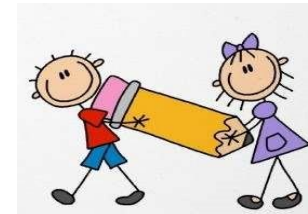


Reading at Lea Endowed C of E School



Due to us not being able to meet together in school, this pack has been designed to help you when reading with your child.

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

Reading To Your Child

- Reading to your child is a powerful way to help them become confident and enthusiastic readers. Choose a time when you are both feeling relaxed and there are no distractions, such as television, in the background.

Below is a link to a fabulous clip of Julia Donaldson offering advice on how to read with your child:

<https://www.oxfordowl.co.uk/for-home/reading-owl/top-tips--3/julia-donaldsons-top-tips>

Another great website for parents is:

<http://www.booktrust.org.uk/books/children/how-to-share-books/top-tips-on-sharing-books/>



- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction. When choosing a book, aim for one which is at a harder level than they would be able to read independently.
- When you're reading with your child, try to keep them actively involved in the words and the story. Clap out syllables or chunks in words and names to help with reading longer words: pel-i-can! Sep-tem-ber!

Or point out that some words are made up of two words (for example, wind and then mill makes windmill).

- You can have lots of fun with reading by making it an interactive experience. Encourage your child to join in with phrases, sound effects, and actions to make story time a shared experience. It's great for bonding, and talking, acting, and re-telling will all help to develop your child's reading.
- 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!!!

Early Reading Skills

1. Listen to your child read

In Reception, your child will probably start bringing home books to read. These books will be [decodable](#) books. 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. Try to find time to hear them read every day. It could be snuggled up on the sofa, at bedtime, or before school. Be sure to be patient and don't forget to be impressed! If your child gets stuck on a word, remind them to say the letter sounds individually and then blend them together quickly to hear the word. If your child still can't work out the word, then tell them what it is and move on. 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](#). Mrs Bamber has sent home information regarding the correct way of pronouncing these sounds. Try to make them as short as possible – for example, the letter *m* has a short /m/ sound, not a continuous /mmmmmmm/ sound. Try not to add an extra sound onto the speech sound either (for example, the sound is /m/ and not /m-uh/). 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!

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.



Developing Young Readers



- Read with expression when you read to your child.
- 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! Look at the questions at the end of this document for more ideas.
- 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, fum...'. See if your child can copy you!
- Play rhyming games: Say 'into the pot goes' while pretending to place objects that rhyme into a pot (for example, a *bat*, a *hat*, a *cat*, a *mat*). Do this with your child and then see if they can do it independently. You can turn this into a game by throwing in

words that *don't* rhyme, and asking your child to catch these ones out. For example, a *cat*, a *hat*, a *bird* – this last word shouldn't go in the pot!

- Play phonics word games: Play simple phonics word games based on the sounds your child is learning and has learned at school.

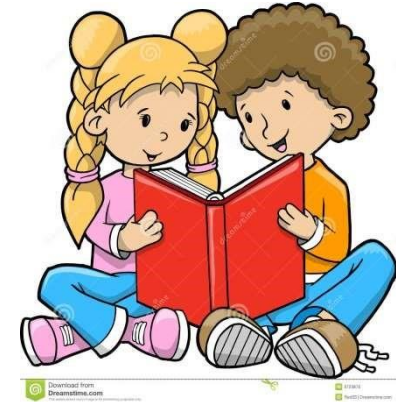
Start off using just the speech sounds and then immediately say the word. For example, you could say, 'At the shop I will buy a /m/ /a/ /p/ – *map*, a /b/ /e/ /d/ – *bed*, a /d/ /u/ /ck/ – *duck*.' Then, trying just saying the sounds and asking your child to work out and say the whole word.

Book Talk

- 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?

As your child develops confidence answering questions, 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?



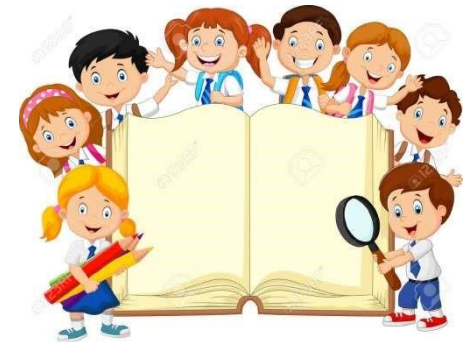
Talking About Books

- 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?



Developing Understanding (Comprehension)

- Your child may be asked to read a book more than once. It is good practice to read a book several times encouraging recall eg ‘What do you remember happening yesterday?’ as well as prediction, ‘What do you think will happen today?’
- Encourage your child to find information on the page eg ‘Can you find the word grumpy?’ or ‘Which word means the same as.....?’
- Your child can be encouraged to find information that is **not** on the page. Look for clues such as ‘How do we know mum feels happy?’
- Encourage your child to think about situations and predict what might happen.
- Encourage your child to ‘step into a character’s shoes’ and understand what is going on from their viewpoint.
- Book talk to make your child think.



Questions you may ask your child before, during and after reading

How can you break down a tricky word?

What do we need to do at a full stop?

What happened in the story?

What is your favourite part of the story? Why?

Who is the story about?

Find a page in the book that you didn't like. Why didn't you like it?

What is this book about?

Who do you think is telling the story?

What do you think might happen next?

How can we find out who wrote/illustrated this book?

What does the cover tell us?

Is this a fiction or non-fiction text?

Can you spot any patterns in the language in this story?

Is this book funny? Why?

Did you enjoy the story? What was your favourite part?

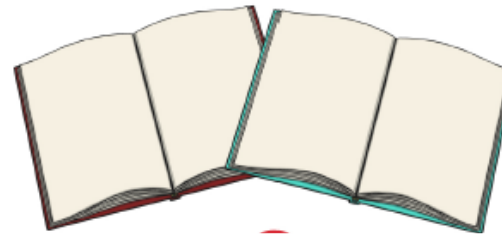
Is the story like any other books that you have read?

Did you learn anything from the book?

What sort of books do you like?

What sort of characters do we find in storybooks?

What usually happens to baddies in fairytale stories?



Why do authors include pictures?

What do pictures in books help us to do?

How do you know someone is talking in a story?

How does punctuation (e.g. full stop) help us to read for sense?

Who is the main character in the story? How do you know this?

What happened in the story?

Find some words or phrases which tell you about the setting.

What made you choose this book?

What would you like the story/text to be about?

Which character from the story interests you?

Based on the cover, what do you think the story will be about?

What is the main event in this story?

Were you surprised by the ending? Is it what you expected?

Has the author put certain words in **bold** or *italics*? Why?

Can you find any amazing adjectives?

Can you think of another way to begin this story?

What was the most exciting part of the story? What made it successful?

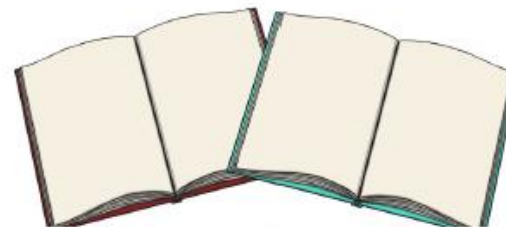
What is the author's view of events in the story? How can you tell?

Did you enjoy the book? Why?

Was there any part of the story or text that you didn't like? Why?

Where and when do you think the story is set?

What sort of book is it? How can you tell?



What features of the text tell you that it is an informative text?

What features of the text tell you that it is a story?

Have
Fun