



Helping Your Child With Reading – Parent Handbook



Developing Readers

Even though your child may now be a more confident or fluent reader, it is still important to hear them read aloud regularly.

At Key Stage 2 we encourage all our parents/carers to hear their children read at least three times a week. By continuing to actively share your child's reading you are giving it status and importance.

Although your child may be beyond the 'sounding out stage' they still need your support to continue to develop enjoyment and increase their understanding of more challenging texts. In school, your child will be presented with texts which are increasingly more difficult.

In reading for pleasure, they should be choosing material which stretches their reading. This may mean that sometimes they do not fully understand all that they are reading. This is where your child will benefit from your support. You are in a position to help overcome any misunderstandings by talking about what they read to you and even your turn to read aloud. It is a good idea to share reading aloud as you can model pace, expression and fluency for your child. This is also an important way of widening your child's vocabulary and deepening their understanding.

We ask all our parents/carers to send their child's reading books in to school every day so that any support assistants or volunteers can listen to your child read whenever possible.

The Parts of a Parent Reader



Seven Areas of Reading

To become even more confident readers, children need to develop skills in seven key areas and it can be useful to think about these when reading with your child.

Decoding: this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way, will support children's development in this area. Making links between the purpose of the text and its organisation is a useful place to start.

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.



How Can You Help Your Child?

Try to listen to your child read regularly; 15-20 minutes three times a week is much better than longer sessions once a week.

Find a quiet place to share books where you can be comfortable and share a love of reading together. Encourage your child to read a range of texts such as newspapers, comics, poetry, non-fiction, etc.

Share a book with your child. This may involve you reading to them or reading and talking together about the book.

It is also very helpful to play word games or board games to support their phonics and reading understanding.

Encourage children to read a series of books from a favourite author or books on topics of interests, especially to keep reluctant readers interested and reading.

At all times it is important to build up your child's confidence by praising their efforts and remaining positive. If your child is not in the mood to read at that time, just leave the book and come back to it later.

When reading with your child talk and ask questions about the text or book, there are some examples of these below.



Questions to Ask While Reading

Fiction

Do you agree with this/the author's opinion?

How do you feel about this topic? Why?

What do you think about/is your opinion of...?

Can you support your view with evidence from the text?

Who was the character that...?

Show me in the text where you found...?

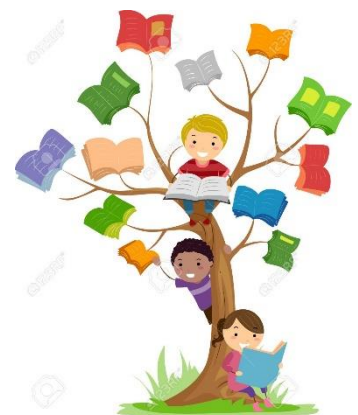
What is happening at this point/in this part of the story?

Find one/two things that the main character did in this part of the story.

Why was...important in this story?

Tell me/write about what sort of character/person... was from the things they did/said in the story.

What do you think their thoughts were at this point in the story/play?



If you were going to interview one of the characters, which questions would you ask and why?

How did one of the characters change their ideas/ attitudes during the story/play? What was it that brought about this change?

What do you think would have happened if...?

Tell me about one important event that happened that could not be left out. Why is it so important?

How has the author organised the writing? Why does the author begin a new paragraph here?

What is/are the main event(s) that happen(s) in this/ each paragraph?

How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening/ excited/disappointed, etc?

Which part of the story best describes the setting/ characters/action? Which words and /or phrases do this? Find some words or phrases that show us that this character is special/helpful/adventurous/ unsure/worried, etc.

How did the story make you feel? Why did it make you feel like this?

Why do you think the author chose this particular setting for this story?

How has the author started this in an interesting way?

How does this make the reader want to read on?

Non-Fiction

Where can you find an important piece of information about ...?

Find two pieces of information that tell you about ...?

What does this part of the text tell us about?

Which part of the text tells us about ...?

How does this text layout help the reader? How does (a diagram/picture/caption) help you to understand the information on this/these pages?

What is the purpose of the list/diagram/caption/ sub-headings in this text?

