

Reading at home
with your child

The Power of Reading!

- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Fun ways to read with your child

Experts in literacy are unanimous in their belief that parents should read with their children.

The power of the parent-child bond has a positive effect on a child's attitude towards reading and their ability to read.

Try the following suggestions that you will hear about today to help make reading both a pleasure and a learning experience!

How do children learn to read?

3 – 5 year olds

Introduce them to books at a young age. Create the right atmosphere. Find a comfortable and quiet place to look at books. Read them a bedtime story every night.

Let them pretend to read. If your child is familiar with books, they will get on better when they start school.

Help your child to join in with reading. Let them turn the pages and guess what happens next.

Use funny voices, toys and actions to make the characters come alive.

5 – 8 year olds

Set aside a specific time for reading every day and make reading a priority. Try not to do the reading when you are both tired!

Walk through the book first and discuss the pictures and the important words. Always remember to keep reading aloud to your child even when they can read independently.

Encourage your child to read to you. Follow the words with your finger and sound out the words (c-a-t: cat) See if they can pronounce each sound and then blend them together

Be positive. Praise your child for trying hard at their reading. Let them know it is alright to make mistakes.

It's not just about books.

Reading

- Success in reading is fundamental to success in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.
- It is not a performance.
- It is not a test.

Understanding (Comprehension)

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.
- The next slide is easy to read – does anyone understand what it means?

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

What are phonics?

Cracking the English Language code

- How many letters? 26
- How many sounds (phonemes)? 44
- How many spellings of the sounds? 144

Saying the sounds

- Cu a tu - what's this word?



Stretchy Sounds

- f f f f f f f f
- n n n n n n
- m m m m m m
- l l l l l l l l
- sh sh sh sh sh sh
- z z z z z z z z
- r r r r r r r r
- s s s s s s s s
- v v v v v v v v
- th th th th th th
- ng ng ng ng ng ng

