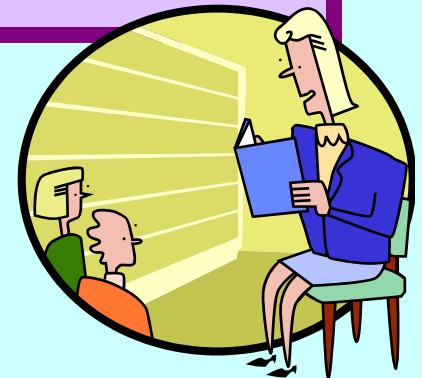


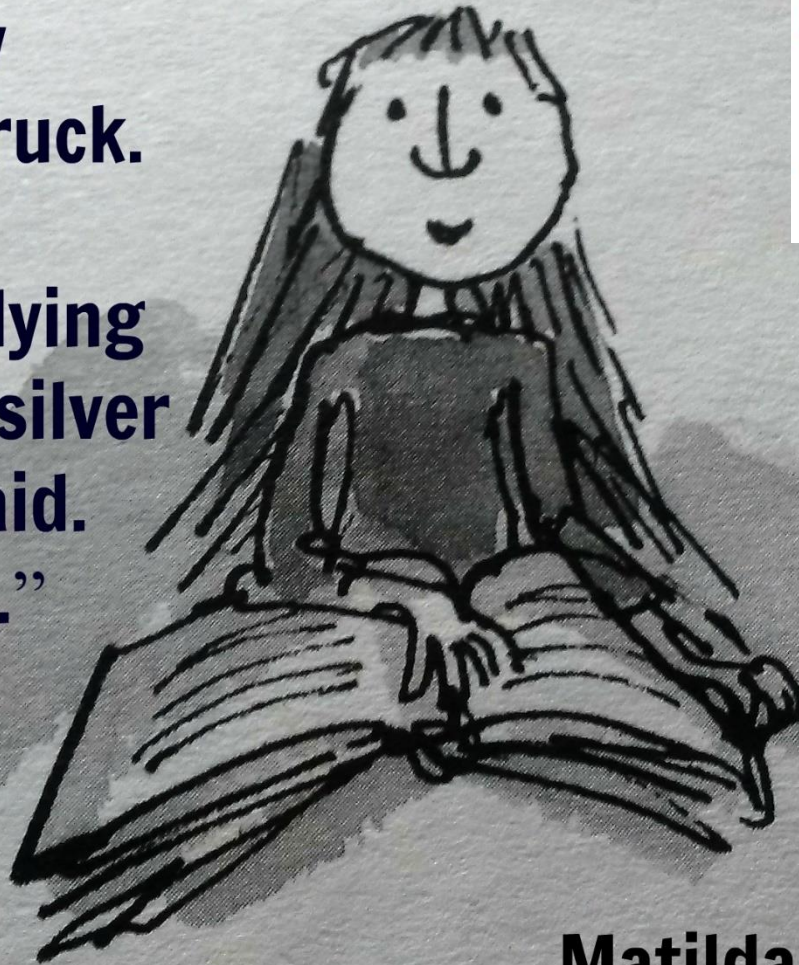


# SUPPORT YOUR CHILD WITH READING AT HOME




**“You seemed so far away,” Miss Honey whispered, awestruck.**

**"Oh, I was. I was flying past the stars on silver wings," Matilda said.  
"It was wonderful."**



**Reading**  
GIVES US A  
**A Place to Go**  
WHEN WE HAVE  
TO STAY WHERE WE ARE.



**Matilda by Roald Dahl**



For beginner and early readers, decoding is the priority, which is taught through a very structured system of pure phonics.

Learning to read is so much more than being able to decode the words on the page:

- Being able to give / explain the meaning of words in context.
- Being able to retrieve and record information / identify key details from fiction and non-fiction
  - Being able to summarise main ideas from more than one paragraph
- Being able to make inferences from the text / explain and justify inferences with evidence from the text
  - Being able to predict what might happen from details stated and implied
- Being able to identify / explain how information / narrative content is related and contributes to meaning as a whole
- Being able to identify / explain how meaning is enhanced through choice of words and phrases
  - Being able to make comparisons within the text