Find something that is not a fact but the author's opinion.



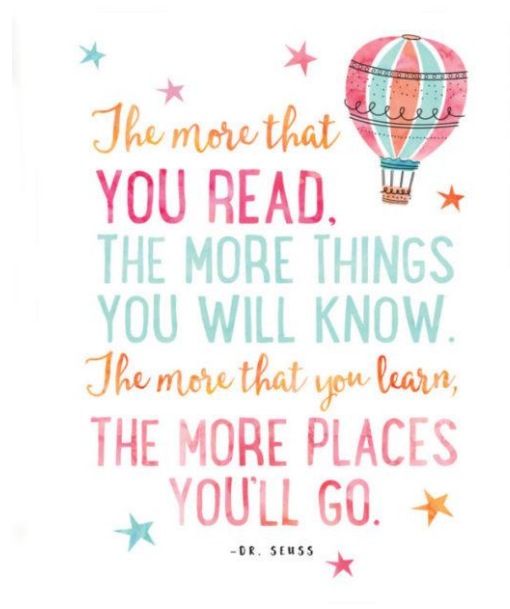
Keeping Older Children Motivated



Between extracurricular activities, playing with friends, and engaging in screen time, it's possible your older child doesn't spend as much time exploring new books as they used to. From searching for a new word in the dictionary to starting a new chapter book, use these tips to encourage your older child to make time for reading.

1. **Let your child choose what to read.** While you may cringe at his preferences, he may never touch a title if it's force-fed.
2. **Talk about what she reads.** Ask her what she thinks of a book and make connections with ideas or issues that are relevant to her life.
3. **If he's struggling or bored with a book, let him put it down.** Forcing him to stick with a difficult or dull book that's intended for pleasure will reinforce the idea that reading is a chore.
4. **Subscribe to magazines that will interest her.** Ask her to choose one or two titles and put the subscription in her name.
5. **Read the news together.** Whether it's for 15 minutes over breakfast or on weekends, establish a routine and discuss what you each read.
6. **Be flexible with bedtime and chores when your child is reading.** Within reason, avoid asking your child to stop reading.
7. **Play games that utilize reading.** Word- and vocabulary-building games like Scrabble or Boggle are great, but many board games provide reading opportunities (even if it's just the instructions). Crosswords provide opportunities for learning new words and spelling practice, too.
8. **Encourage your child to read to a younger sibling.** Letting him take over ritual reading at bedtime once a week will ensure he reads something, and he may find his sibling's enthusiasm for stories contagious.
9. **Visit the library together.** Try to make it an event where you share some quality one-on-one time and both choose a few books.
10. **Find an outlet for your child to "publish" a book review.** When she finishes a book, encourage her to write it up for a family or school newspaper, magazine, or website. She could also try posting a review at a local bookseller or an online retailer.
11. **Ensure he has a good reading space.** He should choose where it is, but you can make sure it's well-lit and inviting so he stays a while.

12. **Keep up on what she's reading.** If you can, read a few pages of her books yourself so you can discuss them with her.
13. **Encourage writing.** Whether it's via snail-mail or e-mail, suggest that he keep in touch with distant friends or relatives. Keeping a journal or chronicling a family holiday will also provide reading practice.
14. **Provide a good dictionary.** She may not want to ask for your help with words anymore, so make sure she has a good reference.
15. **Suggest books from movies he liked.** He may enjoy getting even more detail in the book.
16. **Listen to books in the car.** If you're heading on holiday, or even back-and-forth to school, try listening to a novel that will appeal to everyone.
17. **Model reading.** Your child will still follow your reading habits (though she'll never let you know it!). Let her see you reading, make comments, and share interesting passages with her.



There are some excellent online resources to help you support your child's learning. We have listed a few websites below:

- ❖ <https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>
- ❖ <https://www.ruthmiskin.com/en/find-out-more/parents/>
- ❖ <http://www.phonicsplay.co.uk/>
- ❖ <http://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
- ❖ <http://www.oxfordowl.co.uk/>
- ❖ <https://www.bbc.co.uk/cbeebies/shows/alphablocks>

If you need any further information please don't hesitate to speak to a member of school staff.