



# Reading at home with your child

Reading Lead – Julie Lilly

# Reading

- Success in reading is fundamental to success in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.
- It is not a performance.
- It is not a test.





# Understanding (Comprehension)

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

# Reading requires two skills



## Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



## Understanding

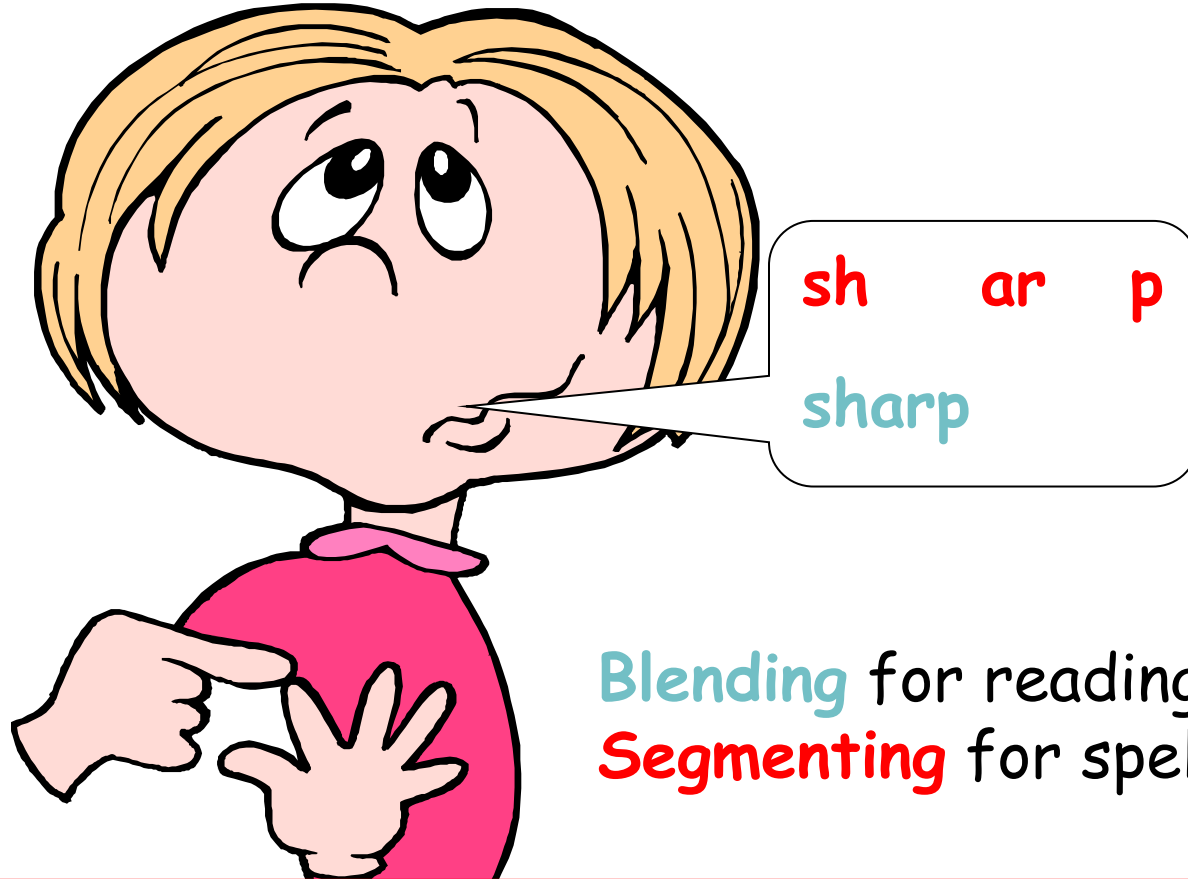
The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

# Blending and Segmenting

This starts as soon as the children learn the first set of sounds



Blending for reading and  
Segmenting for spelling



# Understanding (Comprehension)

- Finding information on the page.
- Being able to find information that is *not* on the page. Looking for clues
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.



# Reading in School

## The *Teaching* of Reading

- Phonics
- Shared reading
- Guided reading
- Independent reading
- Personal reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories

**School readers**

**Home readers**

*The hearing of reading is NOT the teaching of reading*

# The Power of Reading!



- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.





