



Reading at Home

A booklet for parents

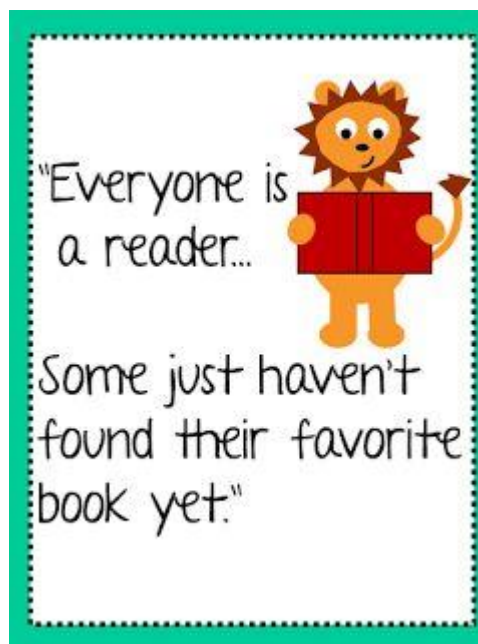
The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



Reading at Cedars

At Cedars Park we love to read and we are dedicated to ensuring all children enjoy reading as well as becoming confident readers. Reading impacts hugely on children's writing ability and general learning; therefore, we encourage children to read as much as possible, both at home and in school.

We understand the importance of strong home-school partnerships to support reading development. This booklet offers ideas and suggestions to help you and your child gain the most from your reading experience.



The reading curriculum

In Reception we . . .

Read and understand simple sentences. We use our phonic knowledge to decode words and read them aloud accurately. We show we understand a text by talking with others about what we have read.

In Key Stage 1 (year 1 and year 2) we . . .

Apply our phonic knowledge and skills to decode words and read by blending the sounds in unfamiliar words. We develop pleasure in reading by linking what we read to our own experiences and by becoming familiar with key stories. We show we have understood what we have read by predicting what might happen on the basis of what has been read so far and discussing the significance of events.

In Lower Key Stage 2 (year 3 and year 4) we . . .

Focus on building new vocabulary, we read longer words by testing out different pronunciations. We develop positive attitudes to reading by listening to and discussing a wide range of fiction, plays, poetry and non-fiction texts and read books that are for different purposes. We identify themes in a wide range of books and check meanings of unknown words, to deepen our understanding of what we have read.

In Upper Key Stage 2 (year 5 and year 6) we . . .

Apply our growing knowledge of prefixes and suffixes to understand the meaning of new words. We maintain a positive attitude towards reading by recommending books we have read to our peers, identifying and discussing themes across a wide range of books and learning and performing a variety of poems off by heart. To demonstrate understanding we ask questions and draw inferences by inferring characters' feelings thoughts and motives from their actions and justifying them with evidence. We identify how language, structure and presentation contribute to meaning.

Reading at Home

Helping your child read a word . . .

Always give readers a few seconds to have a think first, unless it's a really unusual word or name.

Decoding strategies

- What sound (phoneme) does it begin with?
- Does it look like any other word you know?
- Can you see smaller words inside?
- Can you cover part of the word and see if you recognise the bit that's left?
- Are there any spelling patterns you recognise?
- Has it got an ending you recognise (suffix)
- Can you sound it out?



Try reading the sentence from the beginning.

What word would make sense?

Encourage your child to look at the pictures- is there a clue?

As your child becomes a more confident reader . . .

Reading at this stage is still important. To ensure that your child's reading development continues to move forward we would encourage parents to question their child about what they are reading, to extend their reading and share their enjoyment of what they have read. Show your child books of different styles-true stories, fantasy, non-fiction as well as books by different authors and encourage children to ask about new words they meet.



What do I write in the reading record?

Regular comments from you are needed in the reading records to show that the child is extending their reading through questioning and interaction with an adult. Reading comments could include some of the following areas:

- How enthusiastic is your child about the choice of book?
- Can your child remember the story so far?
- Does your child understand the words they are reading?
- Is your child confident to attempt new words?
- Can they follow the text without using their finger?
- Is there a pattern to their mistakes?
- Are they responding to the punctuation?
- Are they reading with expression?



Comprehension questions

The most important part of reading with your child is enjoying reading and spending time together. You can also help your child increase their reading comprehension by asking a few of the following questions as he reads to you. Just choose 2 or 3 of the questions from the list and you will help your child get the most understanding of what she is reading.

- 1. What is the setting of the story (where and when it takes place)?*
- 2. What is the main character's MAIN PROBLEM in the story?*
- 3. How is the problem SOLVED in the story?*
- 4. How would you describe the main character? What do they look like? How do they behave in the story? Why do they behave that way?*
- 5. What is the MAIN IDEA of the story? Which part best tells what the story is about?*
- 6. Retell the story in your own words.*
- 7. Summarise the story in 3 sentences (beginning, middle, and end).*
- 8. Is this a fiction or non-fiction book? How can you tell?*
- 9. What do you think the main character would MOST LIKELY do if ...? (inferring)*
- 10. What lesson does the main character learn by the end of the story?*
- 11. What is the MOST LIKELY reason that _____ happened?*
- 12. What did the main character do FIRST?*
- 13. What is the BIGGEST difference between _____ and _____?*
- 14. What would be another good title for this story?*



Advice if reading becomes a challenge at home

- We would like all of our children to enjoy reading rather than see it as an effort/ hard work/ homework/ something they don't enjoy.
- Offer alternative reading material e.g. internet access, magazines, non-fiction.
- Encourage reading at different times of the day or week.
- Buy/ borrow books on CD from the local library and the you can listen whilst in the car or before bed.
- Share reading activities and interact with the text together.
- Share the problem with your child's class teacher.
- Read to your child whatever their age as well as listening to them, to share your love of books!

Useful websites

www.phonicsplay.co.uk

www.readingforlife.org.uk

www.parentlink.co.uk - ideas to help at home

www.bbc.co.uk - school section (words and pictures for phonics activities).

www.literacytrust.org.uk

www.crickweb.co.uk/assets/resources/flash.php?&file=ww

Class authors

At Cedars each class has their own author to explore, familiarise themselves with and enjoy. If you have any texts by your child's class author, please allow your child to share them at school- we would love to see and read them!

Reception: Julia Donaldson

Year 1: Shirley Hughes

Year 2: Roald Dahl

Year 3: Anthony Browne

Year 4: Michael Foreman

Year 5: Louis Sachar

Year 6: Michael Morpurgo

Happy reading!