

Supporting your Child's Reading



Muxton Primary School
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At Muxton School we take a 'holistic' approach to the teaching of English. This means that we link the teaching of speaking and listening, reading, writing, spelling and handwriting.

Parents provide an invaluable resource to the teaching of all these areas but most significantly to the teaching of reading.

Compared to teachers parents can:

Offer more regular individual practice.

Provide more immediate individual feedback.

Provide reinforcement and praise which is always highly valued by the child.

As few as 10 minutes a day reading to or with your child can make a tremendous difference to their achievement in reading and overall language development.

Being a Reading Partner

Reading partners could be anyone from parents to grandparents, relatives, friends or older siblings.

In order to be an effective reading partner:

- Establish the right atmosphere – make time, find somewhere comfortable to sit and avoid distractions
- Have a range of reading materials available (magazines, fiction and non-fiction books, newspapers the Internet..!)
- Make reading an enjoyable experience. Be positive, offer praise.



Remember there is a difference between encouragement and pressure.

Every child

needs to experience success.

You can:

☺ Read the text aloud together with your child, adjusting your pace to suit your child

☺ Take it in turns to read a sentence/paragraph/page or different characters in the story














☺ Read aloud to your child

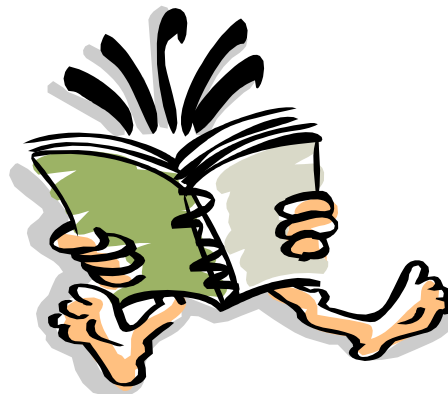
☺ If your child is uncomfortable reading aloud (this often happens as children

become more independent), don't force them but give them a purpose for their silent reading – "O.K. but tell me what Biff eventually does with that key." or see following suggestions in 'Responding to Reading'.

Developing Reading Skills

Whilst reading encourage your child to use a range of reading strategies. These are the strategies that we teach children to use:

-  Look for clues in the pictures
-  Look at the first letter/s
-  Sound out the letters/letter blends
-  Look for little words inside longer words
-  Look at the length and the shape of the word
-  Think of words which rhyme
-  Think of words which look similar
-  Look for spelling patterns and rules
-  Break the words into parts (syllables)
-  Look at the beginning (prefix) and end (suffix) of words
-  Look for magic 'e's
-  Be aware of silent letters
-  Read the rest of the sentence – what would make sense?
 - Predict the word
 - Does it sound right?



Children tend to rely on one strategy. It is important to encourage your child to use a range of strategies as these are useful for decoding a variety of texts.

Responding to Reading

We should also encourage children to respond to the texts that they read. This is a good way of identifying how much understanding they have derived from the text. Responding to the text can occur at a variety of levels:

📖 Identifying the features and purposes of books:



Blurb (the paragraph on the back of the book which summarises the contents)
ISBN numbers
Illustrator
Author
Contents
Glossary index
Chapters
Paragraphs

📖 At word level:

Whilst reading ask your child to carry out a 'word hunt' perhaps linked to

spelling patterns from school

Cover words with post-it notes and ask your child to guess what is hidden (this is also a good activity for punctuation marks.)

📖 Draw pictures of characters or settings from descriptive passages

📖 Use puppets or silly voices to tell the story

📖 Stop before the end of a chapter or event and predict what you both think will happen, with reasons and then read on.

📖 Write a letter to one of the characters from the book or to the author or illustrator

📖 Use your role play skills (***not for the faint hearted!***) to interview a character from the book or the author

📖 Ask your child questions about what they have read. Try to use questions where the answer is 'right there' and also questions where the answer is

implied rather than stated – 'think about' questions

📖 Talk about pictures in books – these give excellent cues to the text and a whole 10 minutes could be spent discussing a picture alone!

📖 Ask your child to retell the story in their own words, for children reading longer texts ask them to summarise the story, they could write their own blurb for the back cover!

Choosing Texts

In school we encourage children to use the '5 finger' method to help them choose their library books. The child selects a book or text and begins to read aloud. For each word they struggle with or don't know they hold up a finger. If, by the end of the page, they are holding up 5 or more fingers it suggests that the text is too difficult.

The children are also encouraged to read the 'blurb' on the back cover in order to ascertain whether it would be a book that they would enjoy





Book stores and Internet sites (e.g. Waterstones, Amazon.co) also provide good

guidance on appropriate texts for children at different ages

Also consider the content of a text – some books look easy to read but the content may be beyond the age or experience of your child.

Reluctant Readers

It is important to encourage even the most reluctant reader. Try to:

-  Encourage them at every opportunity, build confidence through praising **any** reading that they do. **SUCCESS** is important.
-  Offer your child a range of reading materials.
-  Be a positive role model – let them catch you reading.
-  Provide them with a purpose for their reading (see 'Responding to Reading' as before)



Most of all...

**HAVE FUN, ENJOY READING TO
GETHER!!**