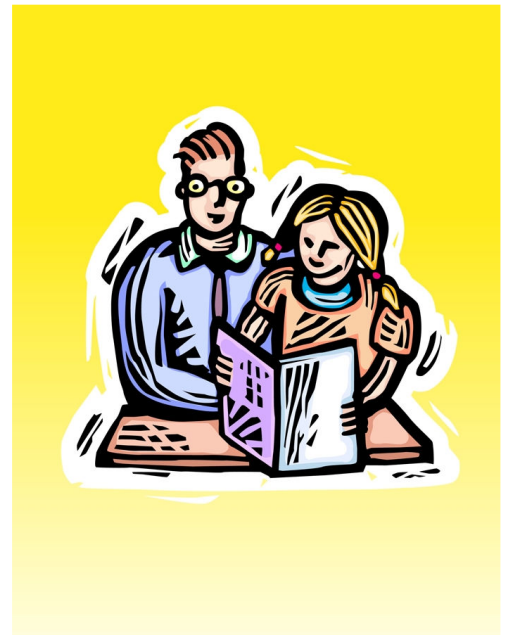
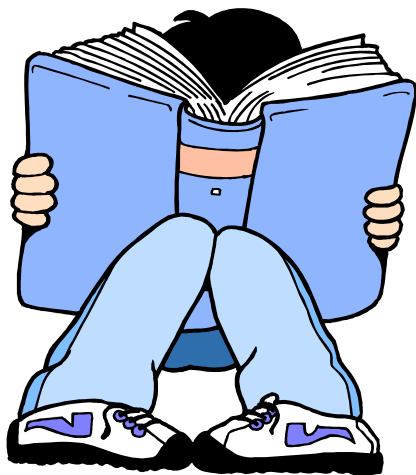




St. Peter's Catholic Primary School

Helping your Child to Become a Confident Reader



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INTRODUCTION

Reading can be a wonderful, relaxing experience and can open up a whole new world for our children. Even in this technological age we need to be able to read, and read a variety of styles and texts. As children progress through the education system, more demands will be made upon them. As parents and teachers we must help our children to become accomplished readers but we also want them to enjoy the experience so that they can go forward into the world with confidence and a skill for life.

Children are natural learners. They are constantly learning about their environment through interaction, exploration, trial and error, and 'having a go' at things. Children watch what adults do and then act out what they have seen. This role-play of adult behaviour is an intrinsic component of childhood learning. As a child's world of experience expands, so deeper understandings are constructed. New learning is always built upon existing foundations, and existing structures are constantly being adapted to accommodate fresh insights.

From a very early age children can be encouraged to enjoy books by sharing them with adults. The six-month old child who turns the pages of a board book is beginning to behave like a reader. The adult can build upon this by giving support and encouragement. By demonstrating how books work, talking about the illustrations and indicating how they relate to print, the adult is showing the child the meaning and purposes for reading. Children need to understand this so that they will be motivated to read.

Children can be encouraged to retell stories and by valuing their attempts to make sense of the print, the adult can foster an enthusiasm for and a positive attitude to reading.

Children also learn from their environment and their interaction with others. In our literate society, environmental print demonstrates the many purposes for reading and encourages children to develop an understanding of the written word. Children, therefore, become literate in the same way as they learn to speak their home language. By experimenting, taking risks and interacting with more skilled language users, children are reading for real purposes in meaningful context. Children learn to read by reading!

WORKING TOGETHER

We believe that parents play a vital role in helping their child to learn to read. After all, you taught your child to talk. School and home working in partnership together create the perfect setting for encouraging a love of reading. We appreciate the commitment parents give in helping their children to become confident readers.

We believe that children should:

- Behave like readers
- Be confident
- Enjoy books
- Talk about the books they have read
- Acquire a skill which they will use throughout life

CHOOSING BOOKS

At St Peter's we use the PM Reading Scheme to help teach children to read.

As well as their reading scheme book, children are encouraged to choose from our library. They may bring home books which they cannot read alone and favourite books which they have read repeatedly (you may find that a very well loved story like this is the first one that your child learns to read independently).

Once children become 'Senior Readers' they are able to choose the books that they read from our Junior Library. The books are sorted into Bronze, Silver, Gold and Diamond categories to help children choose a book suitable for their ability.

