



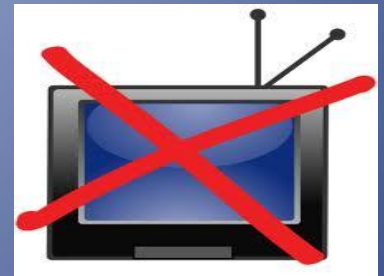
Types of reading



- Reading words – phonics skills
- Mechanical reading – fluency
- Deeper understanding -
comprehension

The ideal reading environment

- A calm, quiet room, free from distractions.
- An uninterrupted time to devote to reading.
- A place where books are easily accessible.
- Seating that enables you to sit with your child.



Approaches to reading at home



Listening to your child read

As they read:

- Allow them to attempt to work out more challenging words independently – their phonics knowledge will provide the skills to decode.
- Do assist them if they appear to require support.
- **Praise and encourage** your child throughout the session.

When the book is finished:

- Ask your child questions about the story – setting, characters.
- Invite your child to re-tell the story using the pictures.
- Be prepared to share your reactions to the story too.

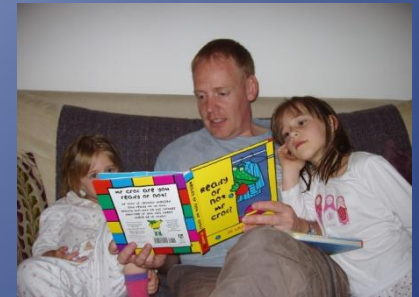
Approaches to reading at home

Reading to your child

- They enjoy time with you listening to adventures.

Shared reading

- Can be useful when your child is reading a more challenging text.
- If your child is tired or distracted.
- If your child lacks confidence to read independently.



When is the right time to read & how often?

- Find a window in the day that lends itself to quality reading time.
- Establish and keep to a routine that works for your family.
- It may be helpful to find time when younger siblings are in bed or otherwise occupied. If this is not possible, involve them in the reading experience.
- 10 to 15 minutes per session, at least 3x per week.
- If your child seems tired and the session ceases to be enjoyable – stop.

Siblings

- Older siblings can be encouraged to read with their younger brother(s) or sister(s) – hearing them read and reading to them.
- Younger siblings can be encouraged to listen during a reading session – they might participate by adding character voices, holding a puppet to represent a character or join in with a repeated phrase.
- These sessions might be built into your routine or spontaneous.



Comprehension

- Reading the words correctly in a book doesn't in itself make a good reader.
- They need to be able to understand and discuss what they have read
- **Ideas to help with comprehension**
- Ask your child's opinion on what they have read, what they think of characters for example and see if they can find a sentence or words in the book that would support their ideas.
- Get them to retrieve information from a text by asking them to find certain relevant information.

Building skills to deal with challenges to come – SATs and beyond

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter. Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too. 'It's the park... they've shut it down.'

For a second no one said a word. Joe and Ajay looked at each other, then back at Joe's mum. Her face was pale, her jaw dropped open. She stared at the letter, her eyes watery and ready to spill over with tears.


'Park!' Joe said furiously. 'They can't do that!'




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How does Joe know that the letter contains bad news **before** his mum tells him what it says?

Comprehension - deduction

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- Ask your child to use the clues left by the author to predict what happens next and why. It's always fun to see if they have predicted correctly.
 - Encourage your child to use deduction while reading. For example they can come to a conclusion about an event in the story by talking about the language that the author uses and say why they think it is effective.

Comprehension - inference

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- Ask your child questions about inference and to find examples in the text.
 - Inference regarding comprehension is where you make an educated guess based on the observations you have made whilst reading. We can tell for example that a character might be upset from his/her body language rather than the author overtly writing that the character was upset. Essentially it is trying to get your child to read between the lines.
 - You can ask comprehension questions before you read, as you go along and at the end too.
 - Little and often is a great approach to comprehension.

Bookmarks

- Big Cat bookmarks have questions to support the development of reading comprehension.

Guided Reading



VectorStock

- In class reading a shared text (a book between two)
- Focus on building reading skills through robust discussion and explanation
- Removing barrier or mechanical reading for some.
- Age appropriate texts

Phonics

- Not just for infants
- A recipe for reading...
to avoid

‘Higgy Wi Come Bee’

Phonics


Phonics Teaching of Alternative Sounds/Spellings

Children are taught to:

- **sound out and blend** the tiny sounds in words to read
- **segment words into sounds on their fingers** to spell.
- Each sound within a spoken word is called a phoneme.
- Each phoneme when written down is called a grapheme.

For example, the heard sound “ay” is the phoneme and the way it is spelt *ay* is the grapheme.

Phonics

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- Many sounds have **alternative spellings** and children are taught the different ways to spell the same sound. The children must then choose the correct spelling of the sound when spelling a word. This is when reading and their familiarisation with words in books will help them choose the correct spelling.

Ch**er**ch, ch**ir**ch or ch**ur**ch.

- Equally, many graphemes have **alternative pronunciations** which need to be learnt. When reading an unfamiliar word and sounding out, children refer to their knowledge to try alternative ways of saying the word.

For example, children need to know **ch** can be pronounced like “sc” “sh” or “ch” when sounding out to read **sch**ool, **ch**ef and **ch**ain.

A final thought.....

- Reading with your child is a precious time.
- In the future it will hopefully become a treasured memory of the time you shared with your child when they were younger.
- Establishing a regular and harmonious reading routine may lead to an insight into your child's day.





READING: A CRITICAL PART OF YOUR SUMMER

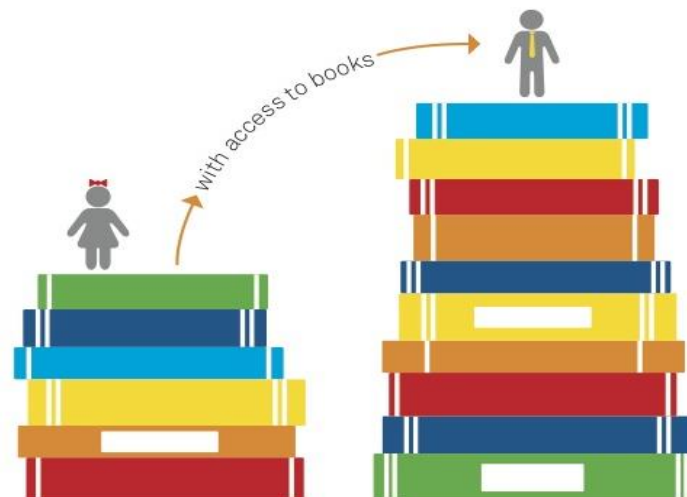
HOW TO BEAT “SUMMER SLIDE”

Children who are given access to books over the summer perform

35-40%

better on reading achievement tests.

—*First Book*



During the summer months, children who don't read fall an average of **2 MONTHS BEHIND.**



However, kids who read over the summer can make slight **GAINS!**



By fifth grade, children can be as much as **2.5 YEARS BEHIND** in reading due to “summer slide.”

A final thought.....

Research suggests that reading with your child at home is the single most important thing you can do to help your child's education.

BBC Learning

Information

www.oxfordowl.co.uk

www.bbc.co.uk/schools/parents/primary

www.wordsforlife.literacytrust

www.readingeggs.co.uk

www.talk4writing.co.uk Píe Corbett

www.booktrust.org.uk

www.storymuseum.org.uk/1001stories

www.woodlands-junior.kent.sch.uk