Bouncy Sounds

a a a a a a a

e e e e e e e

i i i i i i i i

o o o o o o o

u u u u u u u

b b b b b b

w w w w w w w

t t t t t t t

y y y y y y

p p p p p p p

d d d d d d d

g g g g g g g

h h h h h h h

j j j j j j j j

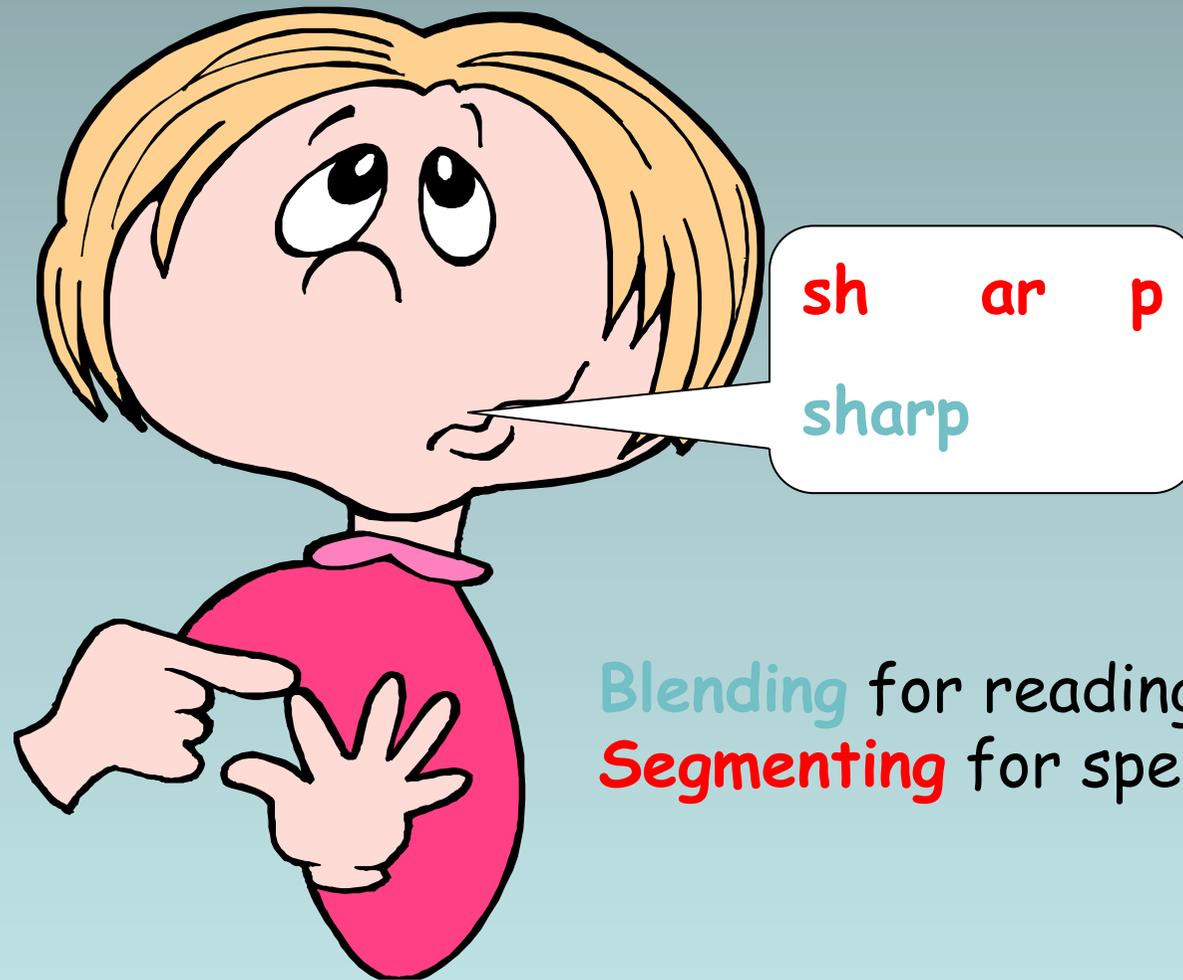
k k k k k k k

x x x x x x x

c c c c c c c c

q q q q q q q q

Blending and Segmenting



Blending for reading and
Segmenting for spelling

Reading in School

The *Teaching* of Reading

- Phonics
- Shared reading
- Guided reading
- Independent reading
- Personal reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories

School readers

Home readers

The hearing of reading is NOT the teaching of reading

Reading at Home – Enjoy!

- Make reading visible; have books available in your home
- Share books every day;
- Boys need to see that reading is something men do.
- Talk about books.
- Sit and listen - don't do chores around the reader!
- Respect choices.

What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

Independent Strategies *by Jill Marie Warner*

When I get stuck on a word in a book,
There are lots of things I can do.
I can do them all, please, by myself;
I don't need help from you.
I can look at the picture to get a hint.
Or think what the story's about.
I can "get my mouth ready" to say the first letter.
A kind of "sounding out".
I can chop up the words into smaller parts,
Like on or ing or ly,
Or find smaller words in compound words
Like raincoat and bumblebee.

I can think of a word that makes sense in that place,
Guess or say "blank" and read on
Until the sentence has reached its end,
Then go back and try these on:
"Does it make sense?"
"Can we say it that way?"
"Does it look right to me?"
Chances are the right word will pop out like the sun
In my own mind, can't you see?
If I've thought of and tried out most of these things
And I still do not know what to do,
Then I may turn around and ask
For some help to get me through.

How to use these strategies at home

John let his pet frog go.

It ********* across the grass.

What is the first sound?

It **h******* across the grass.

What would make sense?

It **hopping** across the grass.

Does that sound right?

It **hopped** across the grass.

Closed Questions!

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?
- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

Change these questions so that the answers cannot be *yes* or *no*.

Talking about books

It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about in your book?

What can you tell me about...?

Understanding (Comprehension)

- Finding information on the page.
- Being able to find information that is *not* on the page. Looking for clues
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.

Hearing your child read

- Choose a quiet time and give your child your full attention;
- Give support if required using the strategies explained earlier;
- Explain the meaning of new words;
- Talk about the text using open questions.

Listen and watch the reading demonstration

Reading to your children

- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger!

Listen to the story of Jack and the Beanstalk.

Jack and the Beanstalk

Think about the story of Jack and the Beanstalk.

- Who are the characters?
- Who is the main character?
- How would *you* feel if someone kept stealing your belongings?
- What might the giant say to Jack's mother?

You're never too young!

Polar Bear Polar Bear

<http://www.youtube.com/watch?v=qU97IXT8MIs>

Have fun!!