

# The Abbey CE VA Primary School

## Helping parents to support their child with Reading



### How Reading is Taught

Reading can be taught in a combination of ways:

- The **Look and Say** method (sometimes known as the Whole Word or Sight method) where a child learns to recognise a word by sight through looking at it a number of times.
- The **Whole Sentence** method is similar to Look and Say except a child memorises a whole sentence which usually has an accompanying picture.
- The **Phonic** method uses the sounds of letters or letter groups. By learning the sounds a child has a strategy for de-coding a word which can be 'sounded out'.

Hearing children read is a vital part of helping them to make continued progress, whatever age and ability they are currently at.

All children are required to read at home, to an adult, during the week as part of their Home Learning activities. It is important when hearing your child read, that as well as focussing upon the fluency, time is spent developing their ability to use inference and deduction. This is particularly important when your child can "read" fluently. This is not the time to assume that you do not need to support them. This is where the higher order reading skills need to be developed so they are able to talk about the more complex aspects of the texts they are reading.

Reading is a vital life skill and children do not make progress unless they practice at both home and school.

### **Hearing your Child Read at Home**

As parents/carers you are your child's first and most influential teacher. Even though your child attends school full-time you still have an important part to play in helping your child to read or to become a more fluent reader.

### **Make reading more enjoyable**

Make reading an enjoyable experience for all involved. Make it fun! Sit with your child. If you have more than one child, let them read together, let them read to each other! Whatever suits you best is the ideal way.

### **Choose a quiet time**

Children read best when they are at ease and relaxed so set aside a quiet time, free of distractions. Make it your special time, it need only be 10 or 15 minutes. Turn off TV's, computers, mobiles, laptops etc, make yourself comfortable and enjoy the time together.

### **Success is the key!**

Parents/carers sometimes make the mistake of giving their child a book that is too difficult for them. This can have the opposite effect to the one they are wanting. 'Nothing succeeds like success' is a maxim worth remembering, it has been around a long time because it is true! To build self-confidence let your child read books they can read. You might think the book is easy, but remember, you're an adult, you can read and your reading experience is much greater than your child's. Struggling with a book containing many unknown words is counterproductive, pointless, and little or nothing will be achieved. The text will not be understood, there will be no flow, there will be no enjoyment for anyone. What could happen is the child becomes reluctant to pick up and read a book of any description.

### **Practice**

Try to read with your child on most school days. 'Little and often' is best. Don't be afraid to let readers to use any pictures as an aid.

## **Be positive**

When attempting to read a word if your child says something nearly right to start with that is ok. Don't say "No! That's wrong!" try instead, "Let's read it together." Point to the letters, sound individual letters, blends of letters, point to the words as you say them. Constant praise and encouragement throughout the process will boost confidence and self-esteem. Try to maintain some flow in the reading by not interrupting the reader too soon. Sometimes, if left alone, the reader will self-correct a mispronounced word. If your child tries to sound out difficult words, avoid using letter names, always use letter sounds.

## **Communicate**

Every child in school has a reading record that can be used by parents to record reading progress. Positive comments are always of more use than anything else; these comments are more effective if used regularly. A child will soon understand that you're interested in their progress and that you place value on their reading.

## **Variety**

The greater the variety of reading material available the better the experience is. Hardback books, paperbacks, comics, magazines, fiction, non-fiction, newspapers and poems; it doesn't really matter. Use the local library, books are free, as are DVD's, audio books and e-books. Don't forget that year group specific recommended reading lists are available on the library page of our website.

## **Discussion about the book can include:**

What do you think we will find on the next page?

Ask about the pictures.

Ask about the effects of simple punctuations.

Talk about the characters.

What was your favourite part of the book?

How do you think the book will end?

What is? What was? Where is? In which line is...? Where is the sentence that told us...?

Good understanding of what has been read will develop comprehension skills.

## **What to look for when hearing your junior child read**

Can your child use a range of strategies, including accurate decoding of text, to read for simple meaning?

Can your child understand, describe, select or retrieve information, events or ideas from the text?

Can your child deduce, infer or interpret information, events or ideas from texts?

Why did the character do/say/think ...? How do you feel about.....? Where did... happen? What do you think will happen next based on what we know?

Can your child identify and comment on the structure and organisation of texts, including grammatical and presentational features of the text?

What does this text tell you about? Why has it been laid out in this way? [eg tables, columns] Why has a word been printed in this way? [eg bold, italics, sub-headings]

Can your child explain about the writer's use of language? Why has the writer used these words?

What do these words tell you about the .....? [setting/character] Does the use of words create good images? How does that phrase make you feel?

Can your child identify and comment on the writer's purpose and viewpoints and the overall effect of the text on the reader?

What does the writer mean? I wonder why the author has done that? Why did the character feel....? What do you think the writer wants you to feel about.....?

Can your child relate texts to their social, cultural and historical context and literary traditions?

How is this character like .....e.g.someone you know/a superhero/a historical character?

When discussing and sharing ideas remember that no answer is "wrong" as long as it is justified with reference to the text. Children need to see that different interpretations of the same text are possible. Explain how you feel [remembering to refer to the text!]