

HEARING YOUR CHILD 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.

- This looks interesting. What do you think it's going to be about?
- Do you like - stories, trains, poems etc.?

Focus on the meaning

If they come across unfamiliar words, try to help them understand the meaning rather than 'saying' individual words.

- What would make sense there?
- Have a look at this bit again.
- Can you guess what that word might be?
- Miss that word out and read on - now can you guess what it might be?
- Go back to the beginning of the sentence and have another try.
- What do you think the beginning of the word sounds like? Can you recognise any of the sounds in the word?

Responding

Praise them when they work out a word correctly. If they say: 'Is it?' and the word is correct, reply:

- Let's see if that makes sense. Yes - well done!
- Does that sound right? Yes - well done!

When the attempt is wrong:

- That's a good word and it would make sense but the word the writer used is...
- I like the way you tried that word but the word is actually...

If a child still can't attempt a word after prompting, read it yourself. Give positive feedback on other aspects of their reading as often as possible, but without interfering with the flow of the reading:

- Well done! You could tell that wasn't right couldn't you?
- That sounded so good. Well done!
- You clever thing. How did you know how to work that one out?

It is very important to respond to content. If there's a joke, laugh; if it's sad, say how moving you found it; if there is new information, discuss it, preferably giving the child the chance to share their own knowledge. Express an interest in knowing what's going to happen next.

Coming to a close

The session needs to end on a positive note that acknowledges the effort the child has made:

- Thank you for reading with me.
- I look forward to you sharing a book with me again.
- I really enjoyed that book. The bit I liked listening to best was ...

If you have any concerns about your child's reading, note them down to tell the teacher. Don't let your child feel that they have disappointed or worried you in any way.



*Wentworth
Primary School*



READING AT HOME

Key Stage 1



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A PARENTS' GUIDE

Helping Your Child With Reading



When children are starting to learn to read there is a great deal that parents can do to support this development. Your interest and guidance at this early stage will help the children now, but will also be a major factor in children becoming independent and motivated readers in the years to come.

Perhaps the most important message is that reading involves much more than decoding individual words on a page. Whilst decoding skills are important, these are only a part of the reading process. Children (and adults) read in order to understand meaning. Many of us would be able to 'decode' a page of text written in German but I suspect very few of us would be able to understand the meaning. It is the same for children learning to read. Decoding skills must be learned in the context of understanding the meaning of the text.

Parents reading with children at home have an ideal opportunity to do this. At school we aim to teach the children all the skills that they need in order to become confident readers, but research has shown that the most successful readers are those whose parents regularly (daily if possible) support this process at home.

Most parents or carers are able to create quality time to share a book individually with one child. This is the time when children can develop a much deeper understanding of the books that they are reading. Rather than reading at home being 'reading practice', it should extend and enrich the reading experiences of school. One of the most powerful ways in which parents can do this is to show real enthusiasm themselves. Your sense of excitement about books and stories, your anticipation about what will happen next in a story and a discussion about your own likes and dislikes, will greatly influence your child.

**Books and stories
open up new worlds
of excitement
and imagination for
children!**

The following points are to support you when reading at home with your child. On most days the children will bring home two books. The first will be chosen from a selection of readers and the second will be chosen by your child from the library. We do not expect the children to always be able to read these books independently (although some may be able to) but would like you to use these guidelines:-

- ◆ make sure you are relaxed and comfortable during the shared reading session
- ◆ talk about the title of the book and ask what it might be about. Is it a story or an information book?
- ◆ your child should be able to read approximately 9 out of every 10 words in the book, less than this and the book may be too difficult
- ◆ if, after several seconds, the child has not said the word, encourage them to look at the first sound, the picture, the context or the grammar of the sentence. The idea is to encourage an educated guess and to keep the flow of the reading going
- ◆ ask questions about the characters, the plot, the ending of the book, and whether your child enjoyed it. If your child is not enjoying a story, stop reading it and ask them to change the book
- ◆ encourage talk about favourite authors and illustrators
- ◆ have fun!