

Reading At Home



**North Duffield School
guide to helping your child
with reading**

The Power of Reading

- Creating a love of reading in children is a powerful thing.
- Reading is taught and practised in school. However, home is a great place to practise in a more informal and relaxed atmosphere.
- We want to support parents and carers to feel informed about how to help their child to develop a lifelong love of reading. We hope that you find this booklet useful. We are always available to offer support and advice.



Blending Sounds - Phonics

•Phonics (the sounds that letters make) is the starting point when teaching reading.

•The words that your child speaks and reads are made up of separate sounds (phonemes). Your child will learn these sounds in Reception and Key Stage One. S/he will learn to blend the separate sounds together. This is what your child might call 'sounding out.'

•You can help your child to blend sounds by making sure that they recognise the sound that the letter/s make. The separate sounds in words are very short and crisp. There should be no 'er' sound at the end.

So t is 't' not 'ter', m is 'mmm' not 'mer.'

If the sounds are too long, the word will not make sense.

•Play games at home and when out and about. 'Please bring me the c u p. Let's go to the sh o p.'

•*Phoneme* → A phoneme is the smallest unit of sound in a word.

•*Blending* → To help your reading - look at the letters in a word. Sound out the phonemes (sounds) and merge them in the order that they are written.

•*Segmenting* → To help your spelling - say the word and break it up into individual sounds.

Match the correct letters to the sounds.



Reading at home

•Phonics is not always enough. Some words cannot be 'sounded out.' If your child comes to a difficult word and stops, you might like to try some of the following ideas....

❖Ask them to look at the first letter of the word.

❖Ask them to look at the picture for clues.

❖Ask them to miss the word out and read to the end of the sentence. Then go back to the beginning of the sentence and make a guess.

❖Ask them to look for patterns in the words eg -ed, -ing, igh.

If they still do not know, then tell them the word. You can go back later to reread the tricky bit. Try to keep the story flowing so you can both enjoy reading together.

It is more important to for your child to know what the book is about, rather than reading every word correctly.

Try to be positive and praise your child for their effort and achievement, even if they do not read the whole book fluently.



Reading records

•We encourage you to make comments in your child's reading records. It is a really good way of communicating with school. Even if you just date the reading record and note where you read up to, that would be really helpful.

•This is a really good way of letting us know that you are hearing your child read at home, and to let us know how you feel your child is progressing with their reading

Here are some suggestions about the kind of comments you could make. This list is by no means exhaustive, please feel free to make comments of your own.

❖We looked at the pictures together and we enjoyed discussing them.

❖..... was able to blend the sounds in train read the word independently

❖..... is becoming more aware of punctuation, including speech marks.

❖Tends to mistake 'was' with 'saw'

❖..... is getting really good at predicting what will happen next.

❖..... is making excellent progress with his/her reading. I am really pleased.

❖Please could you review the level of this book as he/she found it too hard/easy.

❖It was such a pleasure to hear read today.

❖..... is now recognising words far more easily.

❖We learnt lots of exciting facts in this book.

❖Read effortlessly.

