

Getting Started

Children do not enjoy the experience of learning to read if they are not successful or making progress.

- **Set aside** a special place and time for reading. Don't let the phone or TV distract you or your child.
- **When you listen** to your child read, give plenty of praise.
- **Don't rush**- let your child turn the pages.
- **Help to keep your child interested and enthusiastic** about reading by giving him or her a wide range of reading materials, including comics, magazines etc.
- **Make sure** the book is not too difficult. Most of the words should be easy for your child. None of us understands or enjoys reading if it is too hard. Try the 5 finger test. If the book is too difficult and the child cannot talk about it in any detail, then they won't enjoy it or gain anything from it.
- **Everyone enjoys being read to.** If your child is interested in but can't read a particular book, read it to them.
- **Let him or her re-read favourite stories** if they want to - practice makes perfect.
- **Discuss** the pictures together and discuss what might happen in the story.
- **Share the text** - This strategy is great when some independence is developing and prepares them for group reading in school. The best way is for you to read a page while your child points to the words with his/her finger and then listen as you child reads the next page. Continue sharing the reading until the book is complete. Let them read as little or as much as they feel comfortable with.

How to help

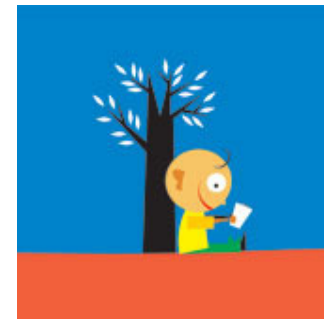
There are four main aspects to learning to read;

Phonic knowledge(letters and sounds) - Knowledge of the sounds each letter makes and remembering the sounds two letters make when they are together, e.g. 'ch', 'sh', 'ee', 'ai', etc.

Word recognition(sight words) - Instant recognition of words which don't follow conventional phonic rules, e.g. 'are', 'come', 'want', etc. If a child can memorise these tricky words their reading will pick up pace.

Comprehension - understanding what has been read. It would make no sense for a child to spend 10 minutes decoding a text if they had no understanding of what had happened!

Grammar and Punctuation -children need to take these into account in order to help make sense of the text.



Sight Words

Your child needs to be able to recognize common sight words. Many irregular words cannot be worked out using phonic strategies e.g. the, who, what, there.

Ways to Help

- **Warm up a new book first** by talking about the pictures. If your child can see a word they don't know, tell them what it says and then see if they can remember it when they start reading.
- **Play games** e.g. pairs, snap, bingo with words your child needs to know.
- **Play snakes and ladders.** Your child can go up a ladder if they are able to read one of the key words.
- **Use a motivator sheet** for your child to colour in as the words are learned.
- **Look for known words within words** e.g. 'it' in 'hit'.
- **Support your child with more difficult words** - don't allow them to struggle over a word they can't build phonically. Tell them the word but make a mental note of which words they found tricky and go back to it after the book is finished. If you notice it's the same word each time it would be worth while playing snap or bingo games with the word to help your child remember it.
- **Read the book several times** - The more times your child reads the same book the more likely they are to memorise some of the words. Most books also have fine details in the illustrations which they may notice when they read the book for the third or fourth time



Phonic Knowledge

Children should know the names and pure sounds of letters. Knowing the sounds is important for working some words out. They need to recognize and say the first sound of a word. They need to be taught to say the sounds and blend them together to make a word e.g. 'p-o-t' = 'pot'. If you notice the word does not follow conventional phonics, suggest they try a different strategy.

