



Reading at home with your child



The Power of Reading!

- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.



Reading memories

- Do you have a good childhood memory about books and reading?
- Do you have an unpleasant memory?
- It is the conditions and feelings associated with your good memory that should be recreated for reading with your child.



Reading

- Success in reading is fundamental to success in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.
- It is not a performance.
- It is not a test.

Every time you finish a book - do always choose a harder one next time?



Understanding (Comprehension)

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.
- The next slide is easy to read – does anyone understand what it means?



An extract taken from a computer manual



According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read



What are phonics?

- How many letters? 26
- How many sounds (phonemes)? 44
- How many spellings of the sounds? 144

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

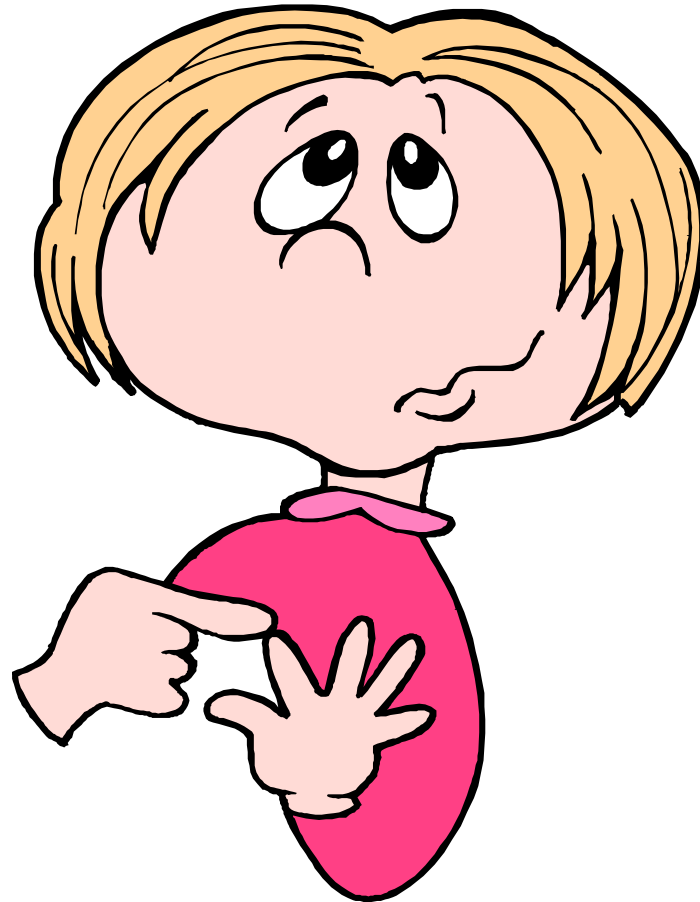
Saying the sounds

- Video – correct articulation of phonemes
- [44 Phonemes - Bing video](#)

Blending and Segmenting

sh ar p

sharp



Blending for reading and
Segmenting for spelling

Reading in School

- Phonics
- Shared reading
- Guided reading
- Independent reading
- Personal reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories

Reading at Home

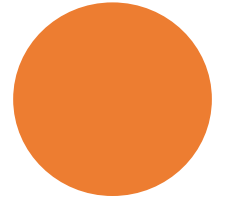


Please use this to praise your child and tell us how you are getting on.



Reading at Home – Enjoy!

- Make reading visible; have books available in your home
- Share books every day;
- Boys need to see that reading is something men do.
- Talk about books.
- Sit and listen - don't do chores around the reader!
- Respect choices.



What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?



Talking about books

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?













How would you feel?

What do you think will happen next?

What would you do?

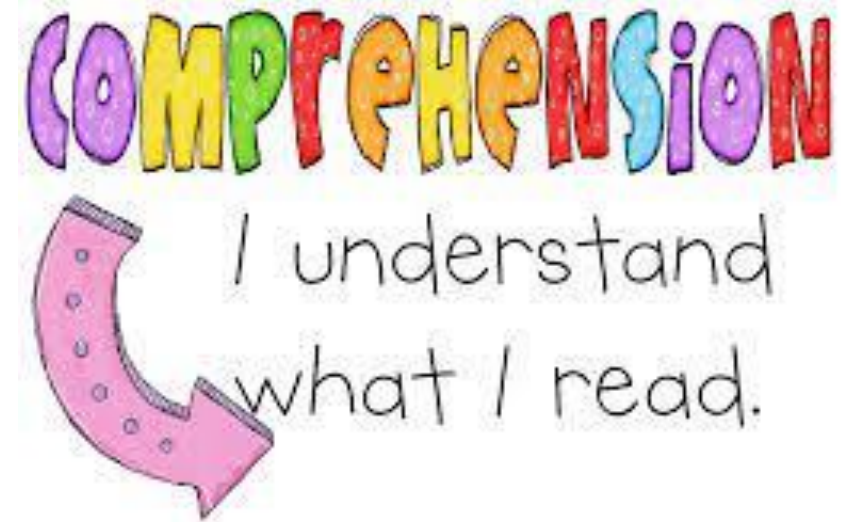
What have you learned about in your book?

