

PARENTS GUIDE TO READING AT HOME



Some Facts...



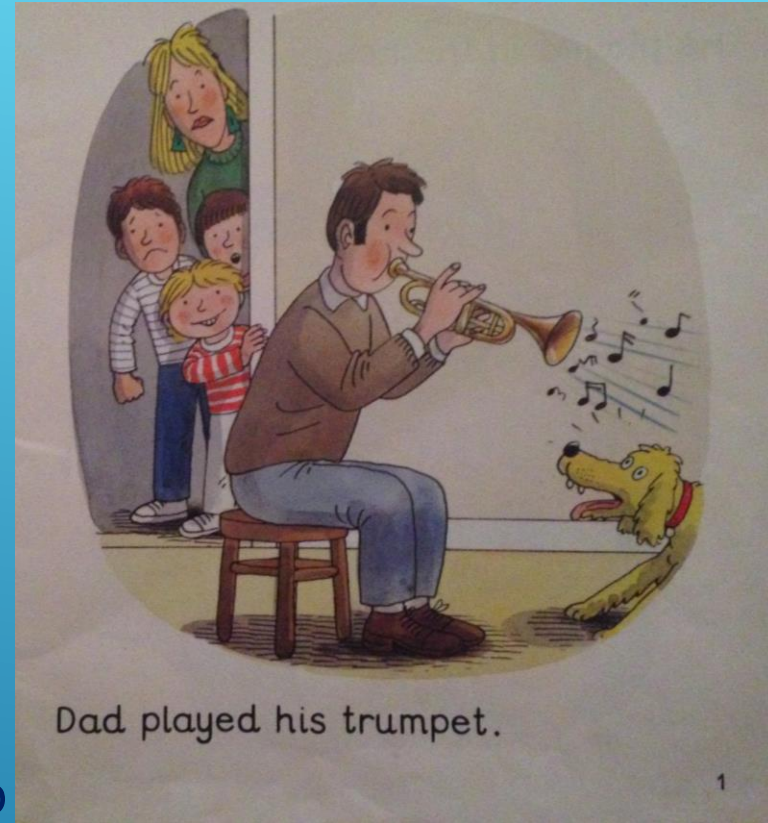
- ▶ Many parents have noticed that just 10 mins a day of focused reading makes a world of difference.
- ▶ Reading for pleasure is vital for children's cognitive development
- ▶ Research shows that reading to a young child is the single most important thing you can do to help your child.
- ▶ Research has shown that children who can read fluently are more likely to progress in other subjects, for example Maths, due to their level of reading comprehension helping children to understand the questions, etc
- ▶ Sharing a bedtime story is on the decline - a third of parents no longer read a bedtime story. This time is perfect to model good fluency, enjoyment and expression.
- ▶ It is also important for your child to see both men and women equally enjoy reading so no one is put off
- ▶ Let your child see you as a reader so they can see the importance

PEBBLES

- ▶ Look at the front cover, the title page and back cover and discuss the blurb (this gives information about the story to see if you want to read it)
- ▶ Some reading books will focus on specific sounds where the children will search for the sound and get use to it's shape
- ▶ Other books may have a repetitive story. One page will be for the adult to read so then the child can read the text in the speech bubble
- ▶ Particularly in Pebbles there will be an emphasis on children distinguishing between pictures, words and letters
- ▶ Remember picture are extremely important to help children understand the story or even work out unknown words

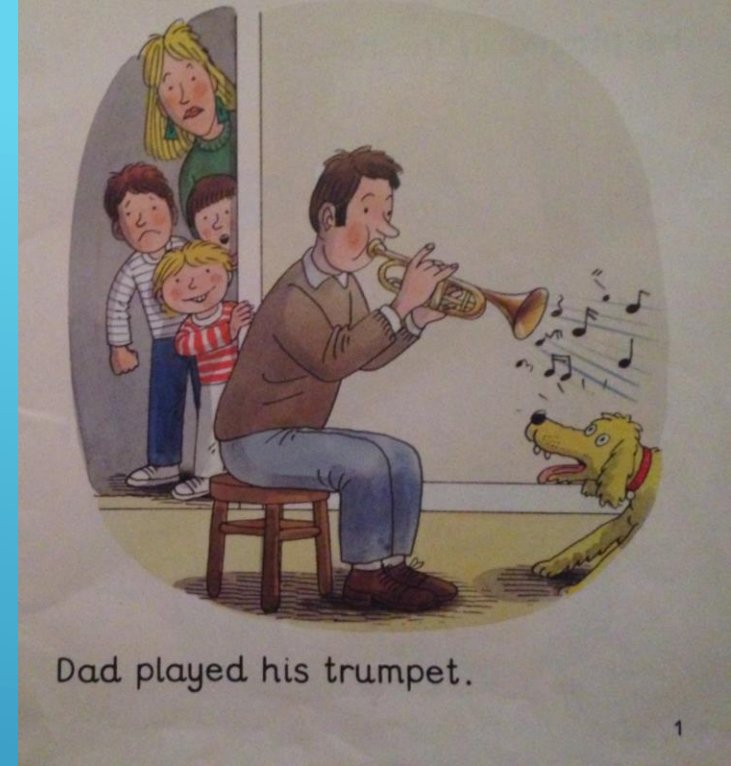
SHELLS

- ▶ Fight the reading race!
- ▶ Look at the title, and front cover. Make a prediction.
- ▶ Clues will be hidden within the picture.
- ▶ Discuss these together and build confidence.
- ▶ Pupils in year 1 and 2 should continue to segment and blend until automatic decoding is embedded (see blending wheels)
- ▶ Reading longer novels can develop concentration, comprehension and stamina
- ▶ Remember it's vital to read range of fiction and non-fiction to really build on interest



