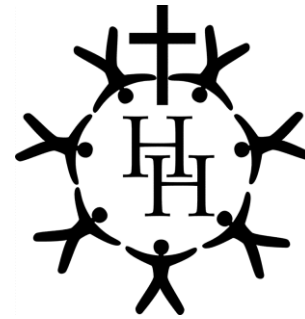


Helping Your Child with Reading at Home



Year 3 and 4



"The more that you read, the more things you will know. The more that you learn, the more places you'll go."
— Dr. Seuss, *I Can Read With My Eyes Shut!*

The Importance of Reading

Reading is a key part of the Primary English Curriculum. It allows children to develop the ability to extract information from a variety of texts and deepen their knowledge, understanding and experiences within a wide variety of contexts. It also enables them to access all other parts of the curriculum outside of English itself.

However, it is not just the act of learning to read at school that matters. Reading for pleasure is also a vital part of a child's wider cognitive development and the impact of reading regularly at home with your child can be invaluable. This booklet aims to support you in reading at home for pleasure with your children.

What the research says:

- ✚ children who read for pleasure make more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read.
- ✚ reading for pleasure is more important for children's cognitive development between ages 10 and 16 than their parents' level of education.
- ✚ Children who are read to regularly by their parents at age 5 perform better in maths, vocabulary and spelling at age 16 than those who were not helped in this way.

(Source: <http://www.ioe.ac.uk/89938.html>)

Ideas for reading at home- Key Stage 2

As children get older, they become more independent with their reading and may choose to read on their own rather than with an adult sometimes. However, shared reading activities using more complex texts allows children to feel more confident and will extend their experience beyond their own reading 'comfort zone'.

- ✚ Read books about topics at school to support their learning in other areas. These books can be borrowed from school or the local library.
- ✚ Take books and magazines when going on a journey or when on holiday.
- ✚ Read match reports or articles about their favourite sports team.
- ✚ Research on the internet together e.g. looking at sports team websites or their favourite author to find out more about them.
- ✚ Model reading more complex texts to your child as well as listening to them read to you.

7 instant ways to improve reading for pleasure at home, at any age!

- ✚ Spend 10 minutes a day reading together. Make it fun and establish it as 'special time' with each other. Choose books, magazines, brochures, catalogues, menus, recipes, posters or newspapers that you both enjoy.
- ✚ Encourage children to make up their own characters and stories and orally tell stories to you.
- ✚ Buy books as presents.
- ✚ Make a special place to keep reading books at home.
- ✚ Join the library. They have lots of free events during school holidays to support reading for pleasure.
- ✚ When reading, point out unusual words and discuss what they mean. This stresses the importance of actually understanding what has been read for your child.
- ✚ Let your child see you reading. Talk about what you like and don't like to read.

Developing a Reading Community

At Hanging Heaton, we pride ourselves on the importance we place on reading. It is our aim that we develop a reading community where our children are both proficient and confident in reading and enthusiastic about picking up a book! In order to achieve this, reading must be an activity which goes beyond the classroom.

We want reading to be encouraged and modelled by everyone to teach our children that in a world that is full of other distractions, reading really does still matter!

Some common myths amongst our children about reading!

You can't read the same book twice!

Children, particularly younger children, often choose to return to familiar and favourite books. This should be encouraged as it is building up the child's confidence and understanding that reading is pleasurable.

Reading is a chore or 'part of homework'.

It is our aim that children at our school do not see reading as 'another job on the list'. By promoting reading for pleasure, our aim is that children at our school will choose to read because they *want* to rather than because they *have* to.

Reading means reading a book!

Everywhere we look, there are things to read. Reading can be done anywhere at any time including researching online, reading relevant newspapers, comics and magazines, reading a recipe or following a set of instructions for a game. Reading does not always mean reading a book!

Questions to ask your child

As children progress into Lower Key Stage 2 (Year 3 and 4), they should be:

- Becoming gradually more independent with their reading
- Applying phonics skills learned in Keys Stage 1 with a wider understanding of some spelling patterns to read unknown words
- Choosing books for themselves based on their personal interests
- Answering a range of questions beyond literal understanding as detailed below in an increasingly wider variety of texts.

Below are examples of questions and questions starters that can be used when reading any book with you child. To check literal understanding, use the questions in the top 2 boxes. To challenge you child to gain a deeper understanding, ask questions from the bottom 2 boxes.

<p>Recall Questions <i>(Literal - revising ideas covered)</i> <i>Where does the story take place?</i> <i>When did the story take place?</i> <i>What did she / he / it look like?</i> <i>Who was he / she / it?</i> <i>Where did she / he / it / live?</i> <i>Who are the characters in the book?</i> <i>Where in the book would you find?</i></p>	<p>Simple Comprehension Questions - (Checking understanding) <i>What do you think is happening here?</i> <i>What happened in the story?</i> <i>What might this mean?</i> <i>Through whose eyes is the story told?</i> <i>Which part of the story best describes the setting?</i> <i>What words and / or phrases do this?</i> <i>What part of the story do you like best?</i></p>
<p>Evidence Questions - using examples from the book (Analytical - Building on existing knowledge) <i>What makes you think that?</i> <i>Which words give you that impression?</i> <i>How do you feel about...?</i> <i>Can you explain why...?</i> <i>I wonder why the writer decided to...?</i> <i>What do these words mean and why do you think the author chose them?</i> <i>Has the author used adjectives to make this character funny?</i> <i>Why did the author choose this setting?</i></p>	<p>Opinion Questions- using examples from the book (Synthesis - taking an idea from one context and applying it to another) <i>What is your opinion on this book?</i> <i>What evidence do you have to support your view?</i> <i>Using all of the evidence in the book, can you tell me what you feel about...?</i> <i>Given what you know about (the little boy)...what do you think (he would have done)?</i> <i>Have you changed your mind about... since reading this book?</i> <i>What could this character think about...? (Possibly a present day issue).</i></p>