ROYDON PRIMARY SCHOOL

GUIDE TO READING



BE A READER FOR LIFE

GUIDELINES FOR READING AT HOME

At Roydon we consider that learning to read is one of the most important things children achieve in primary school. These pages give some advice about how you can support your child at home.

INTRODUCTION

Reading is not only a skill to be learned at school, but also a pleasurable activity to be enjoyed both at school and home. As parents, your help and involvement in helping your child to read is of the greatest value.

While you are undertaking the activities suggested on these pages, your child's teacher is doing similar things in the classroom, using many different types of reading material, not just the school reading book. Please remember that the scheme book is not the only book your child should be reading.

We have a carefully structured reading scheme which links your child's phonics phase to reading books. We also have a well-stocked library with a range of interesting fiction and non-fiction books.

At home and while out and about, please make sure that your child sees a purpose to reading and is exposed to newspapers, books, magazines… anything with the written word! Cereal boxes, shop names, sign posts, subtitles etc!

PARENTAL INVOLVEMENT

Three things are happening when children read to an adult:-

- they are sharing the pleasure and enjoyment of reading itself;
- they are practising their developing skills with the support of a caring adult who can help out if difficulties arise;
- the adult is able to help the child appreciate the book by commenting and questioning, usually before and after reading.

TALKING

Talk with your child about anything and everything – their day in school, T.V programmes, places you have visited, etc. Telling your child stories, reciting poems and nursery rhymes will help enormously. Also encourage them to make up stories to tell you. Talk about the pictures in books as well as the plot.
Encourage your child to retell favourite stories in their own words, using the pictures as clues; through this they are learning how books work, as well as experiencing the joy that books offer.

LISTENING



However busy you are, do try to find some time to listen to what your child has to say.

- Help them to listen to stories and other people's views;
- Listen to the sounds of letters and words;
- Try making up games, rhymes and songs to help them remember these sounds.

READING

Do read to your child. When you read, children learn that books are fun and will be keen to read for themselves.

The best time to read is when you and your child are relaxed and have some spare time – do try to read every day. When you are sharing books make sure your child can see the words. You can start to follow the print with your finger and your child may want to join in.

Even when a child has become quite skilled at reading, they will still benefit from hearing books read aloud. Carry on reading to your child as long as they are keen to listen.



SETTING THE SCENE

- Choose a time when you both want to read
- Sit side by side in a **quiet** room so you can both concentrate
- Read the title of the book and have a look at the illustrations together
- If you have a reluctant reader find somewhere unusual to read: under a table, in the bath, on the trampoline. It might sound silly but it often works!

LISTENING TO YOUR CHILD READ

Always give your child as much praise as possible and say how much you enjoy listening to them read. Practice with praise makes perfect! After listening to them, please write a comment in their reading record book.

Early Readers

- Let your child handle the book, looking from left to right, turning the pages and recognising that words and pictures tell a story.
- Make sure your child can see the print and the pictures.
- Books without words also tell a story. Allow your child to tell their own story by reading the pictures.
- When reading together point to the words as they are read. Ask if your child wants you to read the words with them. When ready they will read the story with little prompting from you.
- Children will use their phonic knowledge to read their decodable books.
- Some words are not decodable, we call these "tricky" words and children learn these over time. If your child is stuck over a word say the whole word to keep the flow of the story going. When finished, you may return to the difficult word and re-read the word.



Developing Readers

Look through the book together and talk about the story so far; or if it is a new book try to remember the previous story in the series.

When reading your child may come across an unknown word. Children need several seconds to puzzle it out …

1. Ask for the initial sound of the word, e.g. "mmm" not "M".
2. If the word splits into phonic sounds or word families blend the sounds together e.g. sh ee p , cl ou d , en vel ope
3. Try asking them to miss out the word and read to the end of the text.
4. When the word is known go back and read the text again.

Independent Readers



- Look through the book together and talk about the story so far. If it is a new book, ask why it was chosen. Draw attention to the author, illustrator and publisher of the book.
- If your child wants to read aloud to you, listen for expressive, fluent reading and encourage it.
- Your child may wish to read silently, so let them do so without any interruptions.
- Afterwards discuss what has been read, talk about the characters and the story line. Can they predict what may happen next and understand meanings beyond the literal, e.g. feelings, nuances, inferences, etc.?
- Help your child to look up the meanings of certain words in a dictionary.
- With non-fiction books look at the contents page, index and glossary.
- When looking for information help your child to skim or scan the text looking for key words.



SOME GENERAL POINTS

1. If you feel that you are becoming irritated – stop! The same applies if your child is getting tired. An enjoyable and relaxed five or ten minutes reading is much better that twenty minutes which is a struggle for either or both of you.
2. If your child is finding the book too difficult to read, then help out by reading it together and inform the class teacher.
3. If your child's reading is very slow, you can help the "pace" of the story by sharing the reading e.g. Read alternate paragraphs or pages, or the child reads half page, adult reads 2 pages.

TAKING BOOKS HOME

When your child starts school it will be useful for them to have a book bag to protect their reading and library books. These can be purchased from the school office, and used throughout the school.

Please return the book bag to school every morning so that it is there when needed.