# **Beginning and Early Reading**

**Reading to your child**

**Reading aloud together**

**Listening to your child  
read aloud**



# Beginning Reader - TUNING IN

## ***Your child may:***

- Enjoy listening to stories and joining in
- Know how books work (start at beginning, read from left to right)
- Know some sounds and letter names
- Notice print in the environment

## ***You can help by:***

- Reading yourself – set a good example for your children
- Make time for reading
- Reading aloud to your child
- Keeping books safe – create a special place for your child to keep their books and show them how to value and look after them
- Spend time looking at the pictures and talking about what is happening
- Spend time talking about the book
- Point to words as you read them
- Pointing out print in shops, on packets and tins, road signs, etc
- Playing 'I Spy'
- Doing jigsaw puzzles together
- Learning nursery rhymes together
- Visit the library

## ***Try to avoid:***

- Reading at busy / noisy times. Avoid distractions e.g. tv

# Early reader - COTTONING ON

## ***Your child may:***

- Be able to read familiar words
- Use pictures as clues to what is happening
- Know the first sounds of some words
- Tell you what will happen next

## ***You can help by:***

- Pointing out words your child knows in different situations eg. when you are reading to them, in the shops, etc
- Reading to your child, pointing out the words as you read
- Pointing out the first sound in some words
- Letting your child re-tell the story
- Ask them what they liked about the book; who their favourite character was; what they thought of the pictures, etc.
- Stopping part of the way through the story and asking them what they think might happen next and why
- Visit the library

Try and avoid:

Reading the book once and moving straight on to the next. Read the first to for the words, read again for meaning, read again for familiarity and to promote discussion

# Developing reader - TAKING OFF

Your child may:

- Read on their own
- Start to put expression into what they read
- Have a go at words they don't know
- Enjoy different kinds of books
- Choose their own books

You can help by:

- Reading books to them that may be too difficult for them to read on their own, but which they can enjoy
- Visiting a library regularly
- Allowing your child to choose books that interest them
- Letting them listen to stories on CDs. (this will help them to read with expression)
- Encouraging them to read a wide range e.g. recipes, magazines, advertisements, etc.
- Encourage them to persevere with a book, reading from beginning to end

***Try to avoid: Only listening to your child read. Listen to them read their assigned book to help them practise and consolidate skills; read their book choice from the library to them so they can enjoy the story but also access more challenging stories and concepts without the barriers of word recognition***

# Increasing fluency - IN CONTROL

Your child may:

- Be able to read silently
- Like to spend a lot of time reading and not be interrupted
- Be able to tell you what they like and don't like
- Use basic reference books
- Start to find information in books

You can help by:

- By continuing to read to your child
- Asking them questions about books they have read e.g. what was your favourite part? Who did you like best?
- Visiting a library regularly
- Listening to story CDs
- Encouraging them to read a wide range e.g. recipes, magazines, newspapers, etc.
- Telling them about the book you are currently reading – what you like about it, etc.
- Encourage them to read to their siblings

