Kingsway Primary School

Advice for Parents/Carers

Supporting reading at Home



At Kingsway Primary School we believe that communication between parent, child and teacher is of great importance. Our aim is for children to first develop a love for reading. This will then lead children to develop reading skills gaining further fluency. This can only happen through regular communication.

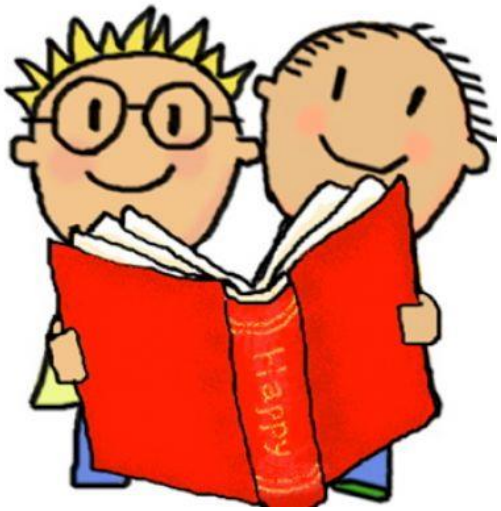
Sharing a book with a child is fun. Children LOVE being read to, especially if the story is accompanied by silly voices and perhaps a few well-chosen props. It's a time for closeness, laughter and talking together. It's good to involve everyone-brothers/sisters, grannies and granddads- the circle of people important in your family.

We have produced this booklet to guide you in supporting your child's reading development and to inform you of how reading is developed here in school.



Helping at Home

When a child is young, reading bedtime stories and enjoying books together is the best preparation for learning to read. As your child's reading progresses, you still have a very important role to play. Children who are encouraged to read at home make better progress than those who only read at school.



Helping Early Readers

Supporting your child in some of these ways will encourage a positive start to reading.

- Read to your child regularly. Look at words in the street, on the bus, in supermarkets, on cereal packets or anywhere in the environment.
- Let your child choose a book to read at bedtime (don't worry if you re-read a favourite night after night). Repetition is the key to developing story language.
- Listen to your child read his/her school reading book (5 minutes a day is much better than 20 minutes once a week).
- Visit book shops and the library. Read other books, not just the school reading books.

Supporting Reading: Time and Place



- Choose a time when your child is not too tired to read his/her reading book.
- Make sure you are both sitting comfortably, side by side so you can both see the book.
- Try to make sure it is quiet and there are no distractions.
- Short but often is a good routine to establish rather than no reading at all.

Reading the Books

- Talk about the front cover, blurb on the back, title, author and illustrator.
- Predict what you think might happen in the story.
- Provide time to look at illustrations as they can be a vital part of the text.
- Discuss the story during and after reading.
- Make predictions as you read as to what might happen next.

- Question children: Which was his/her favourite page? Why? Who are the characters in the story? Where is the story set? What do you think the character might be saying? How might he/she be feeling?
- Encourage your child to re-tell the story, perhaps using the illustrations. This will help develop an understanding of the text.

What to do if your child is 'stuck'

If s/he is stuck on a word:

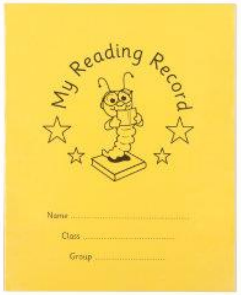
- Wait 5-10 seconds.
- Encourage him/her to find clues in the pictures.
- Suggest s/he reads to the end of the sentence to see if the meaning can be worked out.
- Suggest sounding out (however this is not always possible with some words).
- Look at picture clues and the initial sound of the word.
- All else fails, tell them the correct word.

Progression

As reading skills progress, it could be assumed that books should become harder. However, it should be remembered that harder books don't make better readers. Once your child is reading independently it is important that s/he has the opportunity to read books that are at the correct interest level. This will boost confidence and enjoyment. Children who are constantly faced with more challenging books can often become reluctant readers. Your child could supplement his/her reading book with one from the local library.



Reading Diaries and Changing Books



Your child will bring home a reading diary with his/her book. This is an important record of their reading and should be looked after. This, along with the reading book, should be brought to school each day. We ask if you could please write the date and a comment in the record book, or at the least, sign it, so that we know your child has read the book at home. Here are some examples of the types of comments you could write:

'Sarah really enjoyed reading this book. She told me what she thought might happen in the story before she read'.

'Thomas used the picture to help read the word 'Water' and was able to spot the word 'and' on each page'.

'Jo needed a little help to blend letters to read 'Mog', but she enjoyed talking lots about each page'.

'Paul pointed to the words as he read and could answer questions about the story.'

You may also add any other books your child has read at home. Reading books will be changed at the class teacher's discretion, when s/he is happy that a child can read the book confidently and has a full understanding of the text.

Encouraging Reluctant Readers

If your child is reluctant to read, you could try some of the following:

- Talk to them about why they are reluctant to read.
- Give encouragement and praise to boost his/her confidence. This could be as simple as 'Well done, you turned the page so carefully'.
- Encourage a varied reading 'diet' such as exploring hobbies through comics, audio tapes, ipads or computers.
- Pick up a book yourself- if children see you looking at books/newspapers/recipes etc. they are more likely to copy you and imitate reading by picking up a book themselves.

Reading should be fun! Please enjoy these reading sessions with your child so that together we can help your child make progress in reading and find a skill that will bring enjoyment throughout their life.



Reading is a vital life skill.

It opens pathways to explore interests in all areas of life.

"The more you read, the more things you will know. The more that you learn, the more places you'll go."

Dr.Seuss "I Can Read With My Eyes Shut!"

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