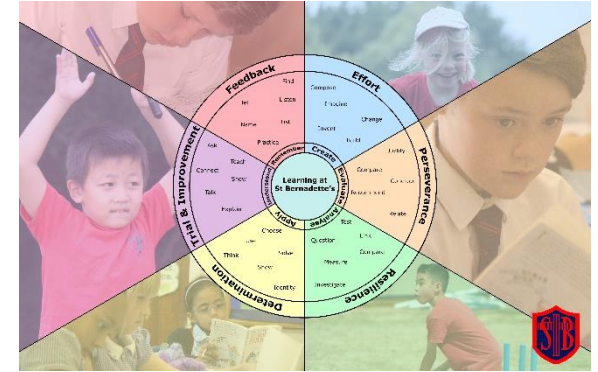


Supporting Reading at Home



At St Bernadette's, we know how important it is for teachers and parents to work in partnership to give your child the best start.

Reading together at home is one of the easiest but most important ways in which you can help your child. As you share books you are helping improve your child's reading skills and also showing them how important and enjoyable reading is.

Here are our top tips in how to support your child's reading development:

Which books are best?

- Books that your child selects from the library. This shows a personal interest and engagement
- Books that are selected by your child's teacher
- Books that your child enjoys – never be afraid to reread books. This improves fluency, comprehension and shows a love for the text

What else can your child read?

- Comics or magazines – National Geographic Kids
- Instructions or recipes
- Information books – encourage research of current topics being taught at school
- Newspapers – First News, Newsround (use the internet)
- Poems
- Listen to recorded stories – audio books are available to borrow from Farnborough library

How to encourage your child to read at home:

- Don't give up on the bedtime story, even if your child is a good reader. The more stories and books your child hears, the more they will want to read and the more their vocabulary will improve
- Make reading apart of family life and model reading to your child; let them see you reading – anything and everything – newspapers, magazines, catalogues, books etc. This will show them that reading is a valuable skill
- Share with them your favourite childhood stories
- Build a daily routine for reading
- Keep home reading sessions short – this is especially important for reluctant readers. Set a timer or a page limit so your child doesn't feel overwhelmed
- Keep sessions relaxed – find a comfortable place where you and your child can settle down
- Give lots of praise, progress may not always be fast – children do not always find the skill of reading and understanding easy to grasp
- Taking it in turns to read parts of the story – this can give your child a break from reading aloud but this is an opportunity for you to model reading
- Talk about the book before you begin to read – look at the front cover and the pictures (if any) and ask your child to think about or even guess (make predictions) what the book may be about.
- Ask questions to check your child's understanding e.g. What might happen next? Why did something happen?
- Talk about the book afterwards – did your child enjoy it? Why? What was the best bit?
- Telling them one thing you really enjoy about listening to them read.
- Share more advanced stories that are beyond your children current reading level -This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition (this is where audio books are useful!)

Encouraging a Growth Mindset

Helping your child to understand and accept that all readers make mistakes can be a powerful learning tool. Promote the message that making mistakes can be a good thing because it helps us learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them. 'This is what you said Can you spot anything wrong with that?' 'Does that make sense?' 'Does that sound right, have you heard that word before?'

Reading Strategies

To decode difficult words I can



Cut the word into syllables.
E.g. "en – joy – able"

Supporting your Child to Decode

If your child is struggling to read a new and unfamiliar word, encourage them to use one of these strategies:



Sound it out.



E.g.



Cover up the word and keep reading.
Then, go back and work out what it could be.



Use the pictures to help me.



cup of t

Look at the first letter for a clue.

Helpful questions to ask children when reading:

Children's understanding of what they have read (reading for meaning) is the key to success and enjoyment of reading. It allows children to challenge ideas, collect a wider range of vocabulary and become creative writers as they use the language they have acquired to improve their writing. Below are grouped questions under different themes that you may ask your child after they have read. They are some basic question starters that will give you a starting point for the type of questions to ask your child about the book they are reading.

Literal Retrieval Questions	Inference (interpretation)	Structure
Where does the story take place? When did the story take place? Can you describe the character's appearance? Can you predict what the story may be about the title? Where do the characters live? Who are the main characters? What happened in the story? Can you describe the problem in the story? How would you solve it? Can you identify words that describe the setting or character? What happened after....? Can you tell me why....? Look at the picture of the character, how do you think they are feeling? Why might this be? Describe what happened at/when... What do you think will happen next? What did the character say to....?	What does the word ... imply/make you think of? If you were going to interview/ask a character a question-who would you ask and what would your question be? What do you think will happen because of? Through whose eyes is the story told? Why do you think ... feels...? If this was you, what would you do next? How have the characters changed during the story? Predict what you think is going to happen next. What makes you think this? How do you know that...? (Deduce/Infer) What does the main character feel at this point in the story? How do you know this-can you pick out a sentence?	How do headings help you when you scan the text? How does the layout help the reader? How does the title of the story encourage you to read more? How does the story blurb on the back cover encourage you to read the book? What things do you now want to find out after reading the blurb? Some of the text is printed in a different way, why do you think the writer does this? Why has the author repeated structures, words and phrases? What is the purpose of the pictures? What is the purpose of a caption? Why did the author choose to change paragraphs here? Why has the author used 'fact boxes' for key points? What is the purpose of the chapter titles? Which words tell you what order to follow?

Language	Writer's Viewpoint	Making Links to the Wider World
What does (word/phrase) mean? Which words has the author used to make the writing sound more formal/informal? Why has the author used ... (italics, bold, exclamation marks, headings, bullet points, captions etc.)? What has the author used in the text to make the characters sound funny/sad/angry? Think of another word you can use here. What different effect would your word have? As a reader, how do you feel about this character? What makes you feel that way? Can you find any similes/metaphors in the story? Find some adjectives that help you picture the scene/character in your mind. Find a sentence that encourages you to want to read more of the story.	What is the writer's purpose and viewpoint of writing the story? Can you think of another story that has a similar theme? (good/evil/weak/strong) Why does the author choose this setting? What makes this a GOOD story? What effect do you think the story has on the reader? Could the story be better? What would you suggest? What impression does the author want to give of this character? Why? What is the purpose of this paragraph? (e.g. time moves on) What question would you like to ask the writer of the story? Who is this advert trying to persuade? Would you solve the problem in the story in a different way? Do you think.....was right to? Does the article/story try to get you to care about anything? What can you tell about what the author thinks?	Do you know any other stories like this? (good over evil, wise over foolish) Where is the story set? How is the hero/heroine of this story similar to others you have read about? What does the story remind you of? Does the story remind you of something that has happened to you? How would you have felt in that situation? What might you have done instead? What other stories have similar openings/endings to this one? Many stories have messages, what is the message of this story? Are there any familiar patterns that you notice? E.g. story structure, imagery. Does the story make you want to find out anything else aboutthe history, cultural, social area being discussed?

Websites to help the development of Reading at home & School:

Oxford Owl Press <http://www.oxfordowl.co.uk>

Wordsforlife.org.uk <http://www.wordsforlife.org.uk/>

A Story For Bedtime www.astoryforbedtime.com

Booktrust www.booktrust.org.uk

The Child Literacy Centre www.childliteracy.com

Help them read www.helpthemread.co.uk

Parent Link www.parentlink.co.uk

Read Together www.readtogether.co.uk

Silly Books www.sillybooks.net

We hope that you find this document a useful tool to help you support your child's reading development.

Remember, the most effective way to support your child is to demonstrate a positive attitude towards reading and encourage reading for pleasure!

You can find magic wherever you look
Sit back and relax, all you need is a good book
- Dr Seuss