



Bonneygrove Primary School

Reading at Home with your child

A guide for parents



Choosing what to read

Choose any books that appeal to your child, for example, stories or information books on hobbies/interests such as football or animals. Vary your reading together. It doesn't have to be school books. Newspapers, magazines, recipes, games' instructions can be read together and still be part of the process of learning to read with enjoyment.

We hope that you will also borrow books from the local library to read together as there are often competitions and sticker rewards for frequent readers.



Your child may keep choosing the same book because it is a favourite. This is all part of learning to read.

Children enjoy being read to even when they are fluent readers.

Supporting your child at home:

The developing reader....

In the early years, children learn a vast amount through play. At school, play areas are equipped with resources for reading and writing, which means that literacy is readily available to pupils. At home, play with your child and encourage them to make use of the literacy materials that you have (calendars, diaries, telephone directories, recipe books, newspapers, magazines, cards, postcards, letters, bills).

Choose a time and a place that is comfortable for you and your child. All readers make mistakes and it is sometimes necessary to prompt if the child is losing the flow of a story. However, it is not always advantageous to provide words too quickly as this prevents the child re-reading and correcting the mistake spontaneously. It is also sometimes more useful to encourage young readers to guess at the meaning by using the context of the passage or pictures. This helps the child to develop useful strategies, which will lead to greater fluency and independence with reading.

When it is necessary to prompt, establish the initial letter and see if you can 'sound out' the word together. Are there any patterns similar to those found in known words? Try reading the whole sentence and think

about what could fit and make sense. Don't spend hours struggling with one word! You may need to give the word and move on. Do not sound out words which are not phonetic eg. "because." If your child is struggling with so many words that it disrupts the flow, this indicates that the text is too challenging at that time. If this is the case it may provide encouragement and support to read the text aloud in unison with your child.

Above all, reading should be an enjoyable experience. Adults can become a lot more involved with their child's reading by being interested in not only the child's performance, but also in the material that they are reading. Adults who laugh at humorous stories, or make guesses about what will happen next, are modelling behaviour that carries important messages about reading to children.

The advancing reader...

As well as helping to develop an interest and enjoyment of reading, discussing a book with your child will also help comprehension. For example, examine characters in a story, discuss how illustrations enhance the text, predict endings and discuss any other similar stories or work by the same author. Encourage your child to refer to words and passages in the text to justify opinions. This interaction will also increase your child's involvement with the text.

As children become older reading habits tend to change and the emphasis may move away from 'reading aloud' to parents. It is still important, however, that children are encouraged to regularly read at home and that this parent-child interaction continues throughout their primary years and beyond.

The confident reader...

Confident readers have reached the stage where they no longer wish to read to an adult and want to read silently to themselves. The interaction between the parent and child changes at this stage. To ensure that the child's reading development continues to move forward, we would encourage parents to question the child about what they are reading, at an appropriate time, to extend their reading and share their enjoyment of the book. *Reading is not just about word decoding, comprehension is key to a successful reader.*

The following questions will provide ideas that you can extend to suit individual needs:

- What is the title of the book?
- What kind of book is it? (Fiction, non fiction, poetry, short story etc)
- Who is the author/illustrator?
- Have you read any other books by the same author?
- What made you choose this book? (Author, cover, illustration, recommendation etc)
- Could you tell anything about the book before you started reading it? What were the clues?

Questions to ask before your child begins or resumes their book...

- What has happened so far?
- What do you think will happen next?
- What are the clues that make you think this?
- How would you like the story to end?
- Where is the story set? Is there a description?
- When is the story set? (Past, present, future)
- Who are the characters in the story? Who do you like/dislike? Why?
- Do you feel similar to any of the characters? Tell me what is similar?

Questions to ask when your child has finished their book...

- Was the book as you expected?
- Was there anything you disliked/liked about the story?
- Did you notice anything special about the way language is used in this book? (dialect, descriptive writing etc)
- If you had written this book, how would you have made it better?
- Has anything that happens in this book ever happened to you?
- Can you describe an exciting moment or favourite part of the story?
- Who was telling the story?
- Was this the most important character in the story?
- Was the ending as you expected?
- Would you recommend this book to your friends? Tell me what you would say to a friend?

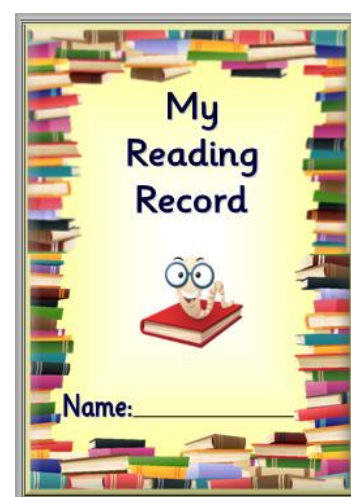
Remember.....practice, with praise, makes perfect!

WHAT DO I WRITE IN THE READING RECORD?

At Bonneygrove we feel it is important that as well as reading daily in some form at school, children are able to read for around 10 minutes each day with an adult at home. It is important that the Reading Record reflects the child's reading patterns. Regular comments from the parent are needed to show that the child is extending his/her reading through questioning and interaction with an adult.

The following list is not an exhaustive list but offers suggestions that may be appropriate to include on your child's Reading Record book. It is very important to remember that the enjoyment factor is always worth commenting on.

- Reads hesitantly one word at a time...
- Uses picture clues...
- Uses the context to guess unfamiliar words...
- Is able to decode...
- Tends to read through punctuation...
- Didn't recognise "ch" sound
- Self corrects when realises a mistake...
- Reads ahead to work out an unfamiliar word...
- Is able to talk about the story...
- Is able to predict what might happen next...
- Reads with expression...
- Reads with fluency and understanding...
- Discusses characters with reference to the text
- Able to read between the lines...
- Recognises humour



REMEMBER TO SIGN THE RECORD EACH TIME YOUR CHILD READS AT HOME, EVEN IF YOU ONLY HAVE TIME TO INCLUDE THE DATE AND YOUR SIGNATURE.

ADVICE IF READING BECOMES A CHALLENGE AT HOME

We would like all of our children to enjoy reading rather than see it as an effort/hard work/something they don't enjoy, but occasionally this can happen for various reasons and we hope that this advice will help to alleviate those times.



- Try to avoid confrontation
- Offer alternative reading material, e.g. internet access, magazines, non - fiction etc...
- Encourage reading at different times of the day or week
- Buy/borrow books on tapes from the local library and then you can listen whilst in the car or before bed
- Share reading activities and interact with the text together
- Share the problem with your child's teacher-we are here to help!

Good luck with your reading enjoyment at home!