



Treloar School

Reading tips for parents

One of the key aims at Treloar School is to help all students to develop their reading skills. We hope you find this information useful, so that you have increased confidence to help support your child's reading development when they are at home.

Books and more...

It is helpful if children have access to a wide range of texts so that they are making an informed choice. This can include:

- Books by different authors.
- A range of genres (such as adventure stories, biographies, stories set in other times, cultures or imaginary worlds).
- Poetry and play scripts.
- Comics and magazines.
- Instructional texts such as recipe and craft books.
- Maps, leaflets and booklets from trips out.
- Information books.

Remember- all reading is legitimate. Try to encourage children to try new authors or styles and to read whenever the opportunity arises.

The Blue Peter book club website has book reviews, author biographies and the chance to read extracts from new books:

<http://www.bbc.co.uk/cbbc/bluepeter/bookclub/>

Reading time

Reading time with your child can be used in 2 ways:

1. To give your child the chance to learn and practise reading skills.
2. To let your child hear how writers use language as inspiration for their own writing.

Reading out loud

When reading out loud to your child it can be useful to choose books that would be too hard for your child to read independently. This allows you to model the skills they are still developing and gives you the chance to branch out into more exciting literature.

- When reading a long book try to end reading sessions as something interesting or scary is about to happen to create a cliff hanger.
- Use the opportunity to discuss books with them. There are some suggestions for book talk on the next page.

Reading skills

Decoding

Children are taught a range of reading strategies to help them approach unfamiliar words. If your child encounters a new word when reading to you, encourage them to use one of these strategies.

- Sounding out the individual sounds represented by the letters (eg: the letter 'a' represents the 'ay' sound)
- Breaking words down in manageable chunks or words they are already familiar with. (eg: 'lunchbox' would become 'lunch' and 'box')
- Reading the rest of the sentence- *Which word would make sense there?*
- Using their knowledge of grammar to decide the most appropriate word. (e.g. Would it be 'think' or 'thought') This is often helped by saying the sentences out loud.

Punctuation

Once children can read individual words they should be encouraged to include intonation and expression in their reading, using punctuation as a guide.

- Full stop (.)- Pause for 1 breath.
- Comma (,) – Pause for ½ breath.
- Exclamation mark (!)- Shows excitement or fear.
- Question mark (?)- The tone of voice should go up on the final word of the sentence to show it is a question.
- Speech marks (“ ”)- Encourage your child to adopt different voices for different characters.

Understanding books

Reading is more than recognising words on the page; a reader should understand the meaning of what they are reading.

Use questioning and book talk to see whether your child understands what they are reading.

- Look at the front cover and the ‘blurb’ on the back and discuss what you think the book might be about.
- Stop at interesting points and asks them what they think will happen next.
- Talk about the characters: How do you both feel about them?
Does this change as you read the story?
Would you do the same in their situation?
- Ask your child to summarise the story for you or to tell you about the most exciting/interesting/funniest/saddest part.
- Talk about your likes and dislikes in the story. Your child will learn that we can all respond differently.
- Discuss why the author has written the story/chosen this setting/used particular words.
- When using questioning encourage your child to explain why they think this. For more able readers you could ask them to find evidence in the text to support their ideas.
- Ask your child to think up some Who/What/Where/Why/When questions for you to answer.
- Talk about the new equipment in the school library. Ask you child what they have used i.e. e-books, on-line stories, story-sacks etc. What have they enjoyed and why?

