



"Hand in hand we learn"

Whitestone Infant School

EARLY READING

Advise for Parents



Why read?

- ☐ For enjoyment
- ☐ For information
- ☐ To extend vocabulary
- ☐ To improve writing
- ☐ For future life and learning

Reading is an
essential life skill



Getting ready to read

Sharing books and talking about the pictures with your child will increase their language skills and develop their understanding of the world. Expose your child to a good range of different books, both fiction and nonfiction. However, you can share all kinds of reading with them, for instance poetry, letters, magazines, signs and notices which will help your child to see that there is a huge variety of reading materials available which can give information and provide enjoyment. **Read to your child every day and make these sessions as much fun as possible.** Children also enjoy listening to story and singing songs and nursery rhymes.



You can also help by showing your child some of the basic procedures of reading. You can teach your child that:-

- books start at the front and proceed to the back, page by page.
- we read from left to right and from the top to the bottom of the page
 - if you point to the words as you read them, you will help your child to see this.
- Print carries meaning.

Children often learn by copying so you can be a good role model for your child by showing how much pleasure you get from reading. **Let your child see you read.** If they know you enjoy reading or find it useful, then they are more likely to want to learn to read themselves.

When your child first starts school

Your child will bring home a variety of books for you to share. These will include:

- picture books with no text
- picture books with words
- books of poems and rhymes
- many other kinds of books, both fact and fiction



With guidance from the teacher, children are encouraged to start choosing books for themselves from an early age. Please do not be concerned if:

- your child brings home a book more than once; it simply means that it is a source of great enjoyment.
- your child does not like the book which is brought home - we have all had books we do not enjoy. Encourage them to try the book more than once, trying to find an aspect of the book that may engage them. However, if they still do not like it, they can bring the book back to school and choose a different one.

Read, Write Inc.

At Whitestone Infant School, we follow a scheme called 'Read, Write Inc.' This is a phonics scheme which teaches children how to identify sounds (phonemes) and build them to make words. Each of these sounds are taught with a phrase to help them to remember the sound. Please refer to our Phonics guidance booklet for more information about this scheme. The children are also taught the most common words, many of which do not follow a spelling rule. We refer to these as 'Red words.' Your child will bring groups of these words home to practise and we would ask that you put them up on a wall or board at home and read them with your child as often as possible. Please look for these words when you are reading together. You could also make matching cards and play games.

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Beginning to read

At this stage, your child will be starting to read at school and needs lots of practice at home. At first they will be learning to decode (read) the words on the page however, it is also important that they understand the story and learn to give an opinion about the content. However, please don't stop reading to them at

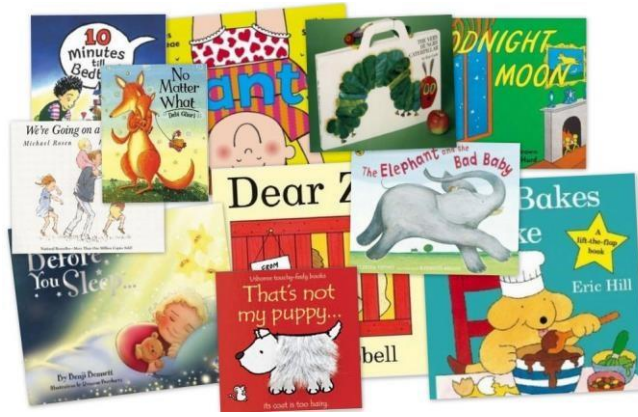
bedtime because this draws them into reading for enjoyment. When reading together:

- talk about the title and the pictures on the cover and look through the book together.
- discuss what the story might be about.
- talk about the pictures and use them to help your child to understand the story.
- read the story to your child, pointing to the words as you read. This gives them the chance to understand the story and to hear the words and language patterns. It also gives them confidence.
- re-read the story, encouraging them to join in with repeated patterns. He/she might learn to recite the story or certain lines by heart – this is an important step.
- encourage them to make up their own story from the pictures and give the characters things to say.
- encourage your child to point to separate words - learning that each spoken word matches one written word is an important skill to acquire.
- talk about the book afterwards and ask questions like: What was your favourite bit? Why do you think the children fell in the water?
- give them lots of praise and enjoy yourselves.



As they progress

Soon your child will be reading simple books with more confidence and developing their reading skills. It's as important as ever to keep a good balance between sharing books together for enjoyment and practising early reading skills. Read lots of new books to them but continue to re-read old favourites.



When reading together:

- encourage your child to 'sound out' and break down words they are unsure of.
- encourage them to read with some expression, pausing at full stops and commas.
- stop at regular points to question your child on the text e.g. What has happened so far? Why did he do that? What do you think she will do next? Why are they laughing? How is he/she feeling?
- at the end of the book ask your child a range of questions to ensure they have fully understood the text.
- ask your child to express an opinion saying if they liked or didn't like the story and give reasons.
- check your child understands any new or challenging words.
- get your child to make links between their own experience and how a character responded in the story.
- encourage your child to read silently (this is harder than it sounds) when they are re-reading favourite books.
- discuss the author's use of language and layout and the effect it has on the reader.

