

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.

When reading encourage your child to:

Decode accurately: Use a range of strategies, including accurate decoding of text, to read for meaning.

Seek, find and understand: Understand, describe, select or retrieve information, events or ideas from texts and use quotations and reference to the text.

Between the lines: Deduce, infer or interpret information, events or ideas from texts.

Structure: Comment on presentational features. Why is the text presented and organised as it is?

Language: Why did the writer use that word/phrase/image/sentence etc.?

The writer: Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.

The text and the world: Relate texts to their social, cultural and historical context and literary traditions.

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

Key Stage 2



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A PARENTS' GUIDE

Helping Your Child With Reading



Once children have developed the basic skills of reading, there can be a risk that their motivation and enthusiasm begins to lessen. This is a vital stage in children's reading development and the point at which parents can offer invaluable support. Taking the time to talk to your child about the books they choose and listening to them reading aloud regularly can make all the difference. Children need to understand why we read. They need to experience the range of feelings that a book can create or the power that can be gained from accessing information. Reading must not only be confined to stories. Many children love reading comics, magazines, newspapers, information books and poetry. All of these reading activities should be encouraged.

Children in Key Stage 2 will all be at very different stages of development, but even for

the most fluent readers there is a need for parental support.

Most parents or carers are able to create quality time to share a book individually with one child. This is the time when children can develop a much deeper understanding of the books that they are reading. Rather than reading at home being 'reading practice', it should extend and enrich the reading experiences of school. One of the most powerful ways in which parents can do this is to show real enthusiasm themselves. Your sense of excitement about books and stories, your anticipation about what will happen next in a story and a discussion about your own likes and dislikes, will greatly influence your child.

Asking questions that go beyond the literal meaning of the book will help your child to think more deeply about what they are reading. Regular library or book shop visits can be used to develop motivation.

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

The following points are to support you when reading at home with your child. Regular, daily reading is the key to reading success. Two or three of these sessions could be your child reading silently to him/herself and the others an opportunity for them to read aloud. Please use these guidelines to help you.

- ◆ make sure you are relaxed and comfortable during the reading session
- ◆ encourage your child to read with expression
- ◆ your child should be able to read approximately 9 out of every 10 words in the book, less than this and the book may be too difficult
- ◆ discuss the meaning of difficult words
- ◆ ask questions about the characters, the plot, the ending of the book and whether your child enjoyed it. If your child is not enjoying a story, stop reading it and ask them to change the book
- ◆ encourage talk about favourite authors and illustrators
- ◆ try and make sure that your child reads a range of different books
- ◆ model the reading process yourself by having your own book to read
- ◆ give lots of praise and encouragement
- ◆ keep up a regular dialogue with your child's teacher through the home/school reading record book
- ◆ have fun!