

Reading With your Child at Home

This booklet outlines ways you can support your child with reading at home.

Recently, you have received your child's first school reading book. This is a milestone in your child's life and their experiences with early reading should always be very positive and pleasurable.

Your child's school book will be changed at least once a week by the class teacher. Please can you...

- Make sure your child's reading book and reading record is in school every day.
- Make reading time a special time which you both enjoy.
- Practise little and often and always write a comment in your child's reading record when you have heard them read. This can be as little as one page a night.
- Give lots and lots of praise for any attempts!
- Enjoy other stories together and still read **to** your child.
- Look for opportunities for reading everywhere, not just in their school book. This can be anything from a magazine to a shop sign.
- Try not to compare: everyone learns at a different pace.
- Ask for advice and support if you need it.

Our Reading Record...

How to use your child's reading record...

In this section can you write the date, which page you get up to and a short comment like: **"Billy read well! He sounded out 'red' and needed some help with 'the'."**



In this section you can write the titles of all the books your child reads. This can be school books or home books.

Stars in a Jar!



Just a little reminder about our 'Stars in a Jar' reward system for reading. There is a proven link between the amount children read at home and their educational progress. Therefore, we want to encourage children to read at home as much as possible.

Each time your child reads at home (this can be as little as 1 page) and you write a comment they will receive a star stamp. For every 3 stamps they will get a star in the jar. At the end of every half term a name is selected at random from the jar and the child will receive a £5 book voucher!

Phonics Information session

This would normally be at the school but for this year a video will be uploaded to YouTube and you will be sent a link for this.

Please email any questions you may have to...

office@pinesprimary.org

Picture Books

Your child may initially have a picture book that does not contain words. This is an important step in your child's reading development. While you are sharing these books with your child you can...

- Tell the story verbally and discuss what is happening in each picture.
- Link what is happening to your child's own experiences. For example if the story is about a cat you could ask "Do we know any cats?" "What are they like?"
- Extend your child's vocabulary by discussing in detail what you can see in the pictures.
- Look out for words that may appear in the pictures and see if you can work out the initial sound.
- Ask lots of open questions.

Look at the picture below and see some examples of questions you could ask.

I wonder who is in the tree?

Why do you think the children are in the shed?

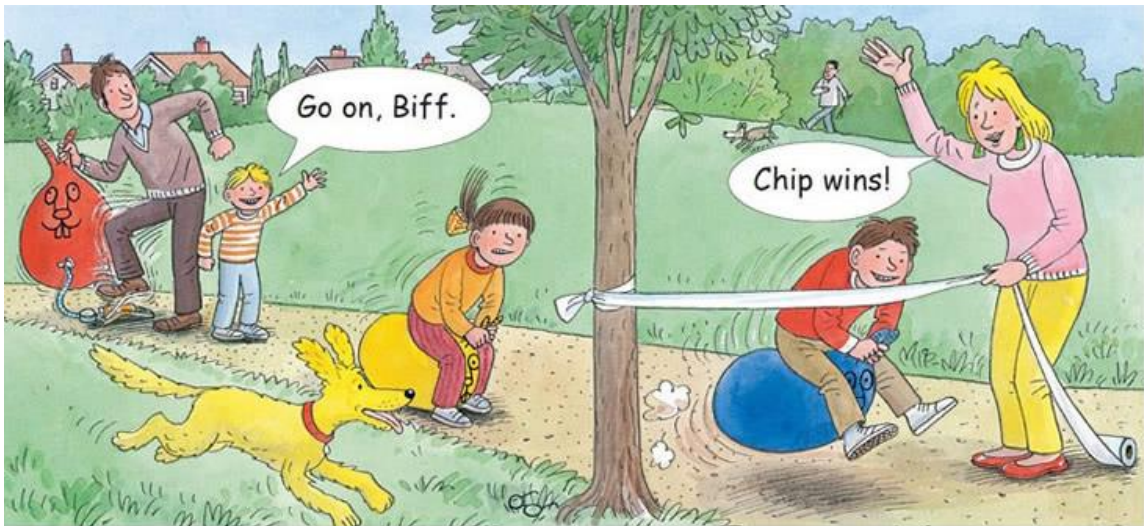
What game could they be playing?



What games do you like to play in the garden?

First words

Once your child is ready we will introduce books with words in. As with the picture books discuss in detail what you can see. The pictures will support your child to decode the words. It is very important to praise your child when attempting to read. We want them to feel successful so they will continue to read more. See the section below for ideas on how to support your child.



Biff and Chip **set off**.

Together decode words by sounding them out. For example: s-e-t set.

Tell your child about any punctuation and what it means. For example: This is a full stop and it means it is the end of a sentence.

In this particular book you may also talk about what speech bubbles are.

As your child becomes more confident with the book you can rewrite the sentence and or cover the picture to see if they are still able to read it.

High Frequency Words

As your child becomes more confident with reading the books they receive will become more challenging. You will notice that some words appear frequently, such as, 'can' 'and' or 'at'. These are known as 'High Frequency Words' (HFW). Some High Frequency Words cannot be decoded through sounding out and the children have to learn to recognise these through practise. See the grid below:

'Not' is known as a green word because you can sound it out.
n-o-t not

Words such as 'the' is a 'red word' because you cannot sound it out. The sounds th-e do not make the word 'the'

not	the
to	I
no	

Soon you will receive some common exception words to practise with your child at home.

Understanding Stories

Decoding words is only a small part of learning to read. Children need to learn to read for meaning. This is done by asking lots of questions and discussing stories with your child. You can support your child by modelling how to answer questions. For example, you could say: "I wonder why he/she is feeling grumpy?" Then model the answer linking it to what has been read "Maybe it is because they feel left out and they would like to join in with the game...what do you think?" See below for some question examples:

I wonder what is going to happen in the end/ next? Why do you think that?

Who is your favourite character? Why?

Which part of the story would you change? What would you change it to?



How do you think he/she is feeling? What has happened to make you think that?

Why did he/she do that? What happened in the story?

Ask these types of questions whenever you share a story not just when your child reads to you.

And Finally...

Read and share stories and books with your children as much as you can. This will support them enormously giving them an excellent foundation for reading and learning. Reading is a valuable life skill your child will need all through their life whatever they decide to do.

Enjoy books and texts of all kinds: information books, story books, magazines and comics.

If you can, join a library and choose new books you can share together.

Above all, have fun reading together!

