

Reading at home with your child

Why is it important?

Reading 1:1 with your child is very important. It allows them to continue to develop their phonics and comprehension knowledge and understanding. Reading a range of text also stimulates your child's imagination and expands their knowledge of the world. Texts offer a range of vocabulary that will be new to your child so their language skills will continuously develop.

What does a good quality reading session look like?

Reading with your child at home doesn't have to take a very long time and it doesn't mean you read the whole text. Spend around 10 to 15 minutes reading in a quiet environment to lower distractions.

1. You or your child can read the title – *what do you think the book is going to be about? Why do you think that? (Look at the pictures) Is it fiction/non - fiction?* Discuss any experiences your child may have had in relation to the topic of the book (e.g. moving home/baking a cake)
2. Discuss any text features (non-fiction) – ask them to use the contents page or find a word in the glossary.
3. Begin the text - your child will begin to read the text. During this time it is very important that you are patient if they get stuck on words. If it is a green word (Can be sounded out), encourage them to sound out the word in their head. If it is a red word (Can't be sounded out) then tell them the word otherwise they will never guess it. If they keep getting stuck on the same red word then remind them that you have told them that word on a previous page to see if it prompts them to remember. Note any words that your child repeatedly struggles with in their reading record.
4. At the end of a sentence or chunk of writing, ask your child if there were any words they didn't understand. Explain new vocabulary to them. Alternatively if they do understand the meaning of all words, ask them to explain the meaning of one or two words to you so you can assess their knowledge.
5. If your child has managed to read the text fluently you can continue by asking them questions about what they have read (Jump to step * if they read at a slower pace). Ask them to recall the story/facts (e.g. which character lived with their mum). You can also ask them harder questions such as 'How do you think that character feels? How do you know?' Answers for these types of questions can't be found, your child must have an understanding of what is going on in the text to know how someone could feel. *(Please find a list of questions attached)*

* Now that your child has taken their time to sound out and have had new vocabulary clarified let them read the same piece of text again to promote fluency. Tell them you would like to hear them read the text at a faster pace and that you are going to see if they have remembered any words they've been previously stuck on. When your child has read the text again more fluently look at your prompt sheet in their reading record to focus on.

Top Tips

- Allow your child to sound out and try to decode the word themselves if it is a green word
- Tell your children words that can't be sounded out
- Clarify new vocabulary
- Question your child about what they have read, get them to find information in the text and challenge them with harder questions (They have to predict or discuss feelings)
- Promote reading fluently, using punctuation for pauses and expression
- Don't be afraid to share the reading of a text with your child. They will enjoy you reading to them and you will be modelling how to use expression and fluency.