HELPING YOUR CHILD WHEN THEY ARE LEARNING TO READ

Helping Your Child with their PM Reading Book

Try to choose a quiet time every day with your child, and make yourselves comfortable.

Give them time to talk about the book and the pictures before they start reading. If they get stuck, don't automatically give them the word. Instead try some of the following:

- Which letters do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmm', finish the sentence. Then go back and work out what the word was.

Always go back and read the sentence again!

Enjoy Reading a Range of Books and Text

Make time to read with your child.

- Point to the words as you read them
- Use the pictures as well; there is often an additional story in them
- Allow plenty of time for discussion before you turn the page. A valuable question is: "What do you think will happen next?"
- 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.
- Memorising is not 'cheating'. Many words are not decodable and must be learned by sight. Make reading fun!
- Children learn to behave like readers by these activities. Praise all their attempts
- If your child is too tired or reluctant to join in, just make it an opportunity for you to read in a relaxed and enjoyable way.

Play Games

I-Spy

Play variations of I-spy with the text and pictures of the book.

I-spy with my little something red.

I-spy with my little eye something you can play with.

I-spy with my little eye something beginning with

I-spy with my little eye something rhymes with

Text Search

Using a few pages from the book, ask them to find all the occurrences of a particular letter or sound. Ask them to find all the occurrences of a particular word. Find all the words that start or end with the same sound.

Jigsaws

Cut up a photocopied picture from the book and make a jigsaw. Use one piece of the jigsaw and ask your child to match it to the correct part of the picture in the book.

Snap/Bingo/Pairs

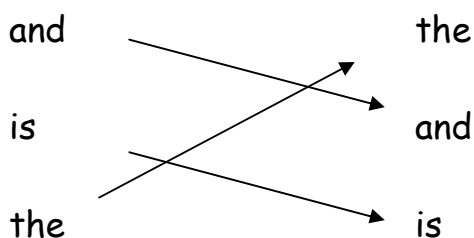
Choose high frequency words or tricky sounds from the text. Make two sets of each sound or word. Play snap, bingo or pairs.

Memory Game

Put 2 letter or word cards down. Let your child look at them for 10 seconds or so. Pick them up and shuffle. Ask them to put the cards back in the order they saw them. Slowly increase the number of cards to be remembered.

Matching Words

Write key words to be learnt in 2 rows down the page and ask your child to match the words from each column



Write words or letters randomly on the page and ask your child find certain letters or words.

Ask your child to find the letter or word that is the same as the first one.

m	n m w
---	-------

the	het the eht
-----	-------------

Noughts and Crosses

Make a pile of 9 sounds or words. Draw the noughts and crosses board. Take it in turns to choose a card and say the word or sound before taking their turn on the board. (You could also write the sound/word on the board to rehearse writing as well as reading.)

What to Write in the Reading Record Book

It is important that the Reading Record Book reflects the child's reading patterns.

Every time your child reads it should be noted in their reading record. You should make a comment and then sign it.

When you add a comment you may wish to think about 1 or 2 of the following:

- How enthusiastic is the child about the choice of book?
- Can the child remember the story so far?
- Is the child reading using only the pictures for clues?
- Does your child understand that the words they are reading mean something?
- Can the child read words out of context e.g. when you point to a word without reading the whole sentence?
- Is the child confident to attempt new words?
- What reading strategies is your child using e.g. sounds, use of the picture, use of the context?
- Can the child follow the text without using a finger or marker?
- Is there a pattern to the mistakes your child is making e.g. words ending in "ed" or starting in "sh"?

- Does the child recognise mistakes and self correct?
- Is the child recognising many key words?
- Is the child aware of punctuation?
- Is the child reading with expression?
- How long is the child able to sustain reading?

HELPING YOUR CHILD AS THEY BECOME A CONFIDENT READER

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. Taking 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 and poetry. All of these reading activities should be encouraged.

As your child moves from PM books to 'Senior Reading'

Do not worry if your child's reading is not word perfect. If they are making sense of the text, this does not matter e.g. "house" instead of "home", "Good dog, Spot" instead of "Good boy, Spot". It would matter, however, if they read: "He got on his house and rode away", as this would have changed the meaning. Always be ready to take over if your child is struggling. With your help they will succeed and will want to read more and more as a result.

