



Leafield C.E. Primary School

## Reading With Your Child (Donaldson Class)

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### **Why is reading at home so important?**

There are several reasons why encouraging your child to read at home and discussing what they are reading is vital to a child's educational and emotional development. The most obvious reason to read daily with your child is that this should be a special time shared where you talk about the books you both enjoy. In addition, stories can be used to teach children about different emotions and responses to their feelings using the characters and events in stories.

### **Reading at home**

#### Early reading

- Try to choose a quiet time every night with your child and make yourselves comfortable.
- Let your child hold the book and point to the words as you read them.
- Use the pictures as well; there is often an additional story in them, and children will make up their own stories using them; children's storytelling is very important. • Allow plenty of time for discussion before you turn over a page. A valuable question is: "What do you think will happen next and why?"
- Let your child read the story to you afterwards, even if this is reciting by heart, or making the story up from the pictures. This is a very important stage.

#### Developing confidence

- Continue to share reading, still giving your child the opportunity to hear you read to them as well as them reading to you.
- Encourage them to use a range of skills for example decoding unfamiliar words by sounding them out and looking at what word would make sense in the context of the sentence.

#### Independent readers

Independent readers have reached the stage where they no longer wish to read to an adult and want to read silently to themselves. The interaction between the parent and child changes at this stage. To ensure that the child's reading development continues to move

forward, we would encourage parents to question the child about what they are reading, at an appropriate time, to extend their reading and share their enjoyment of the book.

### **Why is a reading record so important?**

A child's reading record is a vital document which allows staff and parents to follow, review and plan the reading that a child has done, and his or her next steps. It allows staff to ask a child questions and make suggestions about the books they are reading at home.

Parents can follow the book choices their child makes and share experiences and ideas about the world. As a child becomes a confident reader it becomes even more important that they broaden their reading experiences and begin to think more critically about how a text is written and what we can learn about an author's viewpoint. These skills are essential if children are to become competent readers and for them to continue to enjoy what they read.

### **What do we write in the reading record?**

At the early stage, daily comments from the parent about how the child has been able to decode words or recognise sight vocabulary (words that cannot be sounded out).

Comments linked to the questions asked, are also helpful to show that the child is extending his/her reading through questioning and interaction with an adult. The reading record can also be used to share a child's likes and dislikes about the books they have chosen.

In Year 2 children should be beginning to record their own comments in the reading records.

Reading is not just something that children should do in school; it needs to be an everyday part of our lives, something we choose to do at all ages.

### **The young readers learning journey.**

Although phonics is the primary approach to teaching children to read, understanding the whole text, early on, can have a significant impact on their understanding of language and texts.

### **Talking, telling, and playing.**

Sharing nursery rhymes, poems, and well-known stories even when your child is beginning to read the actual words helps to develop an understanding of language.

Play with the stories and rhymes, change them, make up your own.

This develops an understanding of rhyme, rhythm and word play that can help children's comprehension skills – and it is fun!

**One of the ways to enjoy reading more is to engage with the text beyond decoding the sounds into words.**

- Even though your child is at the early stages of reading picture books, poetry and non-fiction texts can all offer opportunities of discussion.
- Ask 'I wonder why...' questions and explore your child's 'I wonder...' questions e.g. I wonder why Goldilocks was in the woods on her own. I wonder where the bears went on their walk.
- Shake up the questioning: This is a poem. Agree or disagree, Goldilocks was a criminal. Agree or disagree. Why is this a traditional tale and this not?

**Reading Skills - In school we focus on different reading skills.**

- Vocabulary and learning new words
- Comprehension and understanding the whole text
- Beyond what the story says (*inference – finding the clues and deduction – solving the clues*)
- Making predictions
- Making connections
- Forming an opinion

## READING AT HOME

Vocabulary and learning new words	
Questions	Activities
<p>What does this... word/phrase/sentence... tell you about... character/setting/mood etc? The writer uses words like ... to describe .... What does this tell you about a character or setting?</p> <p>How does this word make you feel?</p> <p>Can you think of a word that means the same as this word?</p> <p>Why is this a good choice of word to describe the character/setting and this is not?</p>	<p>Pick out some words that are new to your child and find out what they mean.</p> <p>Think of your own sentences that use the words. Make a list of smaller words hiding inside larger words in your book. E.g., Chalkboard = chalk + board, together = to, get, her.</p> <p>Find 5 adjectives in your book. Now try to use them in your own sentences.</p> <p>Make a list of words from your book that other children may find hard to spell. Highlight the tricky part in each word.</p> <p>Draw and label a picture of a setting from your story. Copy words and phrases from the book that help describe the setting.</p>
Comprehension and understanding the whole text	
Questions	Activities
<p>Where/when does the story take place?</p> <p>Who are the characters in the book?</p> <p>What did the characters/setting look like?</p> <p>Where in the book would you find...?</p> <p>What happened in the story?</p> <p>Show me how the title/contents page/chapter headings/glossary/index... help me find information in this book.</p> <p>Can you retell the story to me?</p> <p>What happens first/next/ at the end of the story?</p> <p>Why does the main character do 'x' in the middle of the story?</p>	<p>List all the characters that appear in the story. Write some questions about events in the story. See if a friend can find the answers to your questions by using the book.</p> <p>Draw a picture of your favourite character. Label it with words the author uses to describe the character.</p> <p>Write down some facts you have learned from your book.</p> <p>Create a true/false quiz about the book. Try the quiz out on a friend.</p> <p>Draw a story map to show the events in the book.</p> <p>Draw a cartoon strip of the main events in the story.</p> <p>Re-write the story in your own words.</p>
Beyond what the story says	
Questions	Activities

## READING AT HOME

What makes you think that?  
 Which words give you that impression?  
 How do you feel about...?  
 Can you explain why...?  
 What do these words mean and why do you think the author chose them?

Write a diary entry from the book from that character's point of view.  
 How do you think a character was feeling at a key point in the story? Write their thoughts in a thought bubble?  
 Write down three questions you would want to ask a character from the book. Now try to write their answers.  
 Pick one character from the story, write a list of things you think they would like or dislike. Find things in the text that support why you've made these choices about your character. Write three alternative titles for the book. Explain why you have come up with these titles.

### Making predictions

**This is part of exploring the whole text mature readers do this subconsciously, being proved right or being surprised by a turn of events can be part of the pleasure of reading.**

#### Questions

Look at the cover/title/first line/chapter headings...what do you think will happen/ next?  
 What made you think that?  
 What do you think will happen to the goodie/ baddie/main character? Why do you think this?  
 What will happen next? Why do you think this?  
 Are there any clues in the text?  
 Which other stories do you know that start like this?  
 Do you think this story will develop in the same way?

#### Activities

After finishing your book, think what would happen if there were an extra page/chapter. Write a blurb for the book suggesting what it might be about before you read it.  
 Think of what might have happened before the story took place. Write this in your own words.

### Making connections

Does this remind you of any other stories?  
 Does it remind you of anything that has happened to you?  
 Can you think of another story, which has a similar theme, e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?

### Forming an opinion

Asking children to tell you what they like or dislike about a text can be an easy starting point for a book discussion. Through this you can explore your child's response to and understanding of the text.