

# HELPING YOUR CHILD TO READ



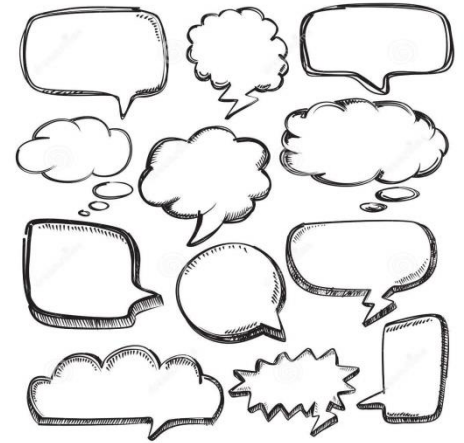
Everything starts with  
reading...



Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

('Letters and Sounds' Principles and Practice of High Quality Phonics)

# LANGUAGE DEVELOPMENT



It all starts with **talk**

Talking with your child and reading to and with them exposes them to a **variety of words and meanings**

It gives your child the opportunities to **discuss and describe**

**Nursery rhymes and songs** will help children to understand the meanings of words on a page



This is an interesting thought and something to be mindful of ourselves as parents.

It's important to let our children, especially boys, talk about their interests at length to help them develop their stamina for conversation and language.

# WORDS AROUND US

Road signs

Shop signs



Words in supermarkets and on food packaging

Encourage children to notice prominent words within their environment.





# DEVELOPING READING SKILLS

Talking about stories together

Developing their phonic knowledge (knowing what sound a letter makes)

Using the picture to help make sense of the story

Using the other words in the sentence to help predict what the next word will be.

Helping them to recognise common **key words** by sight so that they do not need to work out every word in a sentence

Remember that **you** are a role model for reading



# SO, HAVE A GO YOURSELF

Quando vado a correre mi stanco dopo 5  
metri!

What knowledge do you have to help work out this sentence?

What if you know the keyword **correre** means **run**

Have a look at the picture too...

When I go running I get tired after 5 meters!





# PHONICS

A phonic is the sound that a letter makes

Letter names are important but **can confuse** when trying to read an unknown word - stress the sound, not the name.

Short, clear sounds are best, starting by breaking the word down slowly (c-a-t) and gradually saying them more quickly. This gives your child more opportunity to blend the sounds themselves.

