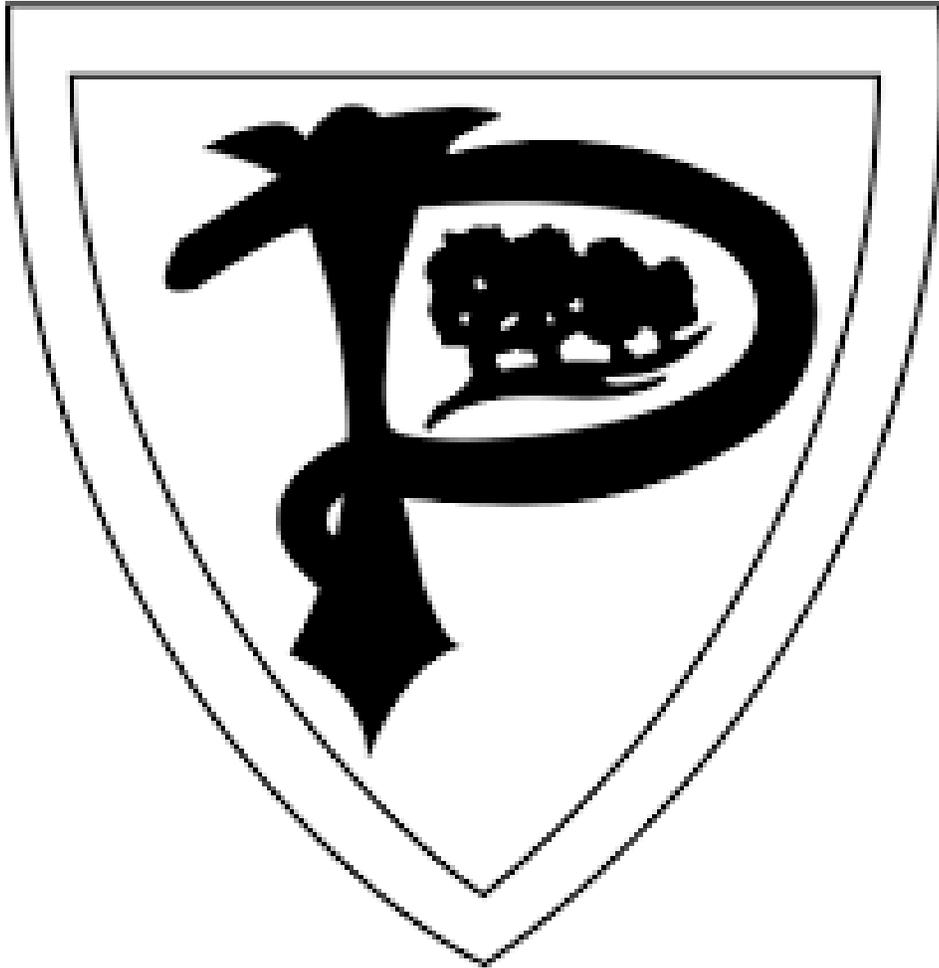


# Reading information for parents



Helping your child to read.



## Why is reading so important?

Reading is a vital tool for learning and for life. Research shows that children who enjoy reading achieve better at school. Reading not only helps us to widen our knowledge and experiences but also allows us to increase our confidence in many aspects of our lives. Helping children to make progress in reading is most successful when it is done in partnership between home and school. Any support you can give will improve your child's progress. This booklet offers some tips and advice which we hope you will find useful.

In order for children to become able and independent readers they need to develop:

- **Fluency** - ability to read at a comfortable speed with appropriate expression.
- **Accuracy** - ability to 'decode' (sounding out of words.)
- **Understanding** - ability to follow the content of what they read.
- **Enjoyment and confidence** - to become lifelong readers because it is a useful and pleasurable thing to do.

## Phonics

For children to be able to decode new and unfamiliar words they need to be able to segment and blend the sounds words. At Panshanger we use **Animaphonics** as our phonics scheme. In it the children are introduced to each phoneme (sound) with each being associated with an animal character. For each new sound that the children learn there is a song, an action and a range of activities to engage the children.



Animaphonics begins in Nursery and is taught until the end of year 2.