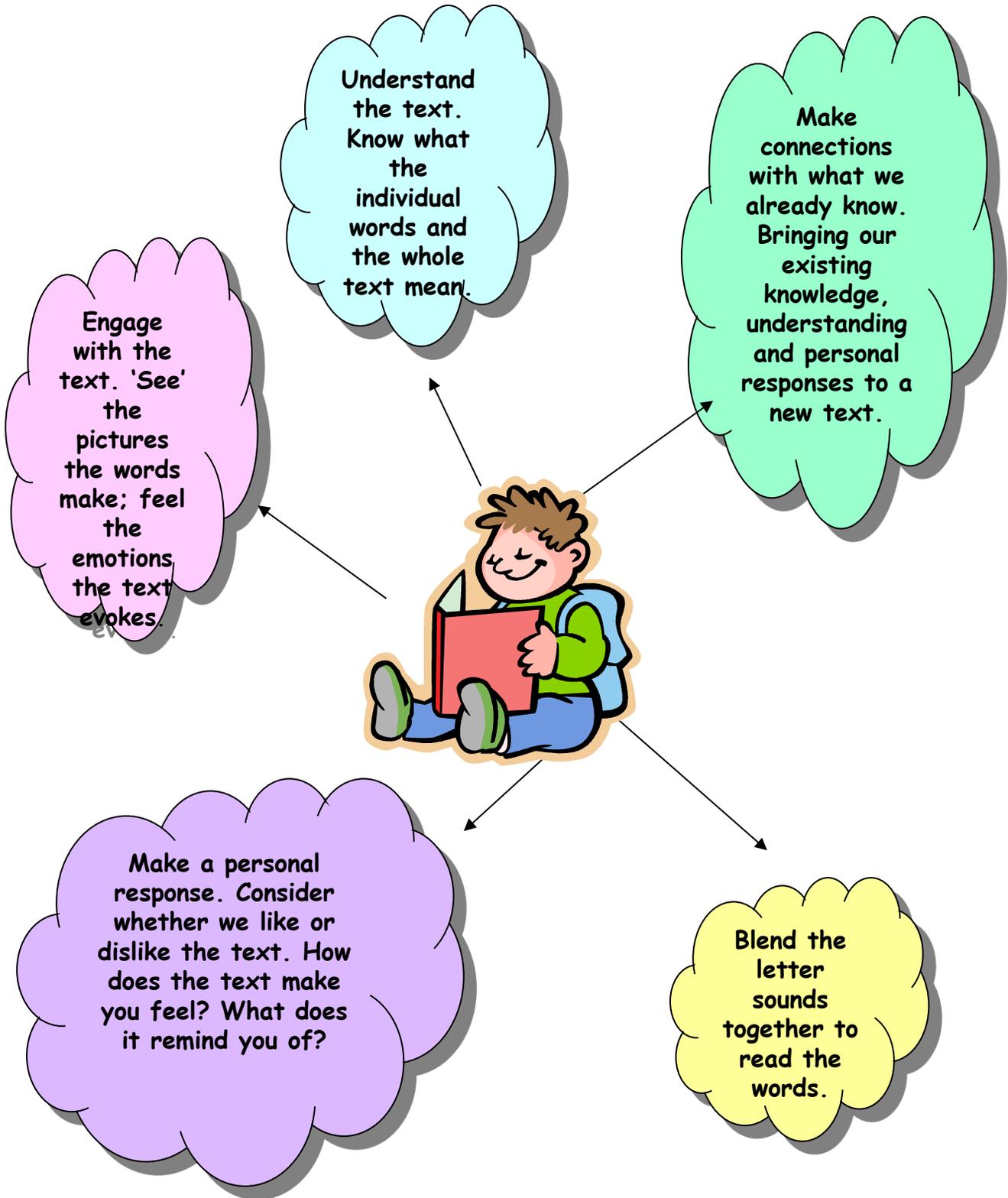
❖..... read with enthusiasm and enjoyment.

❖I am delighted that has grown in confidence.

❖ Read the book fluently and confidently.

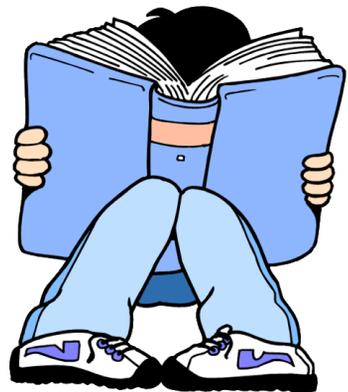


What do we do when we read?



Learning to read

- Reading involves two main elements - word recognition and language comprehension.
- Beginning readers are taught to use their phonic knowledge to recognise phonemes and blend them together to read words.
- When reading becomes automatic, the emphasis shifts to understanding, interpreting and responding.
- Being able to read the words, does not necessarily mean that your child understands what they have read. S/he might sound like a fluent reader of the actual words on the page, but the only way to judge how much your child understands is to talk about the book and ask questions that make him or her think.
- The following questions and activities are intended to help you to make your child an active reader at home.

