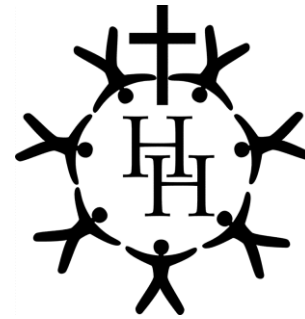


Helping Your Child with Reading at Home



Reception & KS1



"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 helping children who are learning to read

- Read stories to you child. Encourage them to look at the pictures and talk about the story with you.
- When you child is able to recognise letters, sounds and words, ask them to read part/all of the story to you. Discuss what has happened using the pictures to support understanding.
- Read books together and miss out words- encourage your child to fill in the blanks. Do they understand what is happening in the story and fill the blanks with plausible ideas?
- Encourage children to spot letters that they recognise on signs and posters.
- Point out various words on food packets. Ask your child to help you when shopping. Can they spot the tin that says beans? Can they find the tomato sauce?
- Encourage your child to make up plays about familiar stories. This helps them to develop the language to retell a story orally and to sequence events correctly.
- Read interactive books such as lift the flap books and pop up books.
- Make cakes and biscuits together and encourage your child to help you follow the recipe. You could make the biscuits into the shapes of letters and spell out their name, days of the week and other familiar words.

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

Children who are learning to read begin with picture books and listening to stories being read to them. **These questions can be used to ask questions about pictures and stories that have been read to you child as well as when they begin reading the text for themselves.**

As children progress from Reception to Key Stage 1, they should apply their phonics and word recognition of everyday words (high frequency words) to their reading and become gradually more independent. The more children read at this age, the more confident they become at recognising new words and applying their phonics independently. The questions in the final box are more appropriate when children have become confident with the literal meaning of what they have read.

Recall Questions

(Literal - revising ideas covered)

Where does the story take place?

When did the story take place?

What did she / he / it look like?

Who was he / she / it?

Where did she / he / it / live?

Who are the characters in the book?

Where in the book would you find?

Simple

Comprehension Questions - (Checking understanding)

What do you think is happening here?

What happened in the story?

What might this mean?

Through whose eyes is the story told?

Which part of the story best describes the setting?

What words and / or phrases do this?

What part of the story do you like best?

Inference and prediction questions- considering how a character feels and thinking about what might happen next based on what has been read.

How does the character feel about ...?

Is the character happy, sad, angry etc. about...? Why?

What is the character thinking at this part of the story?

What clue have you used to make you think that?

How do you think the character will feel if...happens?

How would you feel if you were...?

What would you do if you were...?

What do you think will happen next? Why?

How do you think the story will end?

Using the blurb on the back, what do you think will happen in this story?

Do you think this will be a funny, happy, sad story? What made you think that?

Opinion and evidence based questions-

What is your opinion on this book?

Using all of the evidence in the book, can you tell me what you feel about...?

Have you changed your mind about... since reading this book?

What could this character think about...?

Evidence Questions - using examples from the book (Analytical - Building on existing knowledge)

What makes you think that?

How do you feel about...?

Can you explain why...?

I wonder why the writer decided to...?

Has the author used adjectives to make this character funny?

Why did the author choose this setting?