



READING AT HOME A PARENTS' GUIDE FOR FLUENT READERS

Once children have developed the basic skills of reading, there can be a risk that their motivation and enthusiasm begins to lessen. This is a vital stage in children's reading development and the point at which parents can offer invaluable support even for the most fluent readers. Taking the time to talk to your child about the books they choose and listening to them reading aloud regularly can make all the difference. Children need to understand why we read. They need to experience the range of feelings that a book can create or the power that can be gained from accessing information. Reading must not only be confined to stories. Many children love reading comics, magazines, newspapers, information books, poetry and online blogs. All of these reading activities should be encouraged.

Most parents or carers are able to create quality time to share a book individually with one child. This is the time when children can develop a much deeper understanding of the books that they are reading. Rather than reading at home being 'reading practice', it should extend and enrich the reading experiences of school. One of the most powerful ways in which parents can do this is to show real enthusiasm themselves. Your sense of excitement about books and stories, your anticipation about what will happen next in a story and a discussion about your own likes and dislikes, will greatly influence your child.

Asking questions that go beyond the literal meaning of the book will help your child to think more deeply about what they are reading. Regular library or book shop visits can be used to develop motivation.

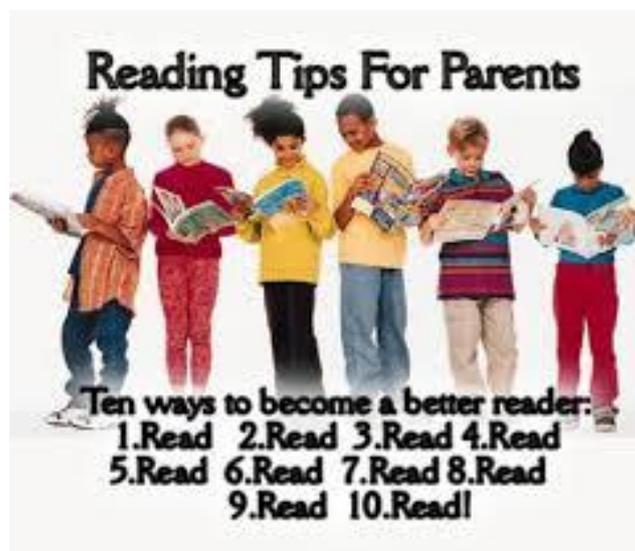
Even when your child has achieved a good level of fluency, they still benefit from being listened to by you. It helps you to see whether they fully understand what they are reading, e.g. taking note of the punctuation and pronouncing words correctly. Good readers often skip over difficult words because they can still get a sense of what they are reading. Reading aloud encourages them to tackle more difficult vocabulary and extend their word power. It's also a great time to discuss what they think about their reading and develop their opinions.



Helping Your Child With Reading

The following points are to support you when reading at home with your child. Regular, daily reading is the key to reading success. Two or three of these sessions could be your child reading silently to him/herself and the others an opportunity for them to read aloud. Please use these guidelines to help you.

- Make sure you are relaxed and comfortable during the reading session.
- Encourage your child to read with expression.
- Your child should be able to read approximately 9 out of every 10 words in the book, less than this and the book may be too difficult.
- Discuss the meaning of difficult words.
- Ask questions about the characters, the plot, the ending of the book and whether your child enjoyed it. If your child is not enjoying a story, stop reading it and ask them to change the book.
- Encourage talk about favourite authors and illustrators.
- Try and make sure that your child reads a range of different books.
- If your child brings home a book that has been read before ask for a summary before reading it again, then discuss the book at a deeper level than last time.
- Model the reading process yourself by having your own book to read.
- Give lots of praise and encouragement.
- Keep up a regular dialogue with your child's teacher through the home/school reading record book.
- Join your local library together and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.
- Have fun!



We hope this information will help you to support your child with reading at home. Please do not hesitate to contact your child's class teacher if you would like more specific guidance about supporting your own child.

In school we model the language the children should use when answering a question or expressing an opinion about their reading. This framework supports them to answer in sentences, to back up their thoughts with information or quotes from the text and explain their ideas.

I think that ...

This is because ...

This shows/demonstrates that ...

In upper KS2 the teachers may model:

Point	Evidence	Explain
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Some helpful questions to use when reading a FICTION book...

- Who was the character that...?
- Show me in the text where you found...?
- What is happening at this point/in this part of the story?
- Find one/two things that the main character did in this part of the story.
- Why was...important in this story?
- Tell me/write about what sort of character/person... was from the things they did/said in the story.
- What do you think...thoughts were at this point in the story/play? Use the text to help you think through your answer.
- If you were going to interview one of the characters, which questions would you ask and why?
- How did one of the characters change their ideas/ attitudes during the story/play? What was it that brought about this change?
- What do you think would have happened if...?
- Tell me about one important event that happened that could not be left out. Why is it so important? If...had not done..., how might this have changed other events in the story?
- How has the author organised the writing?
- Why does the author begin a new paragraph here?
- What is/are the main event(s) that happen(s) in this/ each paragraph?
- How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening/ excited/disappointed, etc?
- Which part of the story best describes the setting/ characters/action?
Which words and /or phrases do this?
- Find and copy some words or phrases that show us that this character is special/helpful/adventurous/ unsure/worried, etc.
- How did the story make you feel? Why did it make you feel like this?
- Why do you think the author chose this particular setting for this story?
- How has the author started this in an interesting way?
- How does this make the reader want to read on?



Some helpful questions to use when reading a NON FICTION book...

- Where can you find an important piece of information about ...?
- Find two pieces of information that tell you about ...?
- What does this part of the text tell us about?
- Which part of the text tells us about ...?
- How does this text layout help the reader?
- How does (a diagram/picture/caption) help you to understand the information on this/these pages?
- What is the purpose of the list/diagram/caption/ sub-headings in this text

Some helpful questions to use when reading POETRY book...

Can you find out who wrote this poem and when it was written?

What pictures did it make you think of as you read the poem?

What is the poem about?

What is the poet trying to do or say?

What is it about the poem that you liked?

How do you think the poet is feeling about what they are writing about?

What 'poetic features' can you identify? (rhyme, rhythm, alliteration etc)

Did the poem remind you of anything else that you have read?

Does the shape the poem makes on the page, or the sounds it makes when you read it, add to the message?

