

Reading at home



*'good readers are made
on the lap of a parent'*

Helping your child to read for meaning

Below are a range of questions that you might like to try using with your child to encourage them to talk about what they are reading.

QUESTIONS ABOUT FICTION BOOKS

- Do the first few pages of the book make you want to carry on reading it? Why?
- How do you think the story will end?
- Why do you think the book is called.....?
- Which part of the book do you think is the funniest/saddest/most interesting? (Why do you think that?)
- Did the book make you think of something which had once happened to you?
- Do the pictures/layout help you understand the book better? How? Are the pictures clear? Do they make the book more enjoyable?
- What do you think the characters are like at the beginning/end of the story?
- Were you surprised by the ending? Why?
- Did the characters in the story change?

QUESTIONS ABOUT NON-FICTION BOOKS

- Is this book like a story book?
- What did you find out that you did not know before you read this book?
- (Pointing out the contents page) Here it says... are on page... What do you think that page will be about?
- Do the pictures/layout help you understand the book better? How? Are the pictures clear? Do they make the book more enjoyable?
- Do you think this would be a good book to have in our library? Why?
- How are the captions next to the pictures helpful?
- Why are the photographs more helpful than drawings in this book?

Online Books



- Free RWI and book banded [ebooks](#) available on this website
- Parents sign up for an account www.oxfordowl.co.uk



The Read Write Inc. Phonics eBook Library includes the core Storybooks that the children are reading in class, plus some additional non-fiction titles: There are end-of-book quizzes for each eBook, plus interactive activities for phonics practice at home covering Speed Sounds Sets 1, 2 and 3, Green Words and all the Red Words.

How does reading work at West Lodge?

Your child will bring home different books in their book bag to share with you. They are as follows:

RWI Book Bag Books

Whilst children in Reception, Year 1 and Year 2 are learning set 1, 2 and 3 sounds the main books that children will bring home are RWI book bag books. This means that these books are totally phonetically decodable as the books follow the order the sounds are taught in RWI lessons.

Generally the RWI book-bag book will match the books that the children are reading in school.

Book-banded Books

At a point when the class teacher thinks it is appropriate, additional reading books will be sent home to supplement the RWI books. Many of these books are Reading Planet books. These colours do not match RWI colours. The order of teaching long vowel sounds is different. They provide children with a wider range of texts.

Library Books

All children change their library books once a week. Parents need to ensure that library books are always in school on their class's library day. These books are not linked to your child's reading level, but are instead aimed for reading for pleasure with family at home.

Guided Reading Book. (Y2) This is the book that your child has read in the classroom with their teacher. When the teacher reads the book with your child they will work on a specific learning objective. The teacher or learning assistant will stamp or write a comment in the reading record when they have read with your child. These books will be taken home.

Your child will bring home a range of books to read including non-fiction books, 'real books', poetry books and books from reading schemes such as Reading Planet and Bug Club. We encourage you to write in the reading diary each time you hear your child read or where possible get your children to write their own comments on the book. At the front of your child's reading diary there is a bookmark that corresponds with the book band your child is reading at. It gives you suggestions about ways that you can support your child at home and targets for development.

Ideas on how to support your child in the very early stages

- Make it a fun and enjoyable experience!
- Read the story to your child; discuss the pictures.
- Encourage your child to tell the story just by looking at the pictures.
- Shadow reading - you read and your child echoes you.
- Take turns in reading with your child. You read a bit, then let your child read a bit. This can relieve the stress of a full page of text and gives a flow to the reading, aiding with understanding.
- Encourage your child to run their finger along the print telling the story in his or her own words, sometimes pointing at familiar words. They may tell parts of the story from memory.
- Let your child point out known words (key high frequency words), and you tell him / her the rest to keep the flow of the story.
- Your child will gradually take over as they learn to use a range of reading strategies.

Reading Strategies

We teach a range of reading strategies at school to help children to decipher unfamiliar words. Your child will be taught these strategies during Read Write Inc and Reading sessions.

