

Taking an active interest in your child's learning is one of the best ways you can help your child to do better in school and in life. Learning is not just about what happens in school. Children are learning all the time through what they see, hear and do.

A little reading goes a long way!

- Remember: a good 10 minutes is much better than a difficult half hour!
- Plan a quality, quiet time to read together.

Strategies and Reading Behaviours

In school children are taught a range of strategies they can use to help them work out unknown words.

For example:

- Phonics! If your child can sound out the word using the phonics they know, then encourage this as the first strategy.
- Use the picture as a clue (this is not cheating!).
- Use picture clues along with the initial letter in the word.
- Predict what the word could be from the context it is in.

As children's reading skills develop they adopt a range of good reading behaviours.

These include:

- Reading from left to right and matching each spoken word to a written one.
- Recognise errors.
- Re-reading to correct and re-reading to check.

- Making meaningful but not always accurate guesses.
- Reading with expression.

As children progress further, they:

- Use punctuation.
- Follow print with their eyes.
- Search for information in the print.
- Read more fluently.
- Use letter clusters to attempt new words.
- Are able to infer meaning from how the characters act.

What is expected at each stage of the new curriculum

The non-negotiables document for each year group will give you an idea of what the new curriculum expects for each year group.

Reading with your child

Book Introduction: Spend time introducing the book (see Questions to help you get more from your child's reading book sheet)

Strategy Check: Ask your child "What can we do if we get stuck on a word?" Listing the strategies refreshes your child's memory and gives them the confidence to tackle a new word.

Independent reading: During this time try to remind your child of strategies rather than giving all unknown words.

Returning to text for questioning: (See Questions to help you get more from your child's reading book sheet) This is an important part of the reading session as it enables you to see if they have understood what they have read. More confident readers will also be able to return to the text to find out answers to questions.

Important points to remember

- Allow your child to read to the end of a sentence without interrupting.
 - Share the title rather than asking them to read it if the words are unfamiliar.
 - Remind your child to point to each word individually, rather than continuously run their finger underneath, if they are still learning to match one to one.
 - Alternate saying well done or that was good by telling your child **what** was good.
 - Remember not to expect your child to work out a word that is not in their vocabulary. Reading really improves vocabulary knowledge so talk to your child about any new words and try to use it in a sentence.
 - Change the strategies you suggest rather than giving the same strategy prompt e.g. sound it out.
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- As well as their reading book, your child may also enjoy sharing other books or comics with you.
 - It is important that you read to your child, as well as them reading to you – **however old they are!**
 - Encourage your child to look for print in the environment, for example: street signs, shopping lists, food labels, football scores etc.
 - Older children appreciate a conversation about their book, so ask about their favourite part/ character and why, talk about any new vocabulary, etc.(see questions to help sheet).

Remember, we all learn more when we enjoy what we are learning!



**A quick guide to: Reading at home
Oct 2016**

**We are now working within the New Curriculum
Copies of the reading curriculum are available for those
who would like them.**