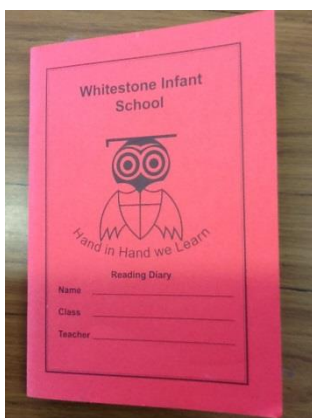


Reading books

Your children will bring home different types of reading activities to do each week. On some days they will have lists or 'red word' that do not sound out correctly and speedy green words which do make the correct sounds. We are aiming for speed with these words and want the children to increase their confidence at reading these on sight. They may have a book that says 'I can read this by myself.' These are books which the child has previously read at school or is matched to the same level as the books they are reading currently I school. They may bring home a book that says 'I can share this book' Guidelines for sharing texts are given below but the children may not be able to read all of the words in these books by themselves. We like the children to see many different types of books to help them develop as confident readers. Finally, they may bring home a books of their choice which may seem very hard or easy! This will also say 'I can share this book.'

The Home/School Contact Book

Every child at Whitestone Infant School has Home School Diary book.



This should be kept in their book bag so it travels to and from school every day. It is the main means of communication between parents/carers and teachers. When an adult hears a child read, they should record the date, the name of the book, the number of pages read and make comments about their reading. Please try to make any comments positive and encouraging:-

“She loved this book and was able to read most of it on her own.”

“He was able to tell the story back to me when I had only read it to him once.”

“She could not manage all the words on her own, but she read dog and cat correctly every time today.”

Please try to fill in the log after every session as it provides another useful link between home and school, as well as helping the class teacher to monitor your child's progress. The teachers will not record Read, write Inc reads in this diary but will record when they have read with your child every half term.

Thanks for your help!
Hearing your child read

Where?

Try to find somewhere comfortable, relaxed and where there are few distractions. Make sure the television is off.

When?

Try to find a time when both you and your child want to read. After supper can be a good time because they have had time to play and relax after a busy school day and are not yet too tired to concentrate. Setting a regular time to read together will establish a routine and help you both to remember.

How often?

Little and often is best – around 10 minutes for the youngest children. As they get older, children are able to maintain their concentration for longer periods.

How?

Your shared reading times should be enjoyable for you both. Always try to be as positive as you can. If your child is tired or reluctant to read, take it in turns to read a page or just read to him/her in a relaxed way, so that you both enjoy the book.

If your child gets stuck on a word Pause, Prompt and Praise is a very useful strategy.

PAUSE

Give your child about 5 seconds to try and work out the word independently.

PROMPT

If the word is still too difficult, you can help out. Give your child a clue to help them work the word out: –

- Encourage them to look at the picture to see if that helps.

- Try asking them to read on or to read back to see if the word can be guessed from the context.
- Use the initial sound of the word.
- As they get older, encourage your child to sound out the word.

If they still cannot get the word, then read it for them.

PRAISE

When a sensible attempt is made or the word is correct.

If your child makes an attempt at a word that does not alter the meaning of the text e.g. reading 'house' instead of 'home', do not correct it as it will spoil the flow. However, if something is read that does not make sense please quickly give the correct word so that it is possible to read on. Realising that you have made a mistake when reading and returning to the start of the sentence to try again is a very important skill and should be praised.

Important points

- Children develop at different rates. Your child is unique so please try not to make comparisons with other children. Praise each achievement, no matter how small.
- Encourage your child to share an enjoyment of books with other members of the family. For example, an older child may like to read with a younger sibling.

If at any time you are concerned about your child's progress please feel able to discuss this with the class teacher. However, try not to let your child see that you are worried as this can cause anxiety



Other things you can do to help

Join the public library and allow your child to make decisions about choosing books.

Good web sites

Words for life

This site has lots of tips to get children reading; fun stuff to do; book recommendation and ideas for all ages up to the end of KS2. <http://www.wordsforlife.org.uk/>

Booktrust

This is an extensive site giving tips on how to share books and has book lists and recommendations for all ages. <http://www.booktrust.org.uk/>

Oxford Owl

Free eBooks; advice and tips for supporting children in KS1 and KS2; lots of games and activities that support reading skills and links to the Oxford reading scheme.

<http://www.oxfordowl.co.uk/>

Love Reading 4 kids

This site regularly updates its reading lists for specific age groups. It gives synopses, reviews and recommendations and is a useful way to keep abreast of what's popular in children's fiction.

<http://www.lovereadng4kids.co.uk/>

First School Years

This site provides a checklist of tips for hearing your child read.

<http://www.firstschoolyears.com/>

Storyline online

A site with a selection of popular children's books read by actors via YouTube clips, with some suggestions for related activities.

<http://www.storylineonline.net/>

Funbrain

This site has a small selection of online books along with a few reading-based online activities. <http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html>

Magic Keys

Some basic children's storybooks online, complete with animations and some sound.

<http://www.magickeys.com/books/>

Mighty Book

A selection of free animated online storybooks is available without subscribing.

<http://www.mightybook.com/>