- ♦ Phonics - We follow **Read Write Inc.** which is a programme which focuses on securing word recognition skills. These are essential skills for children to decode (read) and encode (spell) words accurately. Once the children know their letter sounds they are encouraged to blend letter sounds together to work out words. Not all words can be worked out in this way (we call the red words) so we teach a range of other strategies to be used alongside phonics.
- ♦ Memory - learning **common exception words** that can't be sounded out phonetically, by heart. You may want to make these words into games to make learning them fun!
- ♦ Guessing - using the sense and meaning of the story to guess what words are.
- ♦ Pictures - using them to help get meaning and understanding from the text.
- ♦ Looking at the shape / length of words as a clue.
- ♦ Breaking words down into parts - looking for words within words.
- ♦ Self-correction - encouraging children to realise when their reading doesn't make sense.
- ♦ Reading on - read past the unknown word to the full stop and then go back to try and work out the word using the context.

THERE ARE MANY LITTLE WAYS TO
ENLARGE YOUR CHILD'S WORLD.
LOVE OF BOOKS
IS THE BEST OF ALL.
- JACQUELINE KENNEDY

Once you learn to
read, you will be
forever free.

FREDERICK DOUGLASS

How to encourage your child to read—and enjoy it!



‘The more you read, the more things you will know...’



1. **Read yourself**—set a good example by sharing your reading. Let your child see that you value books and enjoy reading them too.
2. **Show your enjoyment of reading**— use expression, different voices and humour when reading with your child.
3. **Visit your library—its free to join!** - all libraries have children’s sections and they may also have regular story telling sessions.
4. **Make time to read**— read a bedtime story with your child every night. Encourage them to share their reading with as many people as possible!
5. **Keep in touch with school**— make sure your child swaps their basket books regularly.
6. **Be positive**— praise your child for trying hard with their reading. Let them know it is OK to make mistakes.
7. **Let them read their favourites**— It’s good practice for children to read the same books over and over again
8. **Ask lots of questions**— check they understand what they are reading. Talk about interesting words. You may find the *Developing Understanding* part of this booklet helpful!
9. **If English is not your families first language:** You can buy dual language books. You can talk about books in any language.
10. **Don’t read for too long**— an enjoyable ten minutes is better than a difficult half an hour!



Introducing Read Write Inc. Phonics Book Bag Books

•Day 1

•Activity 1 – Look at the Green and Red Words
Before reading the book, look at the story Green Words and Red Words found in the front cover of the book. Your child will know all of the sounds in the green words so encourage them to use their phonics to de-code the words. Red words cannot be sounded out. The children just need to know these. If reading Yellow, Blue or Grey books you also might like to go through the vocabulary check before the first read.

•Activity 2 - Read the book
As this is the first read your child may stop to sound-blend words. This is fine. You may want to re-read each sentence or page afterwards to keep the plot moving if your child's pace is slow.

Introducing Read Write Inc. Phonics Book Bag Books

Day 2

- Activity 1 – Read the book

Today you can encourage children to read the book with more fluency. Before reading you may want to draw your child's attention to any words they found trickier the day before.

- Activity 2 – Re-tell the story

Use the pictures in the back of the book to help your child to re-tell the story. You may need to model adding extra detail from the story.

Day 3

- Activity 1 – Read the book

As this will be the third read and your child is now familiar with the story, you are encouraging your child to read the book fluently with expression. Praise progress.

- Activity 2 – Answer the Questions

Ask your child the questions in the back of the book. Encourage them to refer back to the pages given and where possible point to the answers to prove the answers.

Developing understanding

"I am able to read it but I really don't understand it."
Have you or your child ever thought this?

The importance of **retelling, recalling and summarising**:

- Retelling helps children to make sense of a text in relation to their own experiences
- Oral retelling of what has been listened to or read results in increased comprehension and recall

Below are some suggestions that might help your child when retelling, summarising or recalling.

- Encourage your child to tell the story in their own words
- Discuss the characters and plot
- Break the book down into different parts. Discuss what happened in the beginning, middle and end.

Different types of comprehension questions that you could support your child with at home:

Retrieval (find it and prove it)

- Where did ...go?
- Which paragraphs tells you...?
- What did the do?

Inference and deduction (reading between the lines)

- What do you think?
- How do you know feels sad?
- Why did the author use these words?
- Predict what the next page will hold.

Vocabulary:

Understanding words is the key to reading success!

Tops tips to support vocabulary development at home:

Pick out words as you read, practice saying words, notice powerful words, note down tricky words during reading and make word maps.

Encourage your child to ask questions: What does it mean? What other words do you know that are similar to this word? How can we use this word?

Try to use these words in general conversation. If appropriate find images where linked.