STARFISH

- ▶ Children will still continue to develop their phonic knowledge but there will be more of a focus on words that don't follow rules.
- ▶ Other strategies are developed such as: reading around the unknown word and then guessing what it could be/what makes sense, finding words within words, 'best bet', look at word families, inference, etc
- ▶ Develop fluency (reading more words by sight - high frequency words)
- ▶ Comprehension - see questions for ideas



Dad played his trumpet.

TIP 1

FOCUS ON WHAT YOU CAN DO AND NOT WHAT YOU CAN'T

- ▶ Encourage children to share their home/school book each night with you.
- ▶ Find out about your local library service. Children can then choose a book that is of interest to them. Many services include story telling workshops.
- ▶ Audio CDs are also available for those reluctant readers. They will still be immersed in the story language.
- ▶ Talk to other parents about what books their children enjoy and what works for them.
- ▶ Look at class newsletter link reading with phonics.



TIP 2 FIND THE RIGHT LEVEL



- ▶ Many children struggle with reading as they are exposed to books that are too hard for them. It's important to remember that each child will develop at their own pace.
- ▶ Encourage and check that the home/school book is from the right level for your child.
- ▶ If your child has a certain interest or enjoys books from a certain author, reading these more complex books to them is great. Perhaps they could help read parts of the text.

TIP 3

LISTEN, LISTEN, LISTEN



- ▶ Make a special time each day to spend time with your child and listen. Remove all distractions like TVs, computers and games consoles.
- ▶ Share stories that you enjoy with your child.
- ▶ Listen carefully and be patient when your child is reading. Try not to interrupt, or finish the word for them. Dedicate time and reading each page alongside your child.
- ▶ Remember to talk about the book and what you liked about the story.



TIP 4 CREATE A BALANCE BETWEEN PERFECTION AND CONNECTION

Your child is bound to make mistakes when reading or struggle with some parts. The child can read on or they can use their blending skills to decode the word.

The children will learn, by Year 2, to self correct.

Remember to keep up the praise and the encouragement to keep them enthused and focused.

If you are really worried about an aspect of their reading don't hesitate to discuss this with their teacher.

Weigh it up. Do you need to stop your child? Will they self correct? Does the sentence still make sense?



TIP 5 TALK ABOUT WHAT YOU HAVE READ



- ▶ Talking helps the child think about what they have read and will improve their comprehension skills.
- ▶ It boosts their imagination and grows their confidence. It is a good way to pick up on new words and check their understanding.
- ▶ Encourage your child to develop an opinion on the book. Sometimes share a book review.
- ▶ Ask them how the characters might be feeling? How do we know this? Have you ever felt that way?
- ▶ Ask them what they would do if they were in the story?
- ▶ What do they think might happen next? What is the ending going to be?
- ▶ Role play can help sympathise with characters, and show understanding of the story.

TIP 6

THINK OUTSIDE THE BOOK

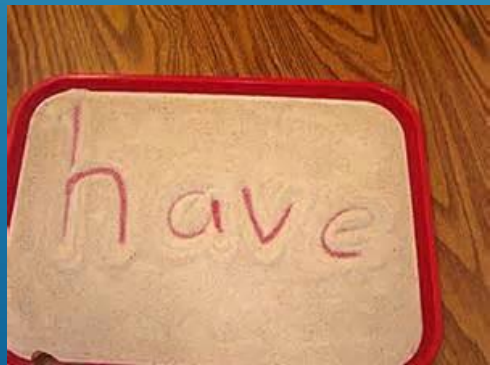


- ▶ Never before have children had such access to a range of wonderful creative story/picture books, websites, audio books, comics, kindles, apps and mobile devices.
- ▶ Young children need to crack the code and become confident readers before embarking independently on such a wealth of exciting reading opportunities.
- ▶ By year 2 encourage your children to branch out to different media to keep their love for reading alive.
- ▶ Keep them enthused, can they help read the instructions for a games, recipes, treasure hunts.
- ▶ Make a story book together. Write a page each then read together.



TIP 7 HIGH FREQUENCY WORDS

- Children should be able to read and write most of the first 200 high frequency words by the end of year 2.
- Focus on reading to begin with. They are in order, beginning with phase 2.
- Some are fully decodable, others are tricky. (Now called exception words.)
- and - fully decodable said- exception word



First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

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Precursive

USEFUL WEBSITES AND APPS

www.phonicsplay.com

www.tesiboard.co.uk

www.oxfordowl.co.uk

Twinkl phonics

Mr Thorn Does.. Youtube- pronunciation and rules. (Geraldine the Giraffe)

Check weekly newsletters- can help secure weekly sounds taught and rehearsed in school.