Dear Parents,

This booklet includes information which has been put together by the teachers of Newlands Spring Primary School.

The intention is to support you at home when hearing your children read.

Whilst your child is developing their reading skills it is an ideal opportunity for you to enjoy the pleasure of a book with them.

I hope that you find this booklet helpful. Please do ask if you have any queries.

Happy Reading!!

Susannah Edom-Baker
How to encourage your child to read

Here are some ideas to help your child develop a love of reading:

- Keep books special. Make your child their own special place to keep their books. Talk to them about how to care for books.
- Make time to read. All children love a bedtime story, encourage children to join in reading with you in a quiet environment (no TV).
- Read yourself. Show a good example by sharing your reading: newspapers, magazines, letters and electronic devices.
- Point out words all around you. Help your child to read the words around them on food packets, newspapers, recipes and signs. Remember children should be reading more than just books.
- Visit the library – it’s free and easy to join. We are lucky to have a library on site that we visit during the school day but it is also open to the public on some evenings and weekends.
- Let everyone help. Encourage your children to read with friends and family.
- Support the school. Make sure your child changes their reading books and make a regular time slot to hear them read as often as possible. Even when they can read fluently it is still important that you listen to and discuss their reading.
How to help your child to read
Here are some ideas to support your child’s progress in reading ability. All children progress at a different rate and these ideas may help you identify where your child is at and the steps you can take to support their next steps.

Strategies

 Read to your child and model how to handle and navigate books.
 Let your child ‘pretend’ to read. Young children enjoy making up the story themselves based on the pictures.
 Follow the words with a finger – this helps your child focus on the words and learn what they are.
 Spot words in books. Count how many times you can find a familiar word.
 Let them read their favourite books – don’t worry if they want to read the same book repeatedly. Encourage your child to retell all or parts of stories in their own words.
 Sing songs and rhymes together. Recognising rhymes helps children discriminate between sounds.
 Action words – in Foundation Stage children are taught words with actions and pictures to help recognise and write the words. These will be sent home with your child as they are introduced.
 Letters and Sounds- from Foundation Stage children will also learn to read and write words by exploring sounds. This is called phonics.
 Strategies for recognising unfamiliar words: use the pictures; break unfamiliar words into smaller units of sounds e.g. ‘d-o-g’ ‘sh-i-p’ ‘r-ou-nd’; look for small words within words e.g. ‘drink’; read to the end of the sentence and try to guess the word using the context of the text; does the word look like another word e.g. ‘rain’ and ‘pain’?
 Give them time – let them make a guess before you help them. Don’t let them try too hard – it doesn’t matter if you have to tell them a word.
 How long to read for. We recommend 10 minutes for younger children and 20 minutes for older children, but shorter sessions more often during the week are better than longer sessions less often.
**Questioning**

**Fiction**
- Talk about what you are reading, what the pictures show, how the story relates to their own experiences.
- Ask lots of questions, check they understand the story by asking them about what happens. Ask them about how different events lead on to other events in the story.
- Discuss the characters – who are they, what do they look like? In higher levels you might include questions about characters reactions, feelings, motivations, personality or who they are related to.
- Talk about where the story is set, what it looks like, who else might live there.
- Predict what might happen next at different stages of the story by thinking about what has happened before.
- Think about the language the author has used.
- Think about why the author wrote the book.
- Give reasons why you like or dislike a book.

**Non-fiction**
- What features can help you understand the text better – e.g. labels, captions, index, contents, headings.
- What facts have you learnt?
- Think about the layout: where is the text, pictures, other features? Is each page the same?
- Discuss poems: rhyming words, layout, verses, type of language.
Some general comments
- Praise your child for trying hard with their reading. Let them know it is alright to make mistakes and be patient.
- Variety makes reading more interesting.
- Encourage them to read a range of authors and different styles of texts.
- Make a story come to life by using expression.
- Encourage your child to read more fluently, this will help their understanding of the text.
- Always be positive.