



Supporting Reading at Home



Once children have developed the basic skills of reading, there can be the risk that their motivation and enthusiasm begins to lessen. Taking the time to talk to your child about the books they choose and listening to them read aloud regularly can make all the difference. Children need to understand why we read. They need to experience the range of feelings that a book can create and the power that can be gained from accessing information. Reading must not be confined to stories. Many children love reading comics, newspapers, magazines, non-fiction books and poetry. All of these reading activities should be encouraged.

Children attending Lockyer's Middle School will all be at different stages of development, however every child will benefit from parental support. Creating quality time to share a book with a child is important. This is the time when children can develop a much deeper understanding of the books that they are reading. Rather than reading at home being 'reading practice', it should extend and enrich the reading experiences of school. One of the most powerful ways in which parents can do this is to show real enthusiasm themselves. Your sense of excitement about books and stories, your anticipation about what will happen next in the plot and a discussion about your own likes and dislikes, will greatly influence your child.

Asking questions that go beyond the literal meaning of the book will help your child to think more deeply about what they are reading.

Top Tips

Regular daily reading is the key to reading success.

Two or three of the reading sessions each week could involve your child reading independently followed by a discussion about the book. The other days could be the opportunity for your child to read aloud to you.

Make sure your child is relaxed and comfortable during the reading session.

Encourage your child to read with expression.

Your child should be able to read approximately 9 out of every 10 words in the book, less than this and the book may be too difficult.

Discuss the meaning of difficult or unusual words and encourage your child to use these new words in sentences when talking to you.

Ask questions about the characters, the plot, the ending of the story and whether your child enjoyed it.

Encourage discussion about favourite authors and illustrators, giving reasons for their choices.

Share stories and remember that it is important that your child has positive role models reading aloud – no matter how old your child is.

Listen to audio versions of books at home or on a car journey.

Give lots of praise.

Encourage your child to use the school and local library regularly.

What if My Child is Finding Reading Difficult?

To spread the load when reading you might read alternative paragraphs or pages.

If your child mispronounces a word do not interrupt them immediately. Instead allow the opportunity for self-correction.

Encourage your child to use a range of different strategies to read tricky words:

- look at any pictures to see if there are any clues
- break the word into chunks that you already know
- stretch the word out slowly

Pre-exposure your child to new vocabulary and explain the meaning so that their knowledge is developed.

Offer sensory experiences to enhance your child's understanding of the story. For example, visit places that are similar to those in the book that you are reading.

Play fastest finger first – who can find a target word hidden in the text the quickest?

Keep asking comprehension questions about what your child is reading – even if they might be struggling with the decoding and fluency of reading their understanding of the content can still be developed.

Discuss other features of the text and try to work out why the author has used particular words, phrases or punctuation.

Ask your child to ask you questions about what they have read to check that you were listening carefully!

Keep reading sessions short and fun – little and often is best.

Helpful Questions to Ask Your Child

Inference Questions

- What do you think... means? Why do you think that? Could it be anything else?
- I think...; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think the author used them?

Vocabulary Questions

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How does the author make you feel by writing...? Why?

Retrieval Questions

- Find the... in this text. Is it anywhere else?
- When/where is the story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What you think is happening here? Why?
- Who was telling this story?

Prediction Questions

- Can you think of another story of a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story would develop in the same way?
- Why does the author choose this setting? Will that influence the story?

Summarising Questions

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

Compare and Contrast Questions

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that...
- Describe different characters' reactions to the same event.
- Does this story have a moral?

Recommended Websites

Here are some places where you can find further reading support online:

www.oxfordowl.co.uk/for-home/reading-owl/expert-help/helping-struggling-readers

www.crossboweducation.com

www.crickweb.co.uk/assets/resources/flash.php?&file=ww

www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm