



Helping Your Child with Reading

The following points are to support you when reading at home with your child. Regular, daily reading is the key to reading success. Two or three of these sessions could be your child reading silently to him/herself followed by a discussion about the book. The other days could be an opportunity for your child to read aloud. Please sign your child's reading record each time they have read recording the pages covered. The amount of time children spend reading will vary. Be encouraging and guided by your child's interest. These guidelines may help you develop reading further.

- ❖ Make sure you are 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 usual 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 book and whether your child enjoyed it. If your child is not enjoying a story, stop reading it and ask them to change the book.
- ❖ Encourage talk about favourite authors and illustrators, giving reasons for their choices.
- ❖ Try and make sure that your child reads a range of different books, not always stories.
- ❖ Model the reading process yourself by having your own book/ paper to read.
- ❖ Give lots of praise and encouragement.
- ❖ Keep up a regular dialogue with your child's teacher through the home/school reading book.
- ❖ Have fun!

KS2 Reading

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. To become good readers children need to develop skills in seven key areas and it can be useful to think about these when reading with your child.

Decoding: This is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.



Retrieval and recall: Early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Inference: Reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

Structure and organisation: As children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way, will support children's development in this area. Making links between the purpose of the text and its organisation is a useful place to start.

Language: Specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

Making links: As adults, we are constantly making links between ideas and experiences. Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.

Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material? The greatest encouragement for your child is to see you - their most influential role model - reading.