



Reading



Reading to your child

- Reading out loud to your child assists in the development of their language skills.
- It helps them to visualise the story in their head.
- Reading requires your child's eyes to be able to move together across a page. This is called 'tracking'. This can develop at different ages (usually by the time they are 7).
- Simple activities can develop this skill eg. Blowing bubbles, feathers etc.

Reading in Foundation Stage.

- Your child brings home a reading book and a contact book.
- They will be able to change this book once a week.
- As well as a weekly guided reading session we try to hear your child read their reading book once every 2-3 weeks, so what you do at home with them is really important.
- The reading book will have little or no words to start with.
- Look at the front cover- can you tell what the story is about?
- Look at the title -does that give you any more information?
- Look at each page talk about what you can see in the picture what do you think is happening? Do not cover up the picture at this stage please!

Listening to all children read

When children read aloud to adults they need a sense of success. They should also feel that they are reading more for the enjoyment of content than to demonstrate their decoding skills.

Getting started:

- Talk about the book before they start to read.
- Look at the front cover - can you tell what the story is about?
- Look at the title - does that give you any more information?
- If there is a blurb, read this together.

Strategies to use for unfamiliar words

How can you support your child when they come across a word they are unsure of?

Phonics:

- Sounding out the letter sounds (phonemes) in order and then blending to read the whole word.
- Highlight digraphs / trigraphs.
- For more confident readers, this can be applied to syllables.
- Provide help with individual phonemes if needed.
- Correct in a positive way!
- Once the word has been established, re-read the sentence as this ensures they have fully understood the sentence as a whole - you can do this for younger children.

Strategies to use for unfamiliar words

Reading for meaning and context:

- What would make sense there?
- Miss that word out and read on to the end of the sentence. Now go back, which word would fit and make sense there? What does the word begin with? Does this help you?
- Once the word has been established, re-read the sentence as this ensures they have fully understood the sentence as a whole - you can do this for younger children.
- Make sure they take note of the punctuation as this will support them in reading for meaning.
- Encourage your child to use correct expression.

Listening to your child read

Responding to the book:

- As you read ask them at relevant points - why did they do that? How do they feel? What would you do? What do you think will happen next? etc
- When you have reached the end ask the child what they can remember about the story.
- When you look at the story again ask them to make up their own story from the pictures.
- Or play a quiz and ask them if they can remember specific things from the story.
- Make a note in their contact book.

Ways to make reading fun

- Take it in turns to read.
- Play around with funny voices for the characters.
- Retell the story using puppets or act it out. Use the pictures as prompts.
- What if scenarios? *What if Goldilocks had decided to lay the table for breakfast and tidy up the Bears' house?*
- Alter the ending to a story.
- Have a word race - search for a particular word on the page as quickly as you can.
- Read different types of material: joke books, comics, newspapers, menus, etc.
- IT IS IMPORTANT THAT YOUR CHILD SEES YOU READING!

Guided Reading in Lower and Middle School

- Every child takes part in a guided reading session at least once every week.
- Guided reading is a way of teaching your child techniques to help them understand books and language.
- We teach them how the pictures give them clues to what the words say.
- Use their word building skills from the letters and sounds sessions.
- Develop additional decoding skills.
- We ask questions about the characters, the story, the information and the author.

Year 2 Guided Reading Session

To view an example guided reading session click on the picture link below.



Guided Reading in Upper School

- Each child will be involved in a group guided reading session at least once a week.
- Within the session, the children may read as a group or have time to read a section of a text independently.
- A good proportion of the session will then be spent on investigating the text.
- The teacher or TA will ask the group set questions which require them to look back at the text, using skimming skills to locate evidence which will support their answers to specific questions.

Questioning

- How does the story make you feel? Why?
- Find the words used by the author to show how the character is feeling?
- What does the way the character behaves tell you about what they are thinking or feeling?
- How would you describe the character?
- What would you do if you were in their shoes? Why?
- Does the setting remind you of settings from other stories you have read?
- Can you predict what might happen next?
- How does the layout help the reader? (non fiction)
- Why are those words in bold? (non fiction)

The path to becoming a confident reader

- Reading is not a race. It should be fun and enjoyable for you and your child.
- We encourage children to read as broad and rich a range of books as possible, including reading scheme and non scheme books.
- You can help to broaden their reading diet by taking them to the library whenever possible too.

The path to becoming a confident reader

- Often children enjoy the comfort and confidence offered by choosing something 'easy' or familiar. Not all books which are chosen by your child will match their skills exactly and it is perfectly normal for them to have favourites.
- Our advice is to enjoy the book at whatever level. Your child will still be gaining valuable reading experience and having their success as a reader reinforced