

Helpful Hints

- **Little and often** ~ It is better to read for ten minutes every day than for an hour twice a week.
- **Point to words and mark a line** ~ It is crucial that children run a finger under the words as they read them. It helps immensely to use a bookmark and hold it under each line as you read it, thus hiding the rest of the text. Move the bookmark down as you read the whole page.
- **Take one!** ~ Choose one of the skills which are bullet-pointed inside this leaflet. Focus upon this particular skill for a week or more, so that you can be confident that your child has mastered this. Then you can move on to another skill.
- **Take turns** ~ Take turns in reading - you read a bit and then ask your child to read a bit. This can be less tiring and keeps the story flowing.
- **Read to as well as with** ~ Read for a short while and choose books that you can both enjoy. Do NOT stop reading TO your child. It is very important that your child continues to enjoy listening to stories and loves sharing books with you.

GUIDELINES for reading with your child



There are two aspects to teaching a child to read:

- **Technical skills** ~ We help children to decode the text, working out what each word or sentence 'says' and to use grammar and punctuation to help them read.
- **Understanding** ~ Children need to make sense of what they read. They should be able to talk about what they have read, understand what has happened in a story and predict the end!

In this leaflet we help you support **BOTH** these aspects when reading with your child.

This leaflet is primarily aimed at parents of children aged 8 years or older

Technical aspects of learning to read

Getting reading

Help your child to:

- Correct own mistakes as they are reading, realise something is wrong and go back to read it correctly.
- Point at each word with a finger as they read it.
- Use a variety of ways in reading unfamiliar words:
 - Sound out the words;
 - Use spelling patterns, looking at the endings or at other parts, e.g. 'ough' or 'ight' or 'ation';
 - Look at the prefixes or suffixes to help, e.g. 'sup' or 'ad' at the start or 'ed' or 'ing' at the end;
 - Miss the word out to find out what type of word it is;
 - Make a guess based on the context.
- Recognise and respond to punctuation, especially full stops, question marks and exclamation marks.

Reading for pleasure

Help your child to:

- Recognise that they have made a mistake and correct it themselves.
- Follow a line of text, using a bookmark under each line as they read along it.
- Use a variety of ways to read unfamiliar words, including checking if it is similar to a word they can read, looking for spelling patterns and breaking the word up into its different parts.
- Respond to punctuation and use this to help their reading.

Meaning-making: making sense and understanding

Getting reading

Help your child to:

- Make guesses and predictions about the story as they read further into it.
- Remember details of what happened, where and when and be able and willing to talk about these things.
- Discuss own likes and dislikes in relation to different books, giving a reason for their opinion.
- Identify the characters in a story, and say which of these is the main character.
- Recognise and say who is telling the story.
- Look for and find particular information in a non-fiction text, knowing that the 'Contents' page may help.
- Relate a story to their own experiences and be able to put themselves in the position of a character in a story.

Reading for pleasure

Help your child to:

- Give opinions about which books they like, and which they do not like. Refer to particular features of the books to give reasons.
- Recognise the style of a particular author.
- Notice and comment on features of different types of book, both fiction and non-fiction.
- Retell the main parts of a story in order.
- Identify the different characters in a story and talk about what they are like and why they act as they do.