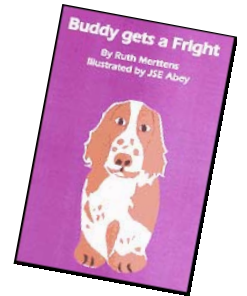


Helpful Hints

- **Little and often** ~ It is much better to read for five minutes every day than for half an hour twice a week.
- **Point to each word** ~ It is absolutely crucial that children point with a finger to each word as they read it. Use a bookmark and line it along the bottom of each line as you read it, thus hiding the rest of the text. Move the bookmark down as you read each line.
- **Take one!** ~ Choose one of the skills which are bullet-pointed inside this leaflet. Focus upon this particular skill for a week or more, so that you can be confident that your child has mastered this. Then you can move on to another skill.
- **Take turns** ~ Take turns in reading - you read a bit and then ask your child to read a bit. This can be less tiring and keeps the story flowing.
- **Comfort and cuddling** ~ Read for five or ten minutes when you are having a quiet cuddle and having a comfortable and happy time together.

This leaflet is primarily aimed at parents of children aged 5-7 years old

GUIDELINES for reading with your child



There are two aspects to teaching a child to read:

- **Technical skills** ~ we help children to decode the text, working out what each word 'says', using grammar and punctuation.
- **Understanding** ~ it is no good if reading is simply 'barking at words' - saying each word in turn without understanding what the story is about. Children need to make sense of what they read.

In this leaflet we help you support BOTH these aspects when reading with your child.

Technical aspects of learning to read

Getting started

Help your child to:

- Hold the book correctly and turn pages for you as you finish reading each one.
- Realise that the printed words 'tell the story'.
- Understand that, in English, we read printed text from left to right and down the page.
- Follow each line of printed text with a finger, left to right, with some attempts to point at individual words.
- Begin to spot some familiar words in the text.
- Begin to sound out words to read them.

Getting there

Help your child to:

- Follow printed text with a finger, pointing at each word in turn as they read it.
- Realise that a sentence begins with a capital and ends with a full stop, so that they can pause at the end of each sentence.
- Use a variety of ways in reading unfamiliar words:
 - Sounding out the word, or at least using the initial sound or sounds;
 - Look at the picture for a clue;
 - Read on past the word, missing it out;
 - Make a guess based on the context;
 - Compare it to a word they can read already.
- Read aloud with appropriate expression.

Meaning-making: making sense and understanding

Getting started

Help your child to:

- Identify where the story starts and ends.
- Recognise a familiar story and have a favourite book.
- Predict what will happen in a story.
- Say what they think about a character and about why they are doing or saying something.
- Know all or parts of a favourite story off by heart and be able to 'read' this story to themselves.
- Expect the text to make sense.
- Point to particular bits of an information book.

Getting there

Help your child to:

- Develop and express opinions about stories - saying which are their favourites and why.
- Predict what will happen in a story in some detail.
- Notice features about a particular sort of text, e.g. that some stories begin 'Once upon a time...' and that some books can be 'dipped into' rather than read from start to finish.
- Expect the text to make sense and try re-reading to make sure they understand a sentence.
- Relate a story to their own experience and talk about their own feelings in relation to it.
- Identify where a story is set.
- Start to recognise the style of a particular author.
- Retell parts of a story, using some of the same language.