

Early Reading.

Ways in which you can support your child:

- Cuddle up in a quiet cosy place and read a book together.
- Always choose an appropriate time for reading together (don't try to compete with a favourite TV programme or playing out time).
- Put expression in your voice to make stories more interesting.
- Use pictures and completed jigsaw puzzles to make up your own stories.
- Use personal experiences and your imagination to make up stories about your child-"One day Stella and her mum decided to go to the shops on the Metro train,"/ "Once upon a time there was a brave prince called Luke..."
- Talk about what is happening in a story, how the characters feel and where the story is taking place.
- Relate storybook events to their own experiences.
- Guess what might happen next in a story.
- Encourage joining in with rhymes and repeated refrain.
- Make visits to the library part of your weekly routine.
- Let them see you reading (especially dads!) - newspapers, books, letters, instructions, recipes, messages, shopping lists etc.
- Play matching games - lotto, dominoes, snap, jigsaws.
- Point out signs and symbols in the environment.
- Let them make scrapbooks and add labels.
- Make shopping lists for them to use when you go to the shops.
- Stop if they get bored - remember, reading activities should be enjoyable experiences.

Later Reading Stages

Use a variety of strategies to encourage children to not only decode but also to develop their understanding of what they read.

Here are some examples of how this may work:
(Please note the text is more appropriate to a Y3/4 reader.)

Text:

“Let’s get the dinner on shall we?” said Matthew’s mum.

“What are we having, Mum?” Matthew asked her.

“Cottage pie and peas,” she replied cheerily.

Matthew grinned from ear to ear. Mum smiled back at him.

“I tell you what,” she said, “why don’t you go and learn your spellings for twenty minutes before we have dinner?”

The smile on Matthew’s face disappeared.

“Do I have to?” he whined. Matthew thought practising spellings was a bit like watching paint dry.

Retrieval of information

Example question: What was Matthew’s mum making for dinner?

Expected answer: Cottage pie and peas.

Inference

Example question: How does Matthew feel about eating cottage pie and peas? How do you know?

Expected answer: He loves cottage pie and peas. We know this because he grins from ear to ear when his mum tells him that is what she is making for dinner.

Deduction

Example question: What do you think Matthew might do next? Explain why you think this.

Possible expected answers: There could be several answers to this, but the person sharing the text with the child would be looking for the child to have thought about what Matthew might do, based on what they have read.

For example: I think Matthew will go and watch TV instead of doing his spellings because he doesn't want to do his spellings.

At this point try an additional question.

How do you know he doesn't want to do his spellings?

Expected answer: It says, 'The smile disappears from his face.' This shows he has gone from being happy about the meal to sad when he realises his mum wants him to do his spellings when he's finished eating.

Opinion

Example question: Do you think Matthew's mum is a kind person? How do you know?

(Encourage expanded answers- use a '...because...', or a 'How do you know?')

Answer: Yes, I think Matthew's mum is a kind person because she is cooking his favourite meal. We also know she wants him to do well at school, which is why she asks him to practise his spellings.

SUPPORTING OUR SCHOOL READING PROGRAMME:

- Please don't buy the resources we use at school - they are expensive and they take away the element of surprise and curiosity. We can't teach prediction skills if they already know how the story ends!
- Choose a time that is right for both you and your child (not when you are busy or when a favourite TV programme is about to start)
- Try to find a quiet comfortable spot, free from distractions.
- Keep homework sessions short - 5-10 minutes (Reception) no more than 20 minutes (Year 2), 2 or 3 times a week.
- Don't let them struggle on for ages over words they don't know - tell them the word and make a note of it.
- Give lots of praise and encouragement.
- Please feel free to use the reading record book to write comments, ask questions and clarify problems - we will reply as soon as possible.
- Staff are always available if you have any concerns.