Ways to help

- **Play 'I Spy'** to help your child hear first sounds in words. Try looking at magazines and catalogues e.g. 'I can see something beginning with b'.
- **An alphabet chart with pictures** is useful for remembering letter sounds and letter shapes.
- **Help your child see that words have patterns** e.g. 'bat', 'hat', 'cat'.
- **Help your child learn about rhyme** e.g. 'I spy something rhyming with ...' Share and enjoy rhymes and poems.
- **Help your child use their knowledge of one word** to read another e.g. if they can read 'look' they can also read 'took'.
- **Build the word** - A very popular strategy but not always the most useful. If the word follows conventional phonic patterns then suggest your child breaks the word into each sound they can see. You may have to remind them of two letters which make one sound. (If you notice the word does not follow conventional phonics suggest they try a different strategy.)
- **Look at the picture** - It is easy to get carried away with the words but please remind your child to look for clues in the pictures and link these with initial sounds. This is very important and it's not cheating!

Comprehension

Children can often work out what the next word should be because of the meaning of the sentence. Sometimes children need reminding to check that what they are reading makes sense.

Ways to help

- **Walk Through** - before you begin reading a book, ask your child to look at the front cover, all the pictures, the characters and predict what they think will happen in the story. This strategy of 'warming up' the text is great to boost confidence and allow children time to focus on the plot without worrying about decoding.
- **If there is a tricky word, encourage your child to miss it out**, read on to finish the sentence and then re-read to see if they can guess the missing word from the meaning and first letter.
- **Encourage your child to predict** what is going to happen next.
- **Ask questions about the text**. There are two types of questions:-
 1. Literal questions e.g. who was in the story, where did...happen, what happened to.... and what happened at the end of the story? Point to the answers in the story.
 2. Deduction and Inference e.g. why did.... happen, how did.... feel, what might happen next, how do you know that...?



Grammar

Children use their knowledge of spoken language when they are reading. Some children need reminding to check that what they read makes sense e.g. 'They were playing' not 'They were plan'.

Ways to help

- **Draw attention to grammatical errors** and see if your child can correct themselves.
- **If your child makes a grammatical error** repeat the sentence back correctly.
- **Encourage your child** to take note of commas, full stops, question marks etc.



For the older child

- **Once your child becomes proficient at reading** it's easy to think that they don't need to hear stories anymore. This is wrong because children learn best by example. Please remember to read to or with your child, however many reading skills they have, at least once a week or more often.
- **Be prepared for** the fact that as your child becomes older, he/she will see reading as a lower priority than completing homework so give lots of praise and encouragement.
- **Assist with** the reading of textbooks, worksheets etc.
- **Assist in** the learning of key words given.
- **Encourage** the reading of a variety of materials -comics, magazines, car/bike manuals etc.



Also Remember

- **Don't make comparisons** with other children -the child's self esteem and confidence in themselves as a reader is vital.
- **Don't continue** if you or your child is getting irritated. Stop and try again another time.
- **Keep the class teacher informed** by filling in the reading record. Comments from you are very helpful as they let adults in school know what strategies you have been practising and how your child is responding.



Pause, prompt and praise

- **Pause** if your child makes a mistake
- **Prompt** if necessary
- **Praise** and say why:-
 - Give praise for:
 - remembering a new word
 - using the pictures
 - looking at the initial sound
 - build a word successfully
 - recognizing a pattern and using it to work out a new word
 - using expression
 - guessing what will happen next
 - reading on and working out a word from the meaning
 - answering questions correctly about a story



Have fun, reading should be enjoyable for you and your child

Jargon Buster

- **High Frequency Words** - a word that is used a lot to make the story and sentences make sense.
- **Decode** - working out what a word says using a variety of strategies
- **Guided Reading** - a small group of children (about 4 - 6) each have a copy of the same book and, with the teacher's support, they take it in turns to read a page, help each other and discuss the text
- **Phonics** - the sound a letter or two or three letters make when it's in a word
- **Tricky word** - any word within the text that a child doesn't instantly recognise
- **1:1 correspondence** - child points to each individual word, even if the child has memorised the phrase





St John's Meads
C of E Primary School

Supporting Your Child

with

Reading



For further support and information contact

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If you have any questions or concerns about your child's reading
please ask your child's class teacher

