

## How to help your children learn to read:

### Prepare and connect with the text

- This stage should not be rushed.
- Discuss the cover and the title of the book.
- Make connections between the book and them or other books or events. Use their own knowledge and experience, e.g. a place they are familiar with.
- Make predictions about what might happen in the book. *What do you think the book might be about?*

### Listen Actively

- Be relaxed while your child reads to you.
- Note anything you feel the teacher should know in their reading record (perhaps a particular sound they do not recognise, ability to self-correct, if they make comments showing good comprehension)

### Prompt encouragingly

- If your child gets 'stuck' on a word, encourage them to use their phonic knowledge if the word is phonetically regular.
- Encourage your child to say the sounds and then blend the sounds to make a word.
- Then say the word in full.
- If the word is not phonetically regular (a 'tricky' word), tell your child the word.
- They can also use context, pictures and sense to confirm any attempts.

### Praise

- Praise your child for saying a word after being prompted, correcting themselves, reading several pages independently, comments which demonstrate understanding or thinking about characters or the story.

### Corrections

- If your child misreads a word and it makes sense (e.g. home for house) don't correct unless the word is repeated frequently.

### Re-reading

- Encourage your child to re-read books or a particular passage to gain confidence, fluency and expression. You could model this by reading a page to them so that they can hear your expression.

### Retelling

- Ask them to retell the story they have read, either in their own words or referring back to the text.

### Comprehension

- Ask them to talk about the characters in the book; were they good/bad, did they like particular characters and why do they feel that way?
- Recap on the predictions they made at the beginning - were they correct?
- Ask them if they can think of another way for the book to end.
- Did they enjoy the book and why/why not?
- If they have read non-fiction, have they learnt something they didn't know before? Was it interesting?

## Top Tips

1. Choosing the right time of day
2. Try to ensure that reading is an enjoyable experience
3. Pause long enough to give them time to sound out and blend the word but not so long that it interrupts the flow of the reading.
4. Remind them that there may be some words that cannot be sounded out and that these are tricky words.
5. Little words (to, was etc.) and words that are similar (there, here, they) are often more difficult to read than longer, more interesting words.
6. Model correct pronunciation of each phoneme. ([See articulation of phonics video](#))
7. Play segmenting and blending (breaking up a word and putting it back together) games with an initial focus on listening to the sounds.
8. They might know a word on one page but not recognise it when it appears on another - this is normal.
9. Read a broad range of books and those with rich story language.
10. Encourage them to use their pointy fingers.

