

- Encourage prediction 'what will happen next?'
- Often children will initially 'memorize' text. This builds confidence and is a stage most children go through
- Search the text for words you think your child might be able to find e.g. where does it say 'Spot?'
- You or your child could point to the text as you read
- If your child is very tired or finding the book difficult, suggest taking it in turns to read a page or read the book to them instead. It is useful for us if you could make a note of this in your child's diary
- Encourage your child to think back to what has happened so far. Ask your child how they feel about parts of the book
- If your child gets stuck you could read the whole sentence leaving a gap for the word and see if they can guess it. It might help in some cases to focus on the initial letter sound and/or picture clues. If the word cannot be sounded out or worked out from the picture or context, tell your child the word
- Make the process of reading explicit by using phrases such as 'where shall I start reading?' or 'I know that word says 'dinosaur' because it begins with a 'd' sound/the picture matches
- **Be prepared to help, support and PRAISE**

AFTER READING

- Review the book together - any favourite bits, did your child enjoy it?
- Can your child tell you about the story? Perhaps you could retell it taking turns
- Did your child have any favourite characters?
- Would your child choose the book again?
- Look at one page: which is the longest word/shortest word, can they see any words which match their 'sight words' being learned?
- Was the story like another story your child has read?

READING TO YOUR CHILD
REGULARLY IS ONE OF THE MOST
VALUABLE AND ENRICHING
THINGS YOU CAN DO FOR YOUR
CHILD



'The more you read, the more things you will know.
The more that you learn, the more places you'll go.'

Dr Seuss

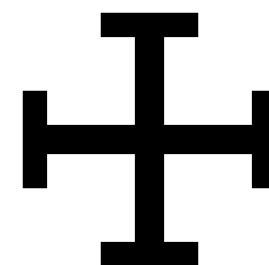
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Help with Reading



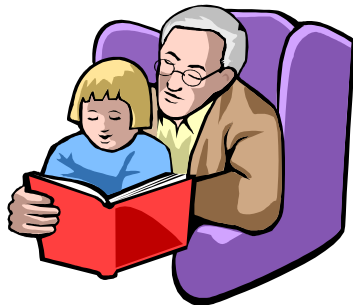
KS 1

Home Reading

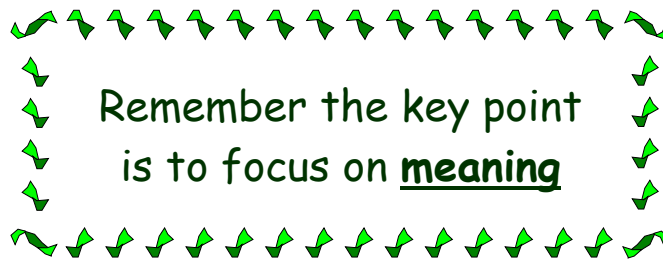
Getting started

Try to choose a time when you and your child are both relaxed and unlikely to be interrupted for 10 minutes.

This is often in the evening, but some families read in the morning before school. Make sure you are comfortable and that the book can easily be seen by both of you. Describe the activity as 'sharing a book' or 'reading together' as you are there to share the enjoyment and difficulties of the book together.



Before Reading



- Discuss what your child thinks the book is about
- Find the title, the author, the illustrator
- Flick through the pages using the pictures to find out what the book is about and use vocabulary in the discussion which is going to come up in the book
- Ask your child why they chose the book
- Encourage them to be interested by giving a little insight into what might come e.g. "I think something funny might happen to the dog in this story"



During Reading

Depending on the book, your child's level of development and how tired he/she is, your child may be able to read the whole or just part of the book. It does not matter if your child's reading is not completely accurate providing they understand the text and any words they substitute still make sense. Let them have enough time to sound out and blend phonetically regular

- Allow your child to predict words to fit in gaps where you hesitate e.g. 'She ran down the road after the ...'
- If your child reads a sentence which doesn't make sense, repeat it back to them and see if they notice
- Encourage your child to see the links between pictures and text. You could try deliberately reading a sentence with a 'wrong' word and see if they notice