



Barningham CEVC Primary School

Reading Together



## Your child - the reader

Soon after starting school, your child will bring home a Reading Record and a reading book to share with you. This is part of the Learning to Read journey and this booklet has some simple ideas to help you.

Some of these ideas you may already be doing, others useful tips. Learning to read requires a number of factors and it is exciting to watch young children discover books.

Please use the Reading Record to write down any reading that your child may do at home. Include comics, instructions (Lego is best!), favourite home books, and visits to the library. Singing songs and being read to by an adult are equally as valuable and all help to create a word-rich environment.

Use the Reading Record to praise your child's achievements and to record any questions that you may have. Together, home and school work in partnership to make sure that your child's learning can be as successful as possible.

And remember - the class teacher is there to help, so please ask!

Happy Reading!

## Setting the right environment

- ✓ Find a comfortable place to read
- ✓ Sit close and give your child all your attention
- ✓ Make sure that it is a good time - not a rush or too late
- ✓ Try to remove distractions (TV)
- ✓ Keep relaxed and positive
- ✓ Use plenty of praise
- ✓ Work together
- ✓ Allow 5 to 10 minutes for reading time.



## Settling down to share a book

- ✓ Start by talking about the book. Ask questions about the text: 'I wonder what the book is going to be about?', 'Why did you choose this book?' and 'What kind of book is this?' are great openers and show your child that you are going to be working on the book together.
- ✓ If your child makes a mistake or gets stuck, be patient. Trying to sound out the word by breaking it down into segments (phonemes) is very helpful if it is possible: br-i-ck; sh-o-p; n-e-x-t. The key words (often called 'tricky words' at school) are harder because they are learnt through practice (was, were, the). Try not to focus on every error, or your child will quickly become anxious and refuse to try to read.
- ✓ Sensible guessing, using picture clues is good. You can always let them read on to the end of the page and then return and show them their mistake.... And making mistakes is part of learning to read.
- ✓ Forgetting words is common.
- ✓ Praise throughout
- ✓ Finish with a reflection on the book and give your own responses to the story.



What if s/he knows the story by heart?

'Pretend' reading is an important part of learning to read. A child can practise reading and using story language by telling the story, at first without looking at the words. Gradually, s/he will begin to look more closely at the print. Look together for words that begin with the same letter as your child's name. Ask your child to read particular bits of the story, like a character's name or a repeating sequence.



What should I do if s/he gets stuck or keeps forgetting a word?

*Forgetting is common.* Count to 5 (silently!), say the word, repeat the sequence together and carry on, so that you keep the enjoyment of the story and the meaning of what is read. Afterwards you can show your child how the pictures, sentences and story gave clues to what the word said.

Together you can look for word rhymes and patterns (ball, call, fall,...); words within words (old, gold, golden); words that are special or important (Happy Birthday, STOP) and so on. Activities such as these help your child to develop an interest in words and build confidence that s/he can understand how words work.

What if s/he guesses?

If it is a good guess and makes sense, using clues from the pictures, sentence or story, don't interrupt. Reading every word correctly is not essential BUT *encourage your child to expect reading to make sense*. Having the confidence to make mistakes, recognise and correct them is an important part of learning to read. If it is a wild guess, tell the word, reread the sentence and show how it fits to make sense.



What if s/he chooses a book that is too easy or too hard?

Children like to reread old favourites: it is an important stage in developing tastes and preferences and confirming confidence. In most good picture books, the pictures support and can expand the text, so rereading and looking again can deepen understanding, confidence and enjoyment. Children also like to challenge their developing skills. Try to support this by affirming what s/he *can* read in a challenging book or by reading the major part of it, so that s/he can enjoy the story.

How do I know if s/he is making progress?

It is important to remember that children learn to read in fits and starts. Allow for bursts of progress, then a lull, before further progress is achieved. Your child's teacher can suggest further home activities to complement the learning opportunities in school.

*It is important to remember to praise and encourage, but never compare; continue to read aloud to, and with, your child for as long as s/he wants to!*

Each new understanding is added to a developing bank of reading skills, ready to be used when needed.



We hope that this booklet has given you the confidence and enthusiasm to support your child through their early reading stages.

Enjoy these very special days with your child.

Useful websites:

[http://www.bbc.co.uk/schools/parents/your\\_involvement/](http://www.bbc.co.uk/schools/parents/your_involvement/)

<http://www.readingtogether.net.nz/>

<http://nationalstrategies.standards.dcsf.gov.uk/node/8496>

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