What can you tell me about...?

<p>Did you learn any new words?</p>  <small>©Teacher's Take-Out</small>	<p>Who are the characters?</p>  <small>©Teacher's Take-Out</small>
<p>Where does the story take place?</p>  <small>©Teacher's Take-Out</small>	<p>What is the problem in the story?</p>  <small>©Teacher's Take-Out</small>
<p>How was the problem solved?</p>  <small>©Teacher's Take-Out</small>	<p>Who is telling the story?</p>  <small>©Teacher's Take-Out</small>
<p>Can you retell the story in your own words?</p>  <small>©Teacher's Take-Out</small>	<p>How does the story start?</p>  <small>©Teacher's Take-Out</small>
<p>How does the story end?</p>  <small>©Teacher's Take-Out</small>	<p>What is the story about?</p>  <small>©Teacher's Take-Out</small>
<p>Did you make a connection?</p>  <small>©Teacher's Take-Out</small>	<p>What is the genre of this story?</p>  <small>©Teacher's Take-Out</small>

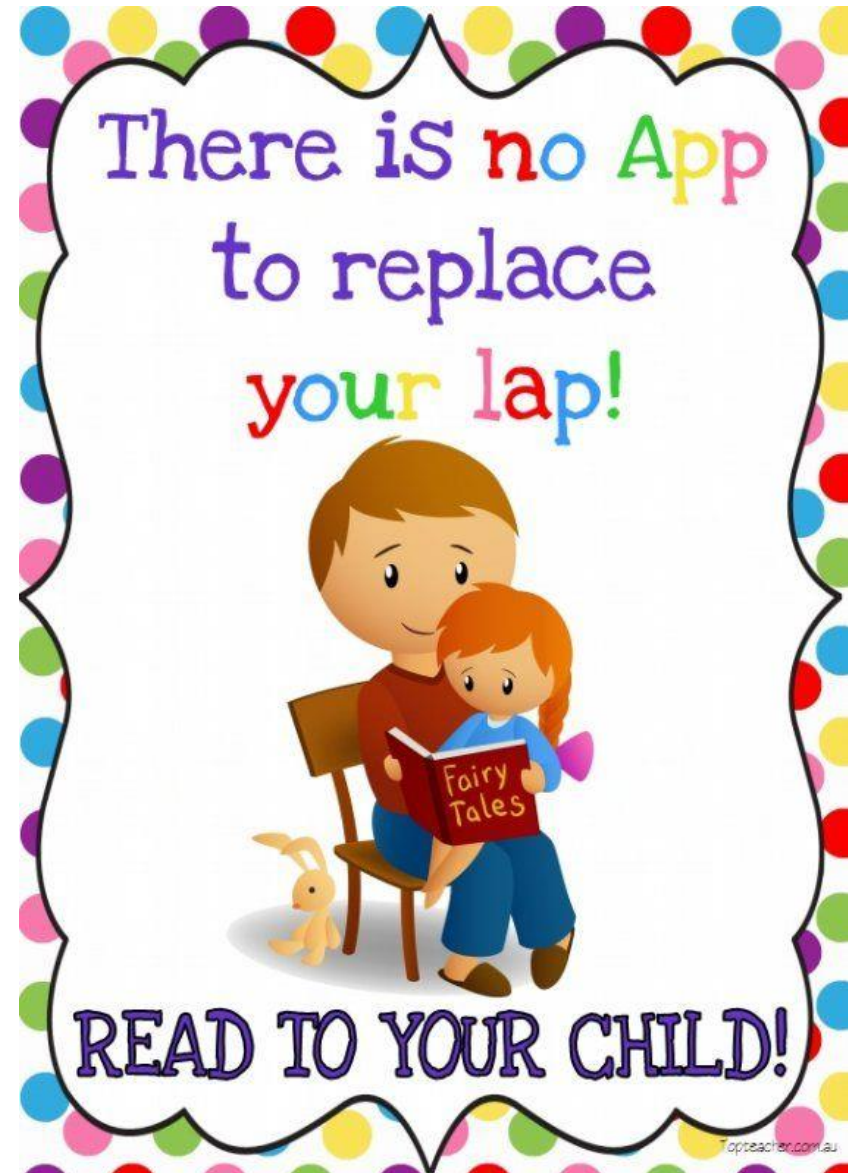
Understanding (Comprehension)

- Finding information on the page.
- Being able to find information that is *not* on the page.
Looking for clues
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.



Hearing your child read

- Choose a quiet time and give your child your full attention;
- Give support if required using the strategies explained earlier;
- Explain the meaning of new words;
- Talk about the text using open questions.



Reading to your children

- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger!





Have fun!