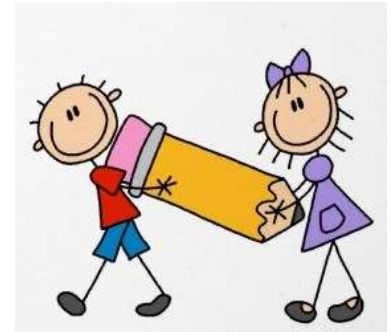




# Reading

## Lea Endowed C of E School



The **MORE** that you  
**READ**, the more things  
you will **KNOW**.  
The **MORE** that you  
**Learn**, the more places  
you'll **GO**.

# What are the barriers to reading?

## Difficulties your child may have in reading

- ☐ Guessing short words and poor spelling
- ☐ Decoding of long words very difficult
- ☐ Rising frustration leading to a meltdown
- ☐ Poor fluency
- ☐ Poor focus while trying to read

# 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?



# How to Use These Strategies At Home

- Fred 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.





# Early Reading Skills

## 1. Listen to your child read

Your child might bring home [decodable](#) books from school. Designed to allow your child to learn how to read independently, these books help children apply their phonic skills – sounding out the words on the page. Be patient and be impressed!

## 2. Link letter sounds to letter shapes

Your child will be learning letter sounds at school. Make sure you know how to [say the sounds correctly](#). And don't forget that some words, like *said* and *the*, are [tricky](#) and can't be sounded out so keep pointing these out to practise them.

## 3. Looking at words and letters

After you have read a book, play letter-spotting and word games like these with your child: *Can you find Dan's name on this page? Can you find the word 'and' on this page? How many words can you find on this page that begin with 't'?* Get your child to ask you too!

- ## 4. Sound out first...

# Developing Readers



## **Read with expression**

Read with expression when reading to your child. Use different voices and vary the volume for effect or for different bits of information such as, *Did you know that the Tyrannosaurus Rex...? Wow!* You'll soon see that your child will then try these skills when reading to you!

## **Talk about books, words and pictures**

Before reading a book together, always talk about the title, the pictures and the information on the cover (front and back). If it's new, ask what your child thinks the book might be about. If it's an old favourite then talk about the bits you love most! Don't worry if some books get chosen again and again!

## **Retell stories or events**

When reading aloud use lots of expression and try different voices for different characters. Get your child to join in with bits too, such as, *'They pulled and they pulled!'* and *'Fee, fi, fo, fom...'*. See if your child can copy you!

# Older Readers

## **Make links**

As well as talking about the book itself, make links between events or information in the book and your child's own experiences: *'Do you remember when we did that ...?'*. Get them to ask questions too: *'Is that how Grandad does it too?'*.

## **Get your child to perform**

When your child reads aloud encourage lots of expression and get them to use different voices for the different characters or to use different volume or pace. Reading to a younger sibling might demand this and is great practice! Or get them to try learning a poem off by heart. And making a sound recording is fun too.

## **Open up the world of reading**

Share the variety of your reading with your child: books, magazines, websites, and apps, to show how reading can help you to follow your interests and to get involved. Help them to join blogs, online communities and clubs that link to their hobbies whether it's swimming, football, dance or music.

**Always check that any online communities children sign up to are safe and monitor their use of them.**



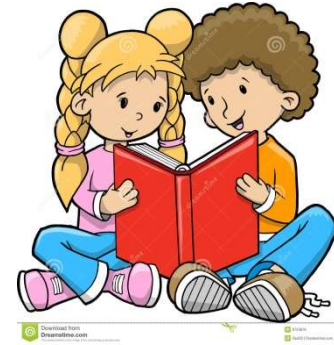
# Closed Questions

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



# Talking About Books

- 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 A in your book?
- What can you tell me about A?



# 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.



- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction. **Book Lists**
- 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!
- Have fun!!!

Thank you for coming today!

