

St Paul's CofE Primary School

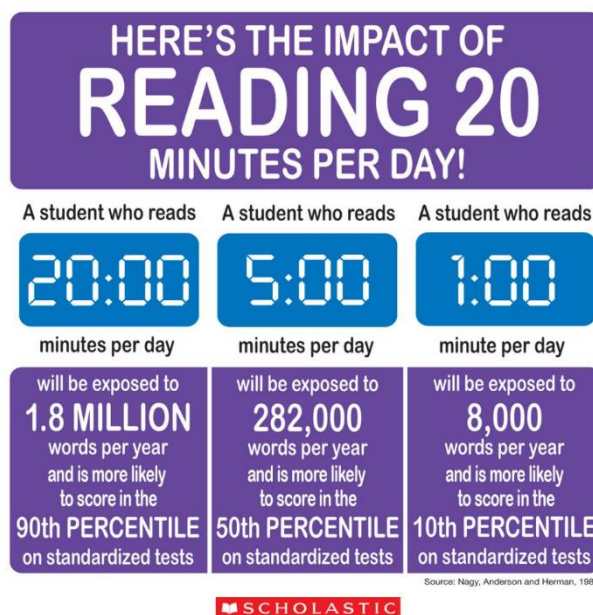
ST.PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



Reading with your child at home

A guide for parents and carers

Research proves that children who enjoy reading do better at school in all subjects. Reading improves all of a child's literacy skills and knowledge and can offer them a lifetime of enjoyment and learning. At St Paul's 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 to 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 techniques, stories, poems and non-fiction texts are all key ways to will help your child to develop into an able and accomplished reader and writer.

Here are 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. Remember that children need to read a variety of texts such as stories, reports, information texts, poems, etc.

They also love being read to by adults, particularly if you can do the voices! If you show children you enjoy reading it will have a positive impact. If you feel you need more support with appropriate texts, find that your child is reluctant to read or is finding reading difficult, please do not hesitate to contact your child's class teacher.

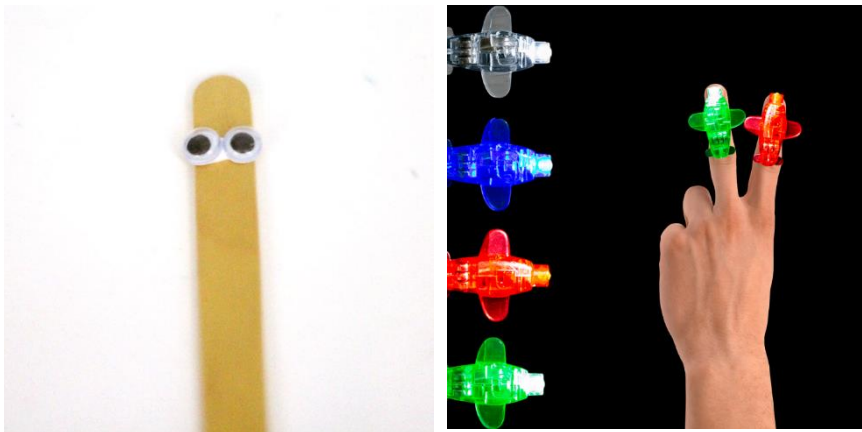
Sharing a book with a child

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 to 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 and develops their fluency. Help your child to sound out and blend any unfamiliar words. If they are still unsure, model sounding and blending and explain what the word means. Then read the sentence again together. To help improve fluency, if a child has struggled with a word or sentence, to is a useful tool to encourage them to re-read the word or sentence to encourage 'smooth reading'.

Tracking tools such as finger lights or lolly sticks (pictured below) or simply yours or your child's index finger, are a great tool for children to use to track the words they are reading. Touching the text in sequence –actually having a kinaesthetic connection to the page—focuses the eye and makes it easier for the reader to integrate all the various pieces. It also helps to aid your child's concentration and keeps them focussed.



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.

Comprehension;

One of the most important parts of reading is comprehension. If a child decodes fluently, but does not fully understand the story or text, then they struggle to enjoy or appreciate books. It is therefore essential that children have opportunity to discuss what they are reading. One of the more crucial parts of reading is being able to conclude and infer ideas. Open ended questioning such as; 'why do you think that happened?' or 'what makes you think that?' will help with this.

Asking children to tell you why or show you clues in the text/pictures can improve their inference skills dramatically. We enclose a list of potential questions that could be used in a discussion with a child about a book. This is not an exhaustive list but should hopefully give some starting points for discussion that will help children to unpick and fully understand what they are reading.

Sample questions that you could use for book talk:

- 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?
- 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 you think x (a character) is feeling at the moment? Show me which words/phrases tell us that.
- Why you think Y (an event) happened?
- What do you think will happen next? What makes you think that?
 - How 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?