

Reading with your child at home



For your child

- Develop a love of words, stories, favourite authors
- Allow your child to apply their sounds from phonics to their reading book
- Your child can achieve success – reading words with sounds they have already learnt
- Can recognise and read high frequency (tricky/red) words
- To develop listening, comprehension and understanding skills
- To talk about what they have read and form their own opinions
- For it to be a fun experience



For you....

- To support your child in developing a love of reading, authors and new texts
- To help your child apply their phonics sounds to their reading books
- To continue to support the school in reviewing how your child is reading, what they are succeeding with and their next steps
- To use the correct phonics sounds and language used in our phonics lessons to support further



Reading Records

- Please fill in the Reading Record **every time** you read with your child at home. In Year 5 and 6, children may like to fill in the record themselves
- This can be your child reading to you or shared reading
- Please add a short comment about your child's reading or add the date and chapter being read
- Reading Records need to be in school **every day**
- It will also be logged in the Reading Record when your child is read with at school



Before reading...

- Be in a quiet, comfortable area
- Use a timer to set time expectations if needed (e.g. We are reading for x minutes)
- Look at the front cover, title, blurb – what do you think it will be about? Why? What information can you infer?
- What type of story do you think it will be?



During reading...

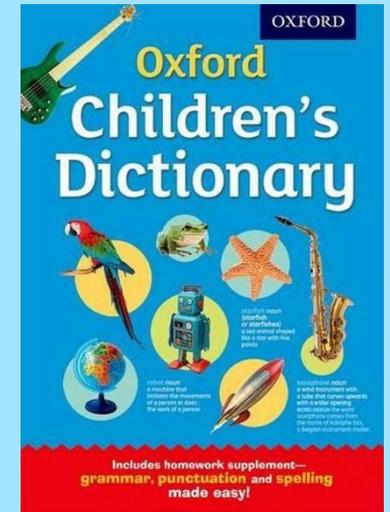
- Encourage children to use their phonics sounds when reading if needed
- **Special Friends, Fred Talk, Read the Word**
- Break down longer words then read in full
- Talk about any new words that you come across when reading
- Ask children to re-read words or sentences for fluency and using expression
- At a natural pause ask children to repeat a word they have mispronounced, tell you meaning of a word, add expression
- Continue to ask comprehension questions to ensure understanding about what is happening in the story
 - What did they do?
 - Where did they go?
 - What happened next?
 - Do you think....?
 - What does that mean?

- 1 LET'S LOOK AT THE COVER. WHAT DO YOU THINK THIS STORY IS ABOUT?
- 2 COULD THAT REALLY HAPPEN? DO YOU THINK THAT'S REAL OR IMAGINARY?
- 3 WHAT DO YOU THINK (CHARACTER NAME) IS THINKING RIGHT NOW?
- 4 HOW DO YOU THINK THAT MADE (CHARACTER NAME) FEEL? HOW CAN YOU TELL?
- 5 WHAT DO YOU THINK (NEW VOCABULARY) MEANS?
- 6 WHAT DO YOU THINK (CHARACTER NAME) WILL DO NEXT?
- 7 WHY DO YOU THINK THAT HAPPENED?
- 8 WHAT DO YOU THINK WILL HAPPEN NEXT?



After reading...

- Ask your child to share their opinion on the story – did you enjoy it? Why? Why not?
- Briefly recap the story to ensure children are aware of key events – can look back in the story if needed
- Clarify any new vocabulary in the story – what does it mean?
- Questions you could ask
 - Does this book remind you of another book you have read before?
 - What do you think will happen next?
 - How do you think the character feels?



Three reads....

- 1) Read the words correctly – sound out, recognise special friends
- 2) Read with more fluency – not needed to sound words out, read by sight
- 3) Storyteller voice – show understanding of what is being read, add expression, make comments



Glossary



Special friends – sounds written with 2 or three letters

Fred talk – In class, Fred the Frog helps us sound out our words
– children will be using this to help read words at home
For example – cat = c-a-t



Red words – In our phonics, these are words that can't be sounded out. They can also be called high frequency or tricky words

Inference – something you discover based on evidence

the

the