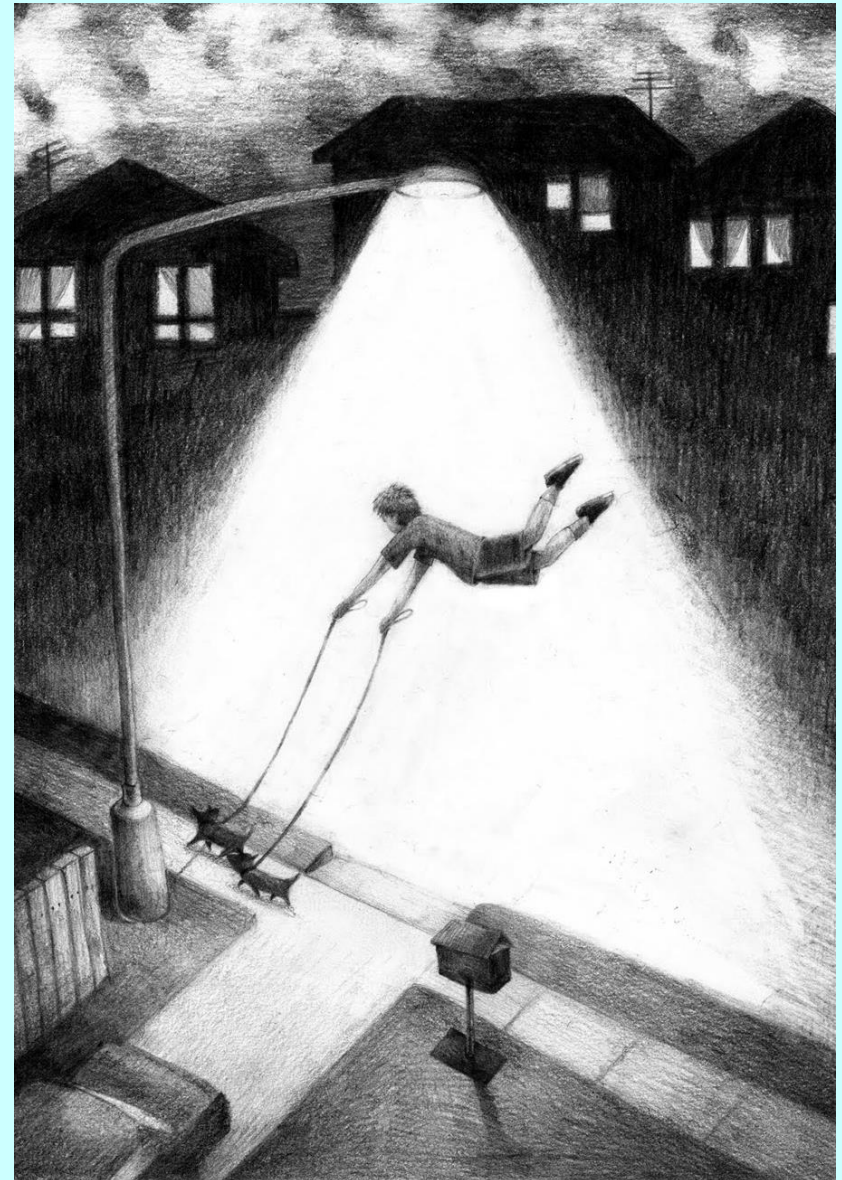
Try to avoid:

- Giving up sharing books





*Don't underestimate the value of a picture book at any age!*



# What can you expect from school?

## Early reading (Year R – 2)

- The main focus will be teaching children to decode words using synthetic phonics – they will have a phonics session every day.
- Children will be assigned a reading book to bring home to practice the sounds and skills they are learning in class – this time to practise is vital in helping them to remember new sound / grapheme association. These books should be read multiple times – familiarity is key in helping children to become confident readers.
- Children will choose a book from the library. This is purely reading for pleasure and it's recommended that this book is read to them.
- Decoding and fluency isn't the only skill the children are taught – comprehension is key. Children will be taught skills of retrieval, inference, deduction, summarising and commenting on language and texts. These skills are taught in English lessons, each class is assigned a key text which they study over the course of 2 – 3 weeks, reading and re-reading and completing associated activities.
- Guided reading provides opportunities for children to read a book together in small discussion group with the teacher or TA – a bit like a book club.
- Children are taught key vocabulary across the curriculum to help with their understanding of reading more widely.

# What can you expect from school?

## Developing Reading – Year 3 & 4

- Children are reading a wider variety of short novels, via their class text, guided reading texts, library books and home-school reader.
- English lessons are based around the key text to enrich the reading experience and develop the children's comprehension skills.
- Most children will be nearing the end of the home-school reader scheme – the higher levels of this scheme are designed to expose children to a vast range of high quality texts – you may find them coming home with an abridged version of Jane Eyre or Great Expectations, as well as a range of contemporary reading books.
- Children will take more ownership of the books they choose to read
- Children are using non-fiction books for research purposes

# What can you expect from school?

## Increasingly fluent and independent readers – Year 5 & 6

- Children are reading widely
- Children are reading a range of novels and information books.
- Children have more ownership over the books they are reading and are encouraged to choose a new reading book each week when they visit the library
- A reading bingo activity is designed to encourage children to choose to read a wide variety of authors and genres.
- Children are challenged in their responses to texts by having to justify their interpretations and opinions.
- Children learnt that there isn't always one answer to a question, and how to use evidence from the text to justify their answer.
- Children are exposed to a wide range of challenging vocabulary and are applying skills in order to be able to understand the meaning of the new word in context
- Children are applying their knowledge of word classes and grammar to help their understanding of new words and their meaning

JUST KEEP READING

:)

