



# Supporting Reading at Home



**At Prior Heath our aim is to make reading an enjoyable, lifelong experience for all our children.**

Reading is very important to a child's success and it is natural that parents should want to support them in their learning. Children need to have plenty of opportunities to be read to and read a range of print in order to practise the strategies they need for fluent reading.

**Parents' input is absolutely essential!** Like all new skills, whether it's cycling a two-wheeled bicycle or tying shoe laces, the more time spent practising, the sooner the skill is learned.

## **Teaching**

Children need to learn to use a range of strategies when they learn to read.

**Phonics:** using the 44 letter sounds for sounding out e.g. splitting a word into sounds e.g. c-a-t/ sh-i-p / b-oa-t blends to read cat/ ship/ boat.

**Recognising words by sight:** Many words in the English language do not follow the rules and need to be learnt by sight.

**Using picture or context clues:** Children need to use the pictures and the context to work out what a word is likely to say.

# Parental Involvement

Home reading is vital for children to practise the skills they are developing and can promote the reading habit and a lifelong enjoyment of reading.

## 1. Story time

- Please keep reading to your child in addition to hearing them read. Being read to helps children remember how interesting and enjoyable books are, and will keep them motivated to want to read themselves.
- A vast amount of learning takes place when children listen to adults reading including developing the child's vocabulary and an understanding of the format of a range of writing. It also provides an excellent opportunity for children to talk about print.
- By talking about the events in a story, or in your child's day you can help your child develop the skills of reading, retelling and sequencing.
- Factual books are great for introducing new words and information and are particularly popular with some children. When reading these, encourage your child to use the index, contents page and headings to find information.
- Nursery rhymes and songs develop a sense of rhythm and rhyme.

## 2. Hearing your child read

- Try to stick to a routine of ten minutes' reading practice, most nights a week. It doesn't always have to be with a book – it could be a game such as looking for the letter 'p' around the house.
- You can hear the whole of a short book or a few pages or a chapter of a longer book. It is essential that books read at home are recorded in your child's yellow reading record. This helps us to build a picture of their reading habits and preferred genre.
- When asking your child to read, please introduce the book first and ask why they chose that book. Continue by discussing the title, what it means and what they think the book may be about from the title and cover.
- In the early stages of reading help your child to read the tricky new words but encourage them to recognise the tricky words they have been learning.
- Don't point out every mistake your child is making. Children need encouragement and positive reinforcement to become a confident learner.
- Remember to stop and look at the pictures and talk about them before reading each page. Pictures are a huge part of a book's attraction for children and they help the child to put the story or facts into context.

- Point out capital letters and explain how they differ from lower case letters.
- Focus on meaning – at school a lot of attention is given to letter sounds and word-level skills in the early stages of reading. Home is the perfect place to discuss the book with your child, find out if they enjoyed it and why. Talk about the characters and what they did in the story. Then ask questions about specific pages e.g. Can you tell me what they played on at the park? Can you point to the full stop on page 2? Can you point to the word 'said' or 'you' on page 3? etc. Make links with other stories or programmes your child has enjoyed.
- Use the coloured book box activity sheets to structure your child's reading and encourage book discussion.

**Remember to...**

**Make reading part of your everyday routine**

**Praise your child**

**Carry on reading to and with your child even when they can read independently**

**Talk to your child about their reading**

### **3. Silent Reading**

You can...

- Set a good example by making sure your child sees you reading at home e.g. books, newspapers, recipe books and instructions.
- Talk about your favourite author or the kinds of books or reading materials you prefer to read now or when you were a child.

### **4. Activities for Focusing on Print**

You can...

- Encourage your child to look at print around them e.g. food labels, shop signs, road signs etc.
- Play games such as Snap, Lotto, Pairs, Kim's Game, Spot the Difference.
- Play games that develop phonic skills e.g. I Spy.
- Make a scrapbook of, for example, real football headlines with photos of the players alongside or of Disney princess pictures and story titles. Children will return to this kind of interest-led scrapbook many times, perfecting their reading skills as they do so!

The rate of progress in learning to read varies enormously and some children need more time than others to become fluent readers. If you are concerned about your child's progress please speak to their class teacher.

## Questions to help you get more from your child's reading book

<p style="text-align: center;"><b><u>Book introduction</u></b></p> <p>What sort of book is this? How do you know?</p> <p>What can you see on the front cover?</p> <p>Point to the title.</p> <p>What do you think this book is going to be about?</p> <p>Who do you think the characters are going to be?</p> <p>Does the blurb give us any more clues?</p>	<p style="text-align: center;"><b><u>Recalling Information</u></b></p> <p>Where does the story take place?</p> <p>Who is the main character?</p> <p>What did ... do when...?</p> <p>Can you tell me what happened in the story/book?</p> <p>How did the story start?</p> <p>How did the story end?</p>
<p style="text-align: center;"><b><u>Discussion</u></b></p> <p>How would you make this book better?</p> <p>Is it as good as...?</p> <p>Why do you like/dislike this character?</p> <p>Which was your favourite part of the story? Why?</p>	<p style="text-align: center;"><b><u>Giving Reasons</u></b></p> <p>What makes you think that?</p> <p>How do you feel about?</p> <p>I wonder why the author...?</p> <p>Which words has the author used to show that this character is funny/unkind/angry/naughty?</p>
<p style="text-align: center;"><b><u>Understanding</u></b></p> <p>What do you think is happening here?</p> <p>What might this mean?</p> <p>Why did the character do that?</p> <p>Why did the author choose to set the story here?</p>	

**There are further questions to support reading on the school website under the Curriculum/English tab.**

## How we Assess Reading

Reading is assessed in three main ways:

1. At each reading standard, there are a set of assessment criteria that we gather evidence for during Guided Reading sessions and in classwork.
2. Using a standardised running record followed by comprehension questions. This is used once the assessment criteria above have been collected.
3. At the end of Year Two, each child will complete the National Curriculum tests. This comprises of two reading test papers which are used to inform the overall teacher assessment.

Teachers also look at a range of factors that affect your child's reading progress including:

**Comprehension:** The ability to answer literal questions, questions where the answer is inferred rather than spelt out and thematic questions.

**Attitude:** An enthusiasm for reading including at home, response to books, involvement in different reading activities, confidence in choosing books, ability to talk about favourite authors or illustrators etc.

**Reading Strategies:** Reading for meaning, self-correcting, taking risks, using initial letter sounds as well as context cues etc.

**Response to Books:** Having the ability to comment on the use of language, responding to humour or suspense, relating stories to own experience, talking about the characters, plot and setting etc.

**Reading to Learn:** Able to identify the features of non-fiction and fiction books, use the index and contents page to locate answers to questions, use dictionaries, select important points etc.