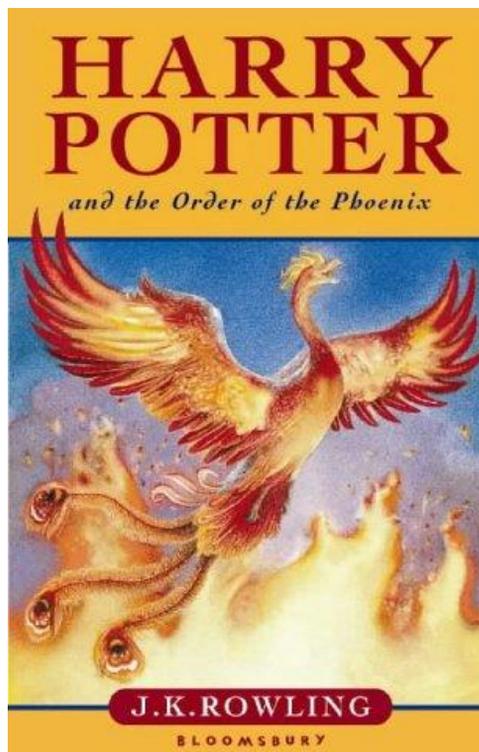


Reading to learn

Before reading

Questions and Discussion

- What do you think this story/book will be about?
- What made you choose this book?
- Do you know anything about the author?
- What does the title tell you about the story?
- Who is the author?
- Who is the illustrator?
- Is the book a fiction or non-fiction book?
- How do you know?
- What do you think will happen in the story?



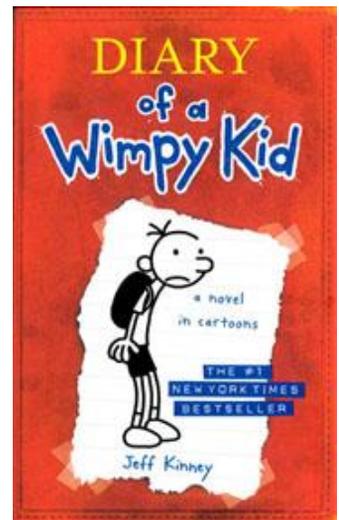
During reading (story)

Questions

- Does the story start with description, action, dialogue or a mixture? Does the story grab your attention?
- Where does the story take place?
- How would you attempt to solve a problem in the story?
- Identify one problem or conflict in the story.
- Who are the main characters?
- Identify and predict how a problem may be solved.
- Where does the story take place?

Activities

- Make a list of exciting words that were used in the story.
- Rewrite part of the story as a playscript.
- Create a cartoon strip of the story.
- Make a list of questions to ask yourself about the next chapter
- Before you finish the book, write down your predictions for the end of the story. When you have finished, check your ideas.



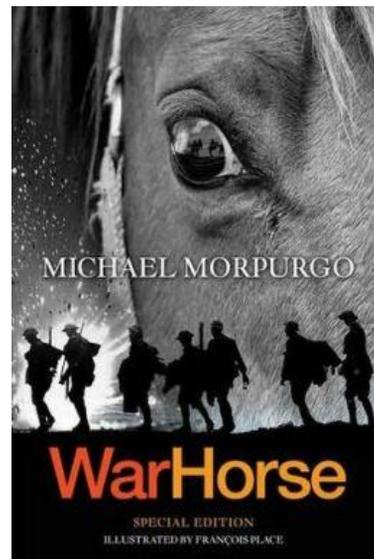
The Overall Book

Questions

- How does the story end?
- Summarise the story.
- How was the problem solved?
- How can you relate to the story?
- What is the main idea of the story?

Activities

- Make a timeline of the story. Include all the main events.
- Write a book review.
- Create a poster to advertise the book.
- Draw a picture of your favourite part of the story.
- Design an alternative book cover.