Practice their sounds regularly using their phonic book

More information at the phonics meeting

# READING BOOKS

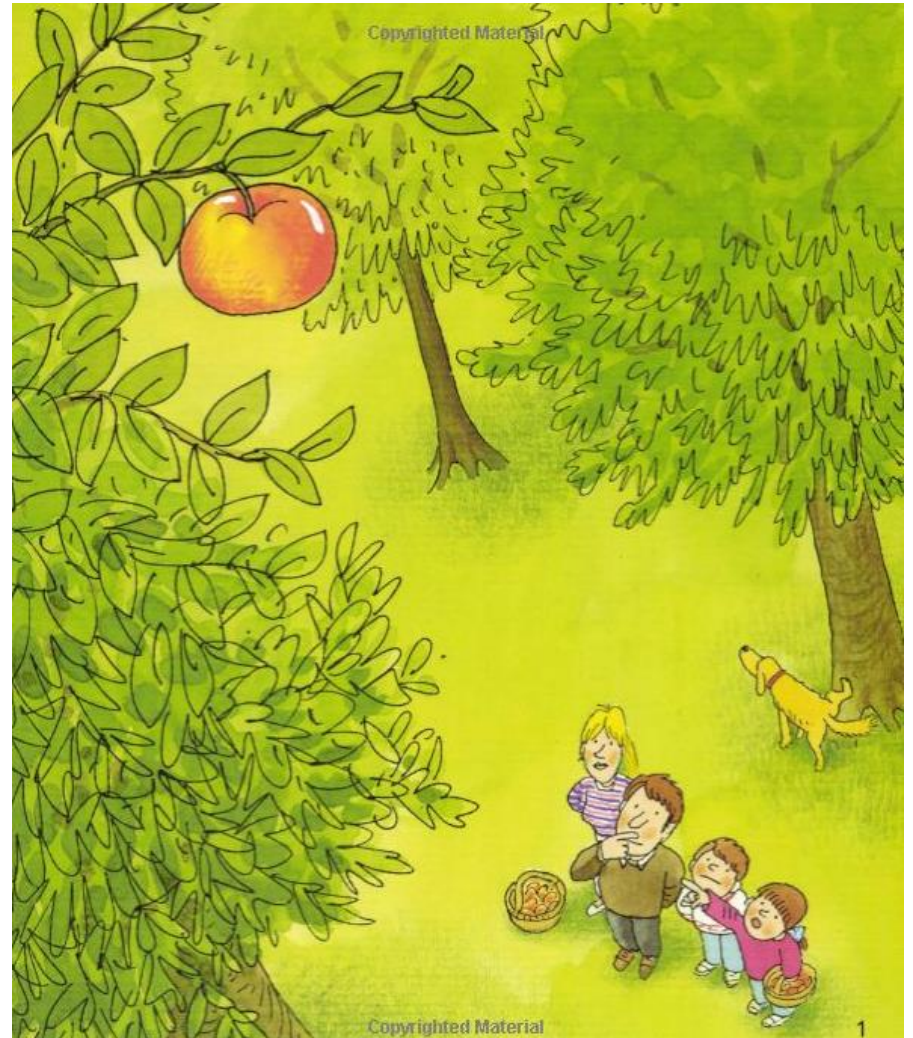
Picture Books

Ditty Books

Reading scheme books  
including Oxford Reading  
Tree (Biff & Chip)

# FIRST BOOKS FROM SCHOOL

The first books that your child will bring home will contain **no words!**



# WORDLESS STORIES

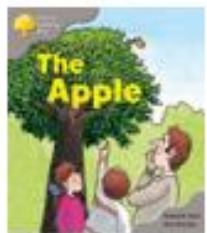
**Promote discussion** about the pictures and what is happening in the story.

Reinforce the **character names** and relationships.

There are up to 12 story books. Your child will not necessarily read all of these books.

**Good questions to ask include:**

- What is happening in this picture?
- Why do you think they're doing that?
- How is she feeling now?
- What do you think will happen next?



# MOVING ON FROM WORDLESS TEXTS...

Children will then move on to **red ditty books** (words in these stories are easily sounded out)



Then simple Biff and Chip (Oxford Reading Tree) books will come home.

Your child will then move through the book boxes in the corridor.  
**Please change their books as often as you like, but chat with their teacher before you move them on to the next colour**

---

**Key words practise** will help with reading words that can't be sounded out.

Keyword sheets will be sent home for your child to learn. Plenty of practise will help enormously

The speed that this happens will be **different for every child**



# READING AT HOME

Wouldn't this be nice!!





BUT WE CAN'T ALL HAVE A  
SPECIAL READING AREA IN OUR  
HOMES SO...

Sit down together, wherever your child is **comfortable**

Turn **off** the TV

Free of **distractions** and **interruptions** if you can

**Talk** about the story

**Be interested!**

**Be patient!**

Show them how to **care** for books

Give a book as a **present** at Christmas and Birthdays



# PICK YOUR MOMENT!

Try to make time to read with your child for **a few minutes every day**.

Record each read in their Reading Record Book

We ask that children read at least **5 times a week**. This is reinforced by the reading records and certificates in assemblies.

**Set a good example** - if children see you reading, they'll want to do it too.

**Chose your time** - when you are not too busy and your child is not tired or in a bad mood!

Read **lots of books** at the same reading level and re-read earlier books to gain confidence.

**Don't just limit yourselves to school books**, share magazines, favourite story books and the like together too.



# IF THEY GET STUCK



- **Sound** the word out.
- Think about what word would **make sense** in the story or sentence.
- Check the **pictures** and the **punctuation marks** for clues.
- Think of a word that looks and sounds **similar**.
- Look for parts of the word that are **familiar**.
- Think about what word would **sound right** in the sentence.
- Go back and **read again**.
- **Ask for help** with the word.

A decorative border of yellow stars of various sizes surrounds the text, with a higher concentration of stars along the left and right edges.

# HAPPY READING...

Give lots of **praise**

Be **positive** - about their reading and your own feelings about reading

(if you didn't enjoy it or weren't good at it, don't tell them that!)

**Build confidence** steadily

Go at **your child's pace**

**Remember how it feels** to be a novice reader

Keep sessions **short** but **frequent**

Choose books that your child will find **interesting**