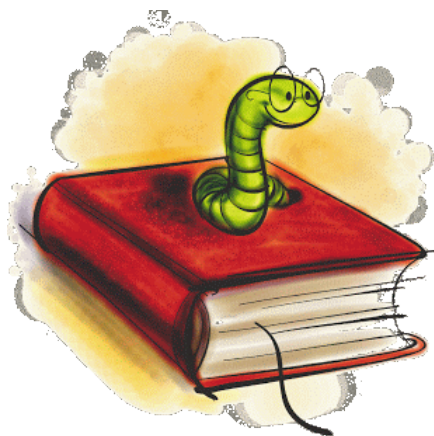


# Reading Information for Parents



Learning to read is a vital life skill. Reading opens the door to your child's early academic success, imparts a love of learning and allows children to access the magical world of fantasy. When children learn to read at an early age, they have greater general knowledge, expand their vocabulary and become more fluent readers. They also have improved attention spans and better concentration. Early readers can recognise a larger number of words by sight, which enables them to learn more from and about their environment.

Just as children walk, talk and grow at different times, their progression through the skills of reading will also be at different rates. The key is for your children to feel positive about themselves as readers right from the start. Learning to read does not happen all at once. It involves a series of stages that lead, over time, to independent reading and to fluency.



### Reading Incentives

Last year we started our new, exciting whole school reading reward system to encourage children to participate in regular home reading. We expect all pupils at Archbishop Benson School to have a regular reading routine at home and for parents to record this in their reading record.

To participate in our termly reading reward system, all children need to do is simply read at home to an adult and record each daily read with a parent's/carer's signature. Each significant number of daily reads then results in a special reward. Please note the number of significant reads has changed from last year.



25 reads = a sticker

40 reads = a certificate presented in assembly

60 reads = the children get a raffle ticket and are entered into a draw to win a special trip to Waterstones to buy a book of their choice (one child per year group will be selected).

All children who get a raffle ticket will have an end of term treat as a reward.

Please note that the expectations have increased this year.

The termly reward system works as follows:

Reading records will be checked on a Friday and a total number of daily reads for that week will be recorded (only one read per day will be counted for the Ultimate Home Reading Champion Challenge). If the children read more than once in a day, it is entirely up to you whether you record several reads on that day individually or just make one record of your child having read that day regardless of the number of times. Either way, we will count it the same-namely having read that day, so a maximum of 7 in a week. The reading record is not just to record reads for the challenge but to track your child's reading journey. The comments from parents can be really useful for teachers. When the children get older, they use it as a record so they know what page they are on next etc.

The Autumn Reading Challenge will run from Friday 6th September to Friday 6th December. This provides the children with 93 opportunities to get a signature that will count towards the Ultimate Home Reading Challenge.

Have you got what it takes to become a reading champion?



## Supporting the Initial Stages of Reading Development

What can I do to help at home?

- Set aside a quiet time each day with no distractions to hear your child read.
- Let your child hold the book
- Point to the words as they read them
- Use the pictures as well; there is often an additional story in them
- Allow plenty of time for discussion before you turn over a page.
- Let your child read the story to you afterwards even if this is reciting by heart or making the story up from the pictures. This is a very important stage.
- Memorising is not cheating.
- Praise all their attempts
- If your child is too tired or reluctant to join in, just make it an opportunity for you to read to them in a relaxed and enjoyable way.



