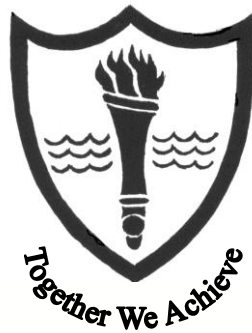




HINGUAR PRIMARY SCHOOL AND NURSERY



Helping your child with their
learning
Reading Booklet



Helping your child with reading at home

At school children get many opportunities to read individually, in small groups, and as a whole class. Reading skills are taught in the classroom but children get better at reading through lots of practise. By either reading to your child or hearing your child read every day until they are confident enough to read independently you will be helping them on their journey to becoming confident fluent readers in adulthood.

General Tips

- **Demonstrate good reading habits.**

This shows children that reading is important. Seeing you read will make them more likely to want to read themselves.

- **Confident children learn best**

Use lots of **praise** and **encouragement** and avoid criticism.

- **Enjoyment is vital.**

Please hear your child read or talk to them about their reading for as long as possible. This gives them extra practice and children often become more fluent if they read for longer than two or three minutes. But don't make your child read for longer than they can keep their interest and attention to the task.

- **Find a quiet, comfortable place to read.**

Frequent disturbances can become frustrating.

- **Find a time when the child is happy to read.**

Bedtime, when they are tired, is not ideal. This time is better for reading **to them**.

- **Involve others.** Children can also enjoy their reading with a family member or a friend.

What to write in your child's Home/school diary.

- Make a note of the title of the book and what page your child is up to

Then make one from the following to comment on:

- Write a quick note about what the child did well or occasionally something they could improve on.
- Write what was discussed and how accurate the answers were.
- The kind of words your child sounded out and how successful they were.

We really appreciate the time you spend listening to your child read.

Useful websites for parents

BBC website to support your child's education. This link is focused on reading.

http://www.bbc.co.uk/schools/parents/primary_support/

Reading with very young children

- **Choose books to share together.**

There are many ways to 'share a book' that do not involve the child reading to you.

- **Look at pictures together and talk about them**

- **Read favourite stories again and again.**

Knowing the story 'off by heart' and 'talking like a book' are normal first stages of reading.

- **Use nursery rhymes.**

Children love them and will enjoy singing them with you.

- **Talk about what might happen next.**

Ask your child to tell you about the story. Remember, it is important that what they say makes sense. Their ideas do not have to match the story.

- **Gradually encourage children to match words that are the same.**

They can hunt for words they know in newspapers, play bingo games and have fun with chopping up words etc.

- **Look for opportunities to read in the world around you.**

Children often learn to recognise road signs, food labels, shop names, the writing on birthday cards and words on television advertisements.

- **Listen to taped stories.**

Early Reading

When children have started to read words themselves it is time to hand over the reading process a little. Ask younger children where the book begins and ends. Which is the front and the back, how do we know?

- **Take it in turns to read the same page.**

Let your child read the story their way first. On a second try, children will often make a much better match between the words you read and their story.

- **Use stories the children know well to read together.**

- **Always encourage them to make sure that their reading makes sense.**

Talk about the pictures. What can you see? Pictures help children to understand the words and put them in context.

- **Encourage children to use the clues on the page to help them with tricky words.**

They can:

- use the pictures to help them guess the word
- look at the sounds in the word
- chop the word into parts if there are small words inside it (eg. batman = bat + man)
- The most important clue of all though, is 'what makes sense?'

- **Make reading a positive experience.**

If, after trying, your child is still struggling, give them the word. You do not want them to lose the sense of what they are reading because they are struggling with one or two words.

- **Come in and see us if your child is struggling with a lot of words.**

The books may be too hard and they will no longer understand the meaning of the text.

- **Always talk about your child's reading.**

This should be before, during and after the session. Talking about their reading from an early stage will ensure they know what has been happening in their book.

Some children chose to read non-fiction books, as these are usually of personal interest. However they often contain difficult vocabulary and therefore children sometimes require much more support when reading them. Try shared reading, where you read the book and invite the child to follow as you read and join in with the words they recognise. It is important to maintain a sense of meaning and enjoyment. You can then discuss what has been read.

Reading with a more confident reader

Once children have begun to read more independently you can still support them in lots of ways.

- **Keep reading together for as long as your child wants you to.**

You can now share longer, more complex texts. With older children and more able readers, discuss the characters and the words and phrases used by the author.

- **Talk together about books your child has read alone.**

This supports them with their understanding.

Encourage your child to choose a wide range of books.

This includes fiction, non-fiction and poetry. Discuss which books, authors or poets you and your children like. This is vital to achieving a lifelong joy of reading.

- **Tell them about the books you enjoyed at their age.**

Your child will love hearing about them. See if you can find a copy to share.