# Reading at Home – Enjoy!



- **Daily if possible – even if it's just for 10 mins**
- **Make reading visible; have books, comics, newspapers, ebooks available in your home**
- **Share books every day;**
- **Boys need to see that reading is something men do.**
- **Talk about books.**
- **Sit and listen - don't do chores around the reader!**
- **Respect choices.**

# What to do if your child is stuck



- **Use phonics first.** What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

## Independent Strategies *by Jill Marie Warner*



When I get stuck on a word in a book,  
There are lots of things I can do.  
I can do them all, please, by myself;  
I don't need help from you.  
I can **look at the picture** to get a hint.  
Or **think what the story's about**.  
I can "get my mouth ready" to **say the first letter**.  
A kind of "**sounding out**".  
I can **chop up the words** into smaller parts,  
Like on or ing or ly,  
Or **find smaller words** in compound words  
Like raincoat and bumblebee.

I can **think of a word that makes sense** in that place,  
**Guess or say "blank"** and read on  
Until the sentence has reached its end,  
Then go back and try these on:  
**"Does it make sense?"**  
**"Can we say it that way?"**  
**"Does it look right to me?"**  
Chances are the right word will pop out like the sun  
In my own mind, can't you see?  
If I've thought of and tried out most of these things  
And I still do not know what to do,  
Then I may turn around and ask  
For some help to get me through.



# Closed Questions!

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?
- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

Change these questions so that the answers cannot be *yes* or *no*.

# Questions to ask KS2



## **Predicting**

What do you think will happen next?

What do you think will happen in the next chapter/page?

Why do you think that?

What evidence is there to suggest this?

Were your predictions correct?

How did you confirm your predictions?

## **Inferring**

What do you think is really happening here?

Why do you say that?

What does (this phrase mean?

Find the words/phrases that suggest that .....

What does the text tell us about this character/setting/mood?

What is the theme of this text/article?

Why has the author chosen this title?



### **Clarifying**

What strategies would you use when you get stuck on a word?  
What voice might the character use?  
How would the character say....?  
Were there any difficult parts you want to discuss?  
Which strategies did you use to work through the difficult parts?  
How can you find information efficiently in a non-fiction text?

### **Organisation and Structure**

Why is the text arranged in that way?  
Does the layout and colour of the text have an impact on the reader?  
How does the author engage the reader and make you want to read on?  
How is the information organised?  
Why do you think the author uses short sentences?  
How does each section begin?  
What idea in this paragraph is linked to the next paragraph?

### **Summarising**

What are the main events in the story so far?  
Where does the story take place?  
What is happening in the beginning/middle/end of the book?  
Can you give a direct quote from the text?

# Talking about books



It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about ..... in your book?

What can you tell me about...?

Why do you think the author chose that word?

# Hearing your child read



- Choose a quiet time and give your child your full attention;
- Give support if required using the strategies explained earlier;
- Explain the meaning of new words;
- Talk about the text using open questions.
- Continue to read with and to your child even when they can read independently



# Reading to your children



- Read them the book that was your favourite when you were a child.
- Give them the chance to choose what to read
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger!

# What is Reading for Pleasure ?



Anything from poetry to instruction manuals, magazines, comics, biography, fiction, history, information – it's a lifelong resource. You can do it anytime, anywhere.



# Why is it SO important?

- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).



# Why else is it SO important?

- Reading for pleasure has been associated not only with increases in reading attainment but also with writing ability, text comprehension, grammar, breadth of vocabulary, attitudes, self confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature and decision-making
- (Clark & Rumbold, 2006; Howard, 2011)

# What is reading for Pleasure?



- Escapism
- Engagement
- Empathy
- Enlightenment
- Entertainment
- Enjoyment

# READING AT HOME





- Make time
- Actively engage with the text.
- Echo reading
- Paired reading
- Your child is NEVER TOO OLD to be read to.



## BE A READING ROLE MODEL

Parents are the #1 source of encouragement for kids ages 6–17 to read books for fun

82%

Followed by teachers & school librarians

67%



Kids & Family Reading Report™: 6<sup>th</sup> Edition  
#KFRR | [scholastic.com/readingreport](https://scholastic.com/readingreport)

 SCHOLASTIC







Questions

Useful Websites

[www.booksfortopics.co.uk](http://www.booksfortopics.co.uk)

<https://subscribe.firstnews.co.uk>

<https://www.kent.gov.uk/leisure-and-community/libraries>

[www.abebooks.com](http://www.abebooks.com)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)