## Reading at home

Before they come to school your child will have begun to explore the world of reading through sharing and exploring books with you. Once they have started to learn the skills required to read for themselves they need to practice frequently. Helping your child to master the lifelong skills of reading is one of the most important ways you can support your child's learning at home.

## How to help your child when reading at home:

- Find a quiet place away from other interruptions.
- Spend a few minutes discussing the blurb (back of the book) and front cover before you even open the book - What do you think this book is about?
- Help and support your child if they get stuck on any words. DO NOT simply tell them words, encourage them to work it out by: - Sounding out the sounds - Using any picture clues - Using the context of the sentence to work it out - What would sensibly fit? - Re-reading to check for meaning.
- Ask your child questions to check their understanding of the text e.g. What was your favourite part? How did you feel about the main character? Which words show you that the character is happy? What might happen?
- Give your child lots of praise and encouragement.



### A few things to try to avoid:

- Do not be impatient with your child if they do not know/remember a word that they have read easily before, simply encourage and help them to work it out.
- Do not make your child read if they are really not in the mood, it may be better to leave the session until later. It will not be a very productive session for either you or your child. Suggest that you do it in ten minutes after tea instead.

Reading to and with your child is an enjoyable and positive experience. Talking about the things you read for example, books, newspapers, instructions, recipes, shopping lists demonstrates that reading is a useful and meaningful activity. Ensure your child knows you value reading - let them see you reading too. Even when your child becomes an independent reader sharing bedtime stories will enable your child to enjoy literature, extend their vocabulary and comprehension of stories. The more stories and books your child hears, the more they will want to read.

## Useful questions for reading times:

As your child becomes more confident with reading, they should be encouraged to spend time reading quietly and independently. However, it is also important that your child has the opportunity to discuss what they have read to demonstrate their understanding and to enable them to think more carefully about the text. Here are a range of questions which can be used and adapted when discussing texts with your child. Please use your own judgement when choosing questions, bearing in mind the comments about keeping reading sessions light and enjoyable, and the age/ reading ability of your child.

### Fiction Books

#### Questions about characters



What does ..... look like? Use parts of the story to explain how you know this.

What sort of things does ..... get up to?

Why do you think that ..... behaves in the way that he/she does?

What have you learned about .....? Where did you get this from?

Would you like to have ..... as a friend? Why/why not?

How did ..... feel at the beginning/middle/end of the story? How do you know this?

Do you think that ..... changed in any way during the story?

How and why did these changes happen? Why do you think ..... said "....."?

#### Questions about settings



Where and when do the main events take place?

Does the timing of these events have an effect on the story?

Why do you think the author chose the settings that he/she has?

Do you think that the settings are well described? Why?

Can you select some good description and say why you think it is so effective?

## **General questions**

Does what you have read in your book today make you want to carry on reading?

Why/why not?

What main events have taken place in your book?

What caused these events to happen? What was the result of these events?

What do you think may happen next and why?

What part of the story do you think is the funniest/saddest/most interesting?

How do you think the story will end?

Why do you think the book is called ....?

Did anything in the book make you think about something that once happened to you?

Do you think that the pictures help you to understand the book better?

Do the pictures make the book more enjoyable? How?

What questions would you like to ask the author?

Would you recommend this book to other children?

Would it appeal to all children? What sort of children do you think would like it?

## **Non-fiction Books**

What have you learnt from your reading today?

Who do you think would find this book most interesting and useful?

How is the information arranged on each page? How does the way that the information is set out help you to understand it?

Here it says (point to the contents page) ..... is on page ... What do you think that page will be about? How would you use the index to find something out?

Could you suggest any ways in which your book could be improved?

## **Poetry**

Can you find out who wrote this poem and when it was written?

What pictures did it make you think of as you read the poem?

What is the poem about? What is the poet trying to do or say?

What is it about the poem that you liked?

How do you think the poet is feeling about what they are writing about?

What 'poetic features' can you identify? (For example, rhyme, rhythm, alliteration)

Does the shape the poem makes on the page, or the sounds it makes when you read it, add to the message?



We hope you have found this booklet useful - do contact us if you would like further support.