- **Don't insist they read books they don't enjoy.**

If they do not like it, they should return it and choose another, taking on board what they have learned from the previous choice. Remember, there are books out there for everyone.

Frequently asked Questions

What do I do if my child gets stuck on a word?

We talk to the children about using four main reading strategies. These are clues we encourage them to use to help with tricky words.

1. What makes sense?’

Ask them to read on and see if they can work out what the missing word is. If the word is at the end of a sentence, it is often helpful to read the sentence again with the first sound of the unknown word and ask what it might be. If the tricky word is in the middle, read on to the end and then go back to the unknown word to work out what would make sense.

2. Look at clues in the picture.

Never cover them up; they are part of reading and are very important for difficult words.

3. Look at the sounds in the word to try to build it up. Ask them what sounds the word begin or ends with.

4. Look for clues in the words themselves. Ask them to look for smaller words they know, within the larger word

As children get older, they can also gain clues from the grammar of a sentence.

Although it is important for children to try new words themselves. If they are struggling without success, tell them the word so that they can carry on. (About 4-5 seconds should be enough if a child is going to be able to work a word out.)

What if my child makes a mistake?

If the mistake makes sense?

If they guess the word and it makes no difference to the meaning (eg home instead of house or water instead of sea) point out their error but give them lots of praise for making a sensible guess.

If the mistake does not make sense?

Let them carry on for a few words to see if they realise something is wrong. When children read for meaning, they will know that it does not make sense and will correct it themselves. Making mistakes is part of learning to read and self-correcting is an important skill.

If your child continues to misread a word, stop them and say the correct word.

What should I do if my child does not want to read?

Wait and choose another time. Your child will want to read if it is enjoyable and fun. Choose a time when you are not hurried.

What do I do if my child knows the story by heart and does not look at the words?

Do not worry! This is an important part of learning to read. You can move your child on from this stage by ensuring they listen when they read.

This can be done by:

- Asking them to retell the story in their own words
- Asking questions about the pictures.
- Encouraging them to start to recognise words by asking them to find them in the text.

What sort of questions can I ask my child about their reading?

There are endless questions that you can ask and, of course, each book is different. What follows is a brief list of the types of questions you can ask before, during and after reading.

Asking one or two questions at each stage of your children's reading will ensure they are getting the most they can from their book.

Questions to ask before you read

- What do you think the book is about? (Look at the cover, title, pictures.)
- Do you think you will like reading the book?
 - Who wrote the book? (author/ illustrator?)
 - Have you read any other books by this author?
 - Is there any useful information on the back of the book?

Questions to ask as you read

- How do you think the character feels about what is happening to him/her?
 - Why do you think they/he/she did that?
 - Has that ever happened to you?
- What do you think will happen next?
 - How would you feel if this happened to you?
 - What would you have done?
 - What do you think the character is thinking now?
 - Who is your favourite character? Why?
 - Do you agree with _____'s opinion?
 - What words give you that impression?
 - How do you think the story/poem will end?
 - What do you think that word means?

Non-Fiction

- What do you think the purpose of that diagram is?
- What is the contents page for?
- What do you notice about the way the book is written?
- Do you think the author is trying to give you a message?

Questions to ask at the end of reading

- What did you like about the book?
- What did you dislike about the book?
- Would you recommend the book to a friend?
- What was your favourite part? Why?
- Is there anything in the plot that you would change if you could?
- What did you learn from the book?

What books should my child read?

Finding books children want to read or authors that excite them, can be difficult; the choice is daunting for a parent and many times children will be motivated by word of mouth, what their friends are reading at that moment. However, we would also recommend that the classics are still a good starting point to consider too.

Below are some websites that might help to support your child's choice /search for a reading book.

Useful websites for parents

Love**reading**4kids is a recommendation site for Children's Book from toddlers to teens.

www.lovereadings4kids.co.uk

Booktrust is an independent charity which promotes reading.

www.booktrust.org.uk

This link is to the booktrust 2013 best books for children.

http://booktrustadmin.artlogic.net/usr/resources/943/cbw_best_book_guide_2013.pdf

Where can I get books for my child to read?

Apart from the school library and class library, your child can choose a number of books from your local public library. No child is too young to join and they are completely free.(Please check the opening times as these may vary from below)

Public Libraries

Southend Library

Mon-Fri 9.00am-7.00pm Sat 9.00am – 5.00pm

Telephone: 01702 612621

Friars Library

Monday: 9.30am - 12.30pm Tuesday and Thursday: 9.30am - 12.30pm; 2.30pm - 5.00pm

Saturday: 9.30am - 1.00pm; 2.30pm - 5.00pm

Telephone: 01702 215011

Thorpedene Library

Monday: 9.00am - 1.00pm Tuesday and Thursday: 9.00am - 7.00pm

Wednesday: Closed

Friday and Saturday: 9.00am - 5.00pm

Telephone: 01702 215011