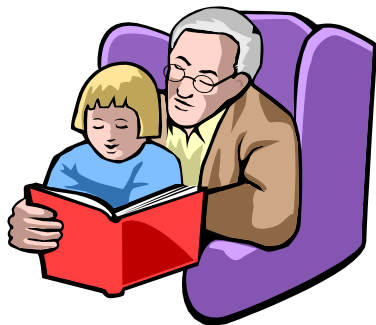


*'I like having stories read to me' - Year 1*

- ◆ Children may choose to read a favourite book again at a later date, the value of hearing and re-reading is immeasurable. It is through these repeated familiar readings that children learn about the patterns and sounds of language and how stories work.
- ◆ Take your child to the library to choose books on a regular basis, sometimes your child may choose books you might not have selected, but learning to make choices is all part of becoming a reader. They could swap comics or borrow books from a friend.
- ◆ Let them see you reading all varieties of reading material, eg. newspapers, instruction manuals, cookery books- remember reading is not limited to reading stories.
- ◆ Remember children still love being read to even though they are fluent readers—there's nothing like a good bedtime story!



*'I feel happy when I read'*  
*- year 1*

**Remember reading should be a pleasurable experience—a journey not a race!**

**Happy reading!**



*'I like spooky stories—so long as they have happy endings!'* - Year 1

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## Reading with your child

The John Hampden School Wendover



**Reading—some important points to help your child**

*'I like to snuggle up to mum while I'm reading'*  
*- Year 2*

*'Books make me have fun dreams'* - year 2

*'I like sneaking into my brother's room and reading 'Harry Potter and the Goblet of Fire' - Year 2*

## Reading – some important points to help your child

- ◆ Reading together, sharing books and stories should always be an enjoyable experience. This does of course mean setting aside a dedicated quiet time avoiding interruptions. Try to make it a special one-to-one time with your child. Remember, it is the quality of the time and the quantity that will make the difference.
- ◆ Praise and encouragement are the most important words for you to remember.
- ◆ Talking about books, front covers, authors, pictures, similar stories, settings and characters, is every bit as important as the actual ‘decoding’ of words.
- ◆ In the early stages of reading, it is often a good idea to read the whole story to your child before s/he attempts to read it independently. Remember you are not testing your child and knowing what a book is about helps a young reader tackle it confidently
- ◆ Talk about the story, helping your child to understand that ideas and opinions are a part of reading. Negative comments are as valid as positive, so long as reasons can be given to justify that opinion, making reference to the text where possible. Encouraging discussion shows that you are interested and value what s/he has to say.
- ◆ Encourage your child to make use of the illustrations. Making use of picture clues to help work out unknown words is a skill worth praising.



- ◆ Allow children to take an active part in the reading session ie. holding the book, turning the pages, discussing the things that interest them.
- ◆ Help your child understand that the words you are saying aloud are the same words that you can both see on the page. Run your finger under the words as you read. As children begin to learn to read they will do this for themselves.
- ◆ The initial (first) letter sound of a word is often a good clue to an unfamiliar word; be careful with the more complicated word-building as not all words can be ‘sounded out’ eg. ‘were’.
- ◆ Encourage your child to use the meaning of what s/he reads to guess an unknown word. When s/he gets stuck, let your child skip the word, read to the end of the sentence and come back for another try as the sense of the sentence can often help to work out that tricky word.
- ◆ Allow and encourage your child to read for sense and meaning. Don’t interrupt the ‘flow’ unnecessarily. If there is an obvious misunderstanding of the text, wait for your child to finish before going back and clarifying what has been read. If the mistake still makes sense continue reading (eg. He ran into his home for He ran into his house). The mistakes that matter are the ones that do not make sense (eg. He ran into his horse).
- ◆ If your child is obviously struggling with a page of their book, read it with them a few times, encouraging and praising them for their effort, rather than struggle on to the next page. Or you could try reading alternate pages sometimes to add interest and pick up the pace. The same is true should your child be really stuck on a particular word. Rather than slow the whole process down, tell them the word.



*We love reading!*

- ◆ From time to time, as you finish one page, discuss what might happen next before turning the page. Also recap with your child about what has been read previously to check for understanding. Question them about which part of the story they have enjoyed, which illustration was their favourite, what they found interesting or amusing. Ask questions about characters and incidents.
- ◆ As your child becomes more fluent, point out print differences (eg. capital and lower case letters, italics) and different forms of punctuation (eg. full stops, question marks and exclamation marks). Demonstrate how these make our reading sound more interesting and also can alter the sense of sentence.
- ◆ Bear in mind that not all meanings are explicit in the text. For example ‘She walked across the frosty grass’ doesn’t tell you it is winter but the inference is there. Make sure your child has picked up inferred meaning by asking a quick question ‘What time of year do you think it is?’
- ◆ Encourage children to be interested in the print that surrounds them, point out labels, packaging, road names, signs etc.