- 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 them lots of questions to check their understanding and build inference skills.
- Encourage your child to read with expression

When your child is a confident reader

Confident 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. Confident but reluctant readers may also need a prompt to read regularly and for sustained periods.

What to Write in the Reading Record

When you hear your child read or they have read on their own make a note of the date, what they read and how many pages they read. The record then needs to be signed by an adult.

When they finish a book they should complete a review of the book based on the questions that you have asked them.

Expectations of 'Senior Readers'

When a child moves into Senior Reading they will move through 4 stages:

Bronze	Emerging Readers
Silver	Confident Readers
Gold	Very Confident Readers
Diamond	Extra Challenge for Most Able Readers

When they move onto a new stage they will be given a new Reading Record Book. Children may spend a long time in a stage (it is likely to be about a year) so do not be alarmed if they do not appear to move on.

We expect that all children will read a minimum number of books each term from the Junior Library. This is likely to be complemented by other books from home or by non-fiction and poetry books.

Minimum reading expectations per term are:

Bronze	8 books
Silver	8 books
Gold	6 books
Diamond	6 books

Children who have read more than the minimum number of books each term will receive a certificate at an end of term assembly.

Questions to Ask

Questions to ask before your child begins or resumes their book:

What is the title of the book?

Who is the author/illustrator?

Have you read any other books by the same author?

What made you choose this book?

Did you read the blurb before selecting the book?

Could you tell anything about the book before you started reading it? What were the clues?

Have you read this book before? Why have you chosen it again?

What is the genre of the book: Sci-Fi, Who-Done-It, historical, fantasy, adventure, horror, comedy?

Questions to ask whilst your child is reading their book:

What has happened so far?

What do you think will happen next?

What are the clues that make you think this?

How would you like the story to end?

Are you involved in the story? Why?

Where is the story set? Is there a description?

When is the story set? (Past, present, future)

Who are the characters in the story? Who do you like/dislike? Why?

Do you feel similar to any of the characters? Tell me what is similar?

Do you think the author intended you to like/dislike this character?

Can you find 2 things the author wrote about this character that made him / her likeable or unlikeable?

Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

Questions to ask when your child has finished their book...

Was the book as you expected?

Was there anything you disliked about the story?

At what point did you decide you liked/disliked the story?

If you have read this book before, did you enjoy it more this time?

Did you notice anything special about the way language is used in this book? (dialect, descriptive writing etc)

If you had written this book, how would you have made it better?

Has anything that happens in this book ever happened to you?

Can you describe an exciting moment or favourite part of the story?
Is the story straightforward? Is there more than one story happening at the same time?
Who was telling the story?
Was this the most important character in the story?
Do we get to know the characters quickly or do they build up slowly through the book?
Was the ending as you expected? Did you like the way the story ended?
Do you like the illustrations? Do you have a favourite?
Would you recommend this book to your friends? Tell me what you would say to a friend?

WHAT IF MY CHILD STRUGGLES OR IS A RELUCTANT READER

Some children do not find reading easy. They struggle to read the words or to understand the meaning. Children develop at different rates and it may be that in time your child will become an accomplished reader.

If your child is a reluctant reader the following may help:

- Try not to worry as your tensions will pass on to your child.
- Don't force your child to read—encourage.
- Be crafty—ask them to read the recipe for something you're cooking or information from a newspaper.
- Read to your child in a relaxed, cosy setting. Make it a pleasant, special, one to one experience.
- Share books with them—you read a page, then ask your child to read a page.
- Allow your child to read books which are easy then gradually move to more challenging material when your child is ready.
- If your child has a busy social life, allow him/her to read for 15 minutes before going to sleep.
- Let your child see you reading.

However, some children do have an underlying, specific problem with reading and may need some special help. They may need additional work on hearing the sounds in words, with phonics and other reading support. If you think your child has a problem please come and discuss your concerns with the class teacher or Mrs. Shabankareh.

USEFUL WEBSITES

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

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

www.phonicsplay.co.uk

www.literacytrust.org.uk

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

www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm

www.snaithprimary.eril.net/rindex.htm—nursery rhymes

www.lettersandsounds.co.uk

