

Reading at home

An activity guide to support Early Reading and Phonics



Garden Fields JMI



Getting Started

Sharing books - Always remember that we teach phonics to help our children learn to read and write and in order to do this successfully they need to love books! The best way to help your child is to read as many books as possible in both English and your child's home language. Read anything that your child is interested in (including magazines, menus, etc). You don't have to read all (or any) of the words each time. Remember to use silly voices, make sound effects, pull faces, act things out, talk about what you can see, talk about what you both think and feel and have fun!

Give everything a name - Build your child's vocabulary in both English and their home language by talking about interesting words and objects. For example, "Look at that aeroplane! Those are the wings of the plane. Why do you think they are called wings?"

Home readers

Each week your child will be given reading books, initially these will just be picture books. It is important to share these books with your child and discuss the pictures, this helps the children to develop vocabulary and sentence building skills. Following on from these books, your child will begin books with simple words and sentences. It is important to help your child to sound out the unfamiliar words and then take time to re-read the book so these words become more familiar. Children will be heard by an adult in school every 2-3 weeks.

General tips to support reading

Once is never enough! - Encourage your child to re-read favorite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately.

Dig deeper into the story - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?" (you could use the 'questions to get more from your child's reading book' for some varied ideas.

Take control of the television - It's difficult for reading to compete with TV and video games. Encourage reading as a distraction free activity.

Be patient - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind your child to look closely at the first sound or sounds of the word.

Pick books that are at the right level - Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

I read to you, you read to me - Take turns reading aloud at bedtime. Children enjoy this special time with their parents.

One more time with feeling - When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often kids are so busy figuring out a word they lose the meaning of what they've just read.

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 they can sound the word out using the phonics they know then encourage this as the first strategy
- Uses the picture as a clue (this is not cheating!)
- Uses picture clues along with the initial letter in the word
- Predicts 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 matches each spoken word to a written one
- Recognises 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



Questions to ask when reading with your child

<u>Book introduction</u>	<u>Understanding what you have read</u>	<u>Recalling information from the book</u>
<p>Who is the author?</p> <p>What can you see on the front cover?</p> <p>What do you think this book is going to be about?</p> <p>Does the blurb give us any more clues?</p> <p>Who do you think the characters are going to be?</p>	<p>What do you think is happening here?</p> <p>What happened in the story?</p> <p>What might this mean?</p> <p>Which part of the story best describes the...?</p> <p>Which words or phrases do this?</p> <p>What part of the story do you like the best?</p>	<p>Where does the story take place?</p> <p>What did he/she/it look like?</p> <p>Who was he/she/it?</p> <p>Where did he/she/it live?</p> <p>Who are the characters in the book?</p>
<p><u>Giving reasons</u></p> <p>What makes you think that?</p> <p>How do you feel about?</p> <p>Can you explain why?</p> <p>I wonder why the author...?</p> <p>Which words has the author used to show that this character is funny/naughty/mean/kind?</p>	<p><u>Discussing the story</u></p> <p>Could this book be better?</p> <p>Is it as good as?</p> <p>Which did you prefer? Why?</p> <p>Who was your favourite character?</p> <p>Which was your favourite part of the story?</p>	

Remember: a good 10 minutes is much better than a difficult half hour!