fiction texts are all key ways to help your child to develop into an able and accomplished reader and writer. This booklet has been designed to provide some general tips for reading and a resource bank of ideas for questions that may help you with sharing books and talking with your children about what they are reading at home.

If you feel you need more support with appropriate texts, find that your child is reluctant to read or is finding reading difficult you should arrange to meet with their class teacher.

Sharing a book with a child

Make sure your child has a comfortable, quiet place to sit. Distractions such as TV can make it difficult for children to concentrate. Give the book to your child for five minutes so they can look at it alone. This allows the child to investigate and explore the text and pictures independently before starting to read. Read the title together and ask them to tell you about the story and any questions they may have before beginning. Remember talking about books is as important as reading them. Children need to have enthusiasm for texts so we allow them to choose their own from the library as well as their school reading books.

Reading aloud

It is important that children, particularly in the Early Years and Key Stage 1, are given the opportunity to read aloud to an adult as often as possible. It improves their decoding and listening skills. Help your child to sound out and blend any unfamiliar words. If they are still unsure, tell them the word and explain what it means. Then read the sentence again together. Remember to use praise a lot and tell them why they have done well i.e. "I really enjoyed listening to that sentence because you made it sound so exciting!"

Reading with older children

Older children may feel that they enjoy reading on their own more and prefer to read in their head instead of aloud to an adult. This is usually evidence that they are enjoying the reading experience and are skilled and independent enough to read alone. The focus for a parent at this point should be more on discussion of comprehension and fostering an environment where sharing reading experiences and opinions about books is valued at home.

RECORDING IN YOUR CHILD'S READING RECORD

Listed below are some comments which may help you when writing in your child's reading record book to describe how your child has read to you at home. To build a realistic picture and encourage your child appropriately, it is essential for both parent and teacher to have an open and honest dialogue and as such, it is important to record both positive and developmental comments. The statements below are just a guide; please feel free to alter the wording and write what best suits your experiences.

Example Comments:

- Read familiar words independently.
- Able to predict what happens next in the text.
- Showed good understanding of the text.
- Read with good expression.
- Worked out new words independently.
- Worked out new words by sounding them out.
- Discussed the story and characters well.
- Used good spoken expression.
- Enjoyed reading this book a lot.
- Self-corrected own errors independently.
- Used the picture cues and the first sound of a word to work out words.
- Read with fluency and expression .
- Struggled to concentrate.
- He/she made a number of errors because he/she was not looking carefully enough.
- Would not read tonight.
- Self-corrected his/her own errors.
- Found this book too hard to read.
- Able to read this book with lots of help.
- Struggled to work out a lot of the vocabulary.
- Reading sounded robotic and stilted.
- Created tension as he/she did not want to read.
- Did not understand what he/she has read.

As children get older, we encourage them to record their own thoughts on their reading. We recommend parents read what they have written in order to celebrate their achievements and promote book talk.

QUESTIONS FOR BOOK TALK

Sample questions that you could use when reading with your child:

- Why did you choose this book? What attracted you to it?
- Did you know anything about this book before you started reading it? What do you think about it now you have read some? Is it how you imagined it would be? Why/why not?
- Could you tell me what's happened so far (fiction) or what this book is about (non-fiction)?
- What has been the most exciting part? Why?
- What could you do if you can't read a word? What could you do if you can read a word but don't know what it means?
- Have you come across this word before?
- How did you know how to say it? Are there any clues in the word? Does it look like other words you know?
- Can you work out what that word means? How can you use the rest of the sentence, page or pictures to help you?
- What other word could the author have used that means the same sort of thing?
- Can you tell me what has happened in this chapter/on this page?
- Why do you think X (a character) did that?
- How could we describe that character? What are they like? How do we know that from what they say and do?
- How do you think X (a character) is feeling at the moment? Show me which words/phrases tell us that.
- Why do you think Y (an event) happened?
- What do you think will happen next? What makes you think that?
- How do you think the author wants us to feel at this moment? How are they trying to do that? What is he/she trying to do here?
- What do you think the purpose of using ____ (word or phrase) is in this paragraph?
- Why did the author choose that title?
- What is the effect of writing in the past/present tense?
- What do you notice about the way this page is set out? How does that help us to understand better?
- Have you read any other books/poems by this author? Did you like them as much? Why/Why not?
- Have you read any similar books by other authors? Which ones?
- How were the books similar?
- What sorts of books do you enjoy most/least? Why?
- Who is your favourite author? Why do you like his/her books? What would you say to recommend them to other people?
- Do you enjoy reading? What would help you to enjoy it more?
- What kinds of books would you like to read more of? Why?