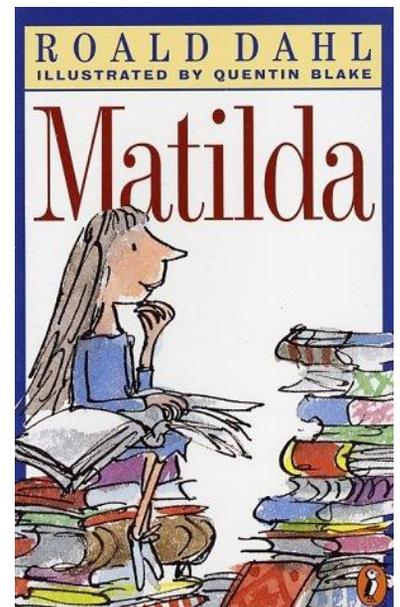
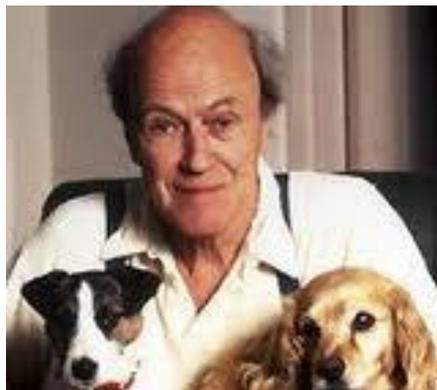
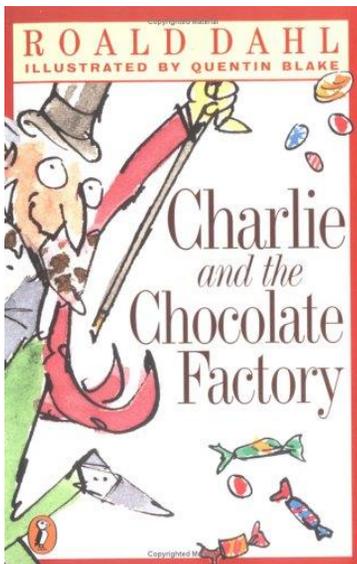
The Author's Writing

Questions

- Does the story start with description, action, What does the author think about?
- How do you know?
- Why did the author use the word.....?
- What effect did it have?

Activities

- Finish this sentences, 'I love the way the author.....'
 - Dear author Write a letter to the author about the book.
- Research the author on the internet. Find out about their life.



Characters from the story

Questions

- What kind of person is the main character?
Use evidence from the text for your answer.
- How does the main character treat other characters in the story?
- How does the main character change?
- Explain why the main character changes.
- Which character in the story is most like you? Why?

Activities

- Draw and label a character or setting from the story.
- Write a description of the main character.
- Imagine that you are a character in the story. Write a diary entry that reflects events in the story.
- Think of 5 questions that you would like to ask a character from the story.



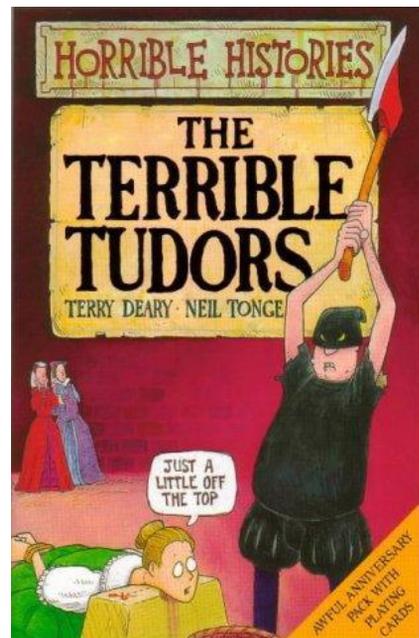
Non-fiction texts

Questions

- What is the purpose of the index?
- What is the purpose of a glossary?
- How does the layout help you to?
- Why are sub-headings used?
- Why is the print in bold?

Activities

- Create a glossary of technical vocabulary Specific to the topic.
- Make a diagram using the factual information that you have read - use label and captions.
- Write a 'top ten' of facts that you have learnt.
- Create a quiz based on the facts that you have learnt.



Our Reading Philosophy

- At North Duffield we believe that all children should have equal opportunities and be challenged to be the best that they can be in and beyond the classroom.
- We immerse and nurture children in an exciting and varied literature rich environment as they progress along their reading journey.
- We scaffold the key skills they will need to learn to read, in the first instance, that will ultimately enable them to read independently for life, pleasure, to inform and communicate and to gain knowledge and understanding of the world in which they live.
- Ultimately to be the best that they can be!