

# Parkwood Infant School

## Reading - How to Help

Reading provides the key to many areas of learning and life. The teaching of reading is a high priority in our school and we want all of our pupils to become enthusiastic, fluent, accurate and involved readers. Working closely with parents is essential to ensure this success.

The following guidance describes the different type of books your child will bring home and outlines some useful strategies for supporting your child.

### Books Home:

Each child has the opportunity to select a '**Home Reader**' book from the classroom book case every day. These books are primarily intended to foster a love of reading for pleasure and they can be used to read to or with your child as you prefer. Please encourage your child to change their home reader book each day.

Your child will bring home a '**Scheme Reader**' book after they have read with an adult in school. The reading books are organised into 'bands' of increasing difficulty and include a range of genres including fiction, poetry and non fiction. Each time your child reads with an adult, an entry is made in their contact book with a comment relating to their response to the book and perhaps some hints on what to practise at home. 'Key Words' may be attached to the book and it would be helpful if you could support your child in learning to recognise these. In addition, scheme reading books often contain suggestions for adults on how to support their child.

As well as Scheme and Home Readers, children may take home a school **Library** book each week. The school library has a vast collection of popular fiction and non fiction books as well as stories in dual language and some books including CDs and DVDs. In addition, the **Parents' Library** gives you the opportunity to borrow books to read out loud to your child.

Please acknowledge when you have shared a book with your child by signing and/or adding a comment in the **contact book**. In this way, we can work together to encourage and support your child with his/her reading.

To provide further guidance to parents on how to support their child, we send home an individual **reading target** on a regular basis. It will be helpful if you can remind your child of what they need to work on, eg. 'I can point to the words as I read' or 'I can predict what might happen next in the story'. Reading targets are a useful way of involving the child in monitoring their own progress.

In addition to the 'Helpful Hints' on the reverse of this sheet, further 'Hints for Happy Reading' are sent out on a regular basis when the children begin school. There will also be parents meetings to discuss the teaching of reading, including phonics, in more detail during the school year. If you have any queries, please don't hesitate to talk to your child's class teacher.

Thank you for your support

## Helpful hints for supporting your child's progress in learning to read:

Picture books	<ul style="list-style-type: none"> <li>• Talk about the front cover and read the title</li> <li>• Read the 'blurb', predict the story</li> <li>• Talk about the pictures</li> <li>• Point to the words</li> <li>• Identify key words in the text, eg. 'look'</li> <li>• Think about the familiar phrases that stories begin and end with</li> <li>• Try to use some joining words when discussing what is happening, eg. then, next, after that.</li> </ul>
Early Reading Books	<ul style="list-style-type: none"> <li>• Read the title, author and illustrator</li> <li>• Predict what might happen in the story</li> <li>• Encourage children to read unknown words by: sounding out the letters and blending to make the word and using the sense of the story, looking at the pictures for clues</li> <li>• Identify the characters</li> <li>• Talk about what they liked about the story and why</li> <li>• Find key words</li> <li>• Find full stops and use them to support reading aloud and making sense of a text</li> </ul>
Fluent readers	<ul style="list-style-type: none"> <li>• Ask questions to elicit the children's understanding of the text, such as <i>why</i> something happened rather than <i>what</i> happened, and ascertain what the characters might be thinking and feeling</li> <li>• Make use of punctuation to enhance reading aloud with pace, fluency and using appropriate expression</li> <li>• Look up the meaning of new vocabulary in a dictionary</li> <li>• Discuss similarities and differences with other books you have read by the same author or with similar themes and settings</li> <li>• Begin to consider the writer's point of view</li> </ul>
Non-fiction	<ul style="list-style-type: none"> <li>• Find headings and subheadings</li> <li>• Locate and use the contents and index pages</li> <li>• Talk about the layout including text boxes, diagrams, photographs and labels</li> <li>• Find answers to questions using the text</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>• Identify rhyming words and predict words using rhyme clues</li> <li>• Identify word patterns and repeated phrases</li> <li>• Discuss the use of specific descriptive words and phrases</li> </ul>
Stories on CD	<ul style="list-style-type: none"> <li>• Listen and follow along with the book</li> <li>• Record own reading of stories to listen to</li> <li>• Make up some stories to put on to CD</li> </ul>
Useful websites for parents and/or children	<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/schools/">www.bbc.co.uk/schools/</a></li> <li>• <a href="http://www.oup.com/oxed/primary/rwi">www.oup.com/oxed/primary/rwi</a></li> <li>• <a href="http://www.literacytrust.org.uk">www.literacytrust.org.uk</a></li> <li>• <a href="http://www.booktrust.org.uk">www.booktrust.org.uk</a></li> </ul>
Library	<ul style="list-style-type: none"> <li>• Join a local library which has a well resourced children's section and runs events to encourage reading, particularly during school holidays when children's reading can get 'rusty'</li> </ul>