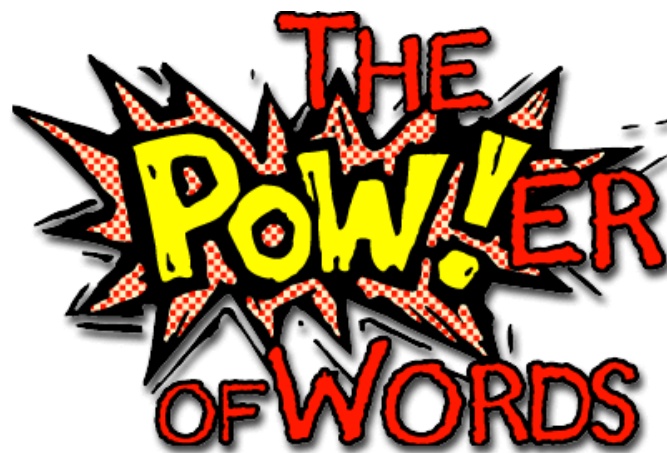
Take every opportunity to read with your child. Print is all around us. Even when time is scarce, you can read with your child e.g. signs in the street, labels in the supermarket etc.

## Helping your child to read a word

- Which sounds do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, finish the sentence and then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes.
- Always go back and read the sentence again!

### Supporting Confident Readers

It is still important to read with your children, even when they have become confident readers. Confident readers have reached the stage where they no longer wish to read to an adult every time they read but want to read silently to themselves. The interaction between the parent and child changes at this stage. To ensure that the child's reading development continues to move forward, we would encourage parents/carers to question the child about what he/she is reading to extend his/her comprehension skills and share enjoyment of the book.



- Discuss the meaning of difficult words
- Ask them lots of questions to check their understanding and build inference skills.
  - Ask them to read aloud
- Encourage your child to read with expression
- Don't let them only read alone. Continue to hear them read regularly.

Key Questions to ask your child:

### Questions to ask before you read

- Can you look at the pictures and predict what you think will happen in this book?
- What makes you think that?
- What characters do you think might be in our story?
- Do you think there will be a problem in this story? Why or why not?
- Does the topic/story relate to you or your family? How?

### Questions to ask during the reading

- What do you think will happen next?
- What can you tell me about the story so far?
- Can you predict how the story will end?
- Why do you think the character did \_\_\_\_\_?
- What would you have done if you were the character?
- How would you have felt if you were the character? (use different characters)
- As I read \_\_\_\_\_, it made me picture \_\_\_\_\_ in my head. What pictures do you see in your head?
- As you read, what are you wondering about?
- Can you put what you've just read into your own words?



### Questions to ask after reading

- Can you remember the title?
- In your opinion, was it a good title for this book? Why or why not?
- Were your predictions about the story correct?
- If there was a problem, did it get solved?
- What happened because of the problem?
- Why do you think the author wrote this book?
- What is the most important point the author is trying to make in his writing?
- What was your favourite part of the story?
- If you could change one thing in the story, what would it be?
- Can you retell the story in order?
- If you were \_\_\_\_\_, how would you have felt?
- What is the most interesting situation in the story?
- Is there a character in the story like you? How are you alike?
- Why did you like this book?



## What to Write in the Reading Record

When you hear your children read or they have read on their own, make a note of the date, what they read and how many pages they read. The reading record then needs to be signed by an adult.

Listed below are some comments which may help you when writing in the Reading Diary

- Read familiar words independently.
- Able to predict what happens next in the text.
- Showed good understanding of the text
- Read with good expression.
- Worked out new words independently.
- Worked out new words by sounding them out.
- Discussed the story and characters well.
- Used good spoken expression
- Enjoyed reading this book a lot
- Self-corrected own errors independently
- Used the picture cues and the first sound of a word to work out words
- Read with fluency and expression
- Struggled to concentrate.
- He made a number of errors because he was not looking carefully enough
- Would not read tonight
- Self-corrected his/her own errors
- Found this book too hard to read
- Able to read this book with lots of help
- Struggled to work out a lot of the vocabulary
- Reading sounded robotic and stilted
- Created tension as he did not want to read
- Did not understand what he has read
- Could not retell the story



Parents/carers play a vital role in helping their child learn to read. School and home working in partnership together create the perfect setting for encouraging a love of reading.

If you have any further queries about reading at home, please don't hesitate to get in touch with your child's class teacher.