

AS THE CHILD BECOMES A MORE CONFIDENT READER

It is still important to read with your child even when they have become a more confident reader.

CONTINUING TO SUPPORT AND GUIDE YOUR CHILD

Don not worry if your child's reading is not word perfect. If they are making sense of the text, this does not matter, eg. "house" instead of "home, "Good dog, Spot" instead of "Good boy, Spot". It would matter, however, if they read: "He got on his house and rode away", as this would have changed the meaning. Always be ready to take over if your child is struggling. With your help they will succeed and will want to read more and more as a result.

READING WITH YOUR CHILD

Remember that it is also important for children to read to. There is almost universal agreement that listening to stories is 'good' for children who are learning to read. You can motivate your child to read by regularly sharing a book with them. Your child will sense your love of books, your enjoyment of a good story and your appreciation of good illustrations. With younger children it can be fun to read familiar stories together, pointing at the words and allowing children to enjoy the stories, join in with well-known stories and develop ideas of the relationship between sound and print. With children of any age it will help to develop imagination and enrich vocabulary development.

RED HALL PRIMARY SCHOOL

Reading at Home

A Booklet for Parents

Foundation Stage & Key Stage 1



SUPPORTING YOUR CHILD AT HOME

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.

HELPING YOUR CHILD READ A WORD

- Which letter phonemes do you recognise? Can you blend them together? Eg. cat meet
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmm', finish the sentence. Then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes
- Use the first 1 or 2 sounds with another strategy. Always go back and read the sentence again!
- Make sure you do the activities with your child at the front of their Oxford Reading Tree Home Reading Book.

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. 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.