

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

Early Years



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A PARENTS' GUIDE

Helping Your Child With Reading



For most children the early stages of learning to read have happened long before they start school. Many young children can recognise and read their own names, they are familiar with shop signs such as McDonalds or Sainsburys and they can recite nursery rhymes or jingles that they have heard. All of those skills will have been learned by the child talking and listening to their parents, brothers and sisters, friends and relatives. Children also learn a great deal from the world around them. Looking at street signs, watching TV or playing on computers involves a great deal of exposure to print and the written word.

Perhaps the most important 'gift' that parents can give their children to help them to develop as readers is a love of books.

Research has shown that the children who become fluent, successful readers are those whose parents have read stories to them on a regular basis. It is estimated that some (lucky) children on entering primary school will have listened to more than 4,000 stories at home. Many of these may of course be re-reading of familiar or much-loved books. By contrast, some children will have had little or no experience of books before starting school.

Parents who read stories to their children regularly and talk to them about the pictures give their child an excellent base for starting school. At Wentworth Primary School we carry out ongoing assessments throughout the Foundation stage. We assess the children's understanding of how books work, their grasp of the conventions of story and their motivation and enthusiasm for reading.

At school we teach all the basic skills needed to enable a child to read. We regularly share books with individual children, small groups and the whole class.

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

Staff talk about their own favourite stories and we encourage the children to do the same. Within the first few days of starting school the children will bring home two books. One has been chosen from the class library and is for you to read *to* your child. The second book will be one chosen from a selection of early readers and is for you to *share* with your child. We do not expect the children to be able to read this book independently (although some may be able to) but would like you to use these guidelines:-

- ◆ read the book to your child slowly, pointing to the words and discussing the pictures
- ◆ ask you child if they would like to read to you (reassure them that you will help)
- ◆ encourage your child to point to each word and to read those that they can remember
- ◆ please do not sound out each word or cover up the pictures. Encourage children to guess the word using all available clues e.g. Pictures, first letter
- ◆ If, after a few seconds, the child has not said the word, just tell them and-keep the flow of the story going
- ◆ make the session relaxed and fun. Five minutes a day is better than an hour once a week. If your child is tired (or you are!) leave the reading until the next day
- ◆ no child should ever 'struggle' with a book. Your role is to support the reading as little or as much as necessary, depending on the book