

Supporting Reading at Home

Our Ethos

At Asby Endowed School, we know how important it is for teachers and parents/carers to work together to give your child the best start. Reading together at home is one of the easiest but most important ways in which you can help your child. As you share books you are helping improve your child's reading skills and also showing them how important and enjoyable reading is.

We have a diverse range of books to support your child's reading within the school, and this will enable your child to experience a range of authors and styles of books including non-fiction and poetry.

In terms of reading, we want children to be able to:

- Enjoy reading and see it as a pleasurable leisure activity, as well as a means of following instructions and finding things out.
- Have the reading skills necessary to read a range of text types for pleasure and for information.
- To be confident and competent readers, children need to have access to a range of reading experiences

Reading Strategies

Pause, Prompt and Praise

- **PAUSE** to help them work out the new words
- **PROMPT** by using some of the techniques mentioned in this booklet
- **PRAISE** them for trying whether they are right or wrong



It is important to use as many clues as possible to help your child when they encounter difficulty.

Talking about the book with your child at the end will help your child in their enjoyment and understanding of the book.

- Did you enjoy that book? Why? Why not?
- Who was your favourite character? Why?
- Which part did you like the best? Why?
- Was there any part you didn't like? Why?
- Would you choose this book/story again?

Which books are best?

- Books your child likes.
- Books suggested by your child's teacher
- Books your child chooses from a library or bookshop that they want to read
- Never be afraid of re-reading books

What else can your child read?

- Comics or Magazines
- Instructions or recipes
- Information books
- Newspapers
- Poems
- Recorded stories

My child is a good reader. Can I still help?

YES! Although children will often want to read in their heads when they become fluent readers and you should not insist on too much reading aloud, there are still many things that you can do.

Discuss with them what they have read – about the character, about the plot, about the important parts of the story, about what they have learnt from the information, about their feelings as they read the story...

My child won't read, no matter what I do. How can I help?

- Read to your child as much as possible
- Don't make an issue out of it
- Talk to your child's class teacher - working together will help

Websites to help the development of Reading at home

Oxford Owl Press	http://www.oxfordowl.co.uk
Wordsforlife.org.uk	http://www.wordsforlife.org.uk/
A Story For Bedtime	www.astoryforbedtime.com
BBC Parenting website	www.bbc.co.uk/parenting
Booktrust	www.booktrust.org.uk
The Child Literacy Centre	www.childliteracy.com
DfES Parents Centre	www.parentscentre.gov.uk
Help them read	www.helpthemread.co.uk
Parent Link	www.parentlink.co.uk
Read Together	www.readtogether.co.uk
Silly Books	www.sillybooks.net

Finding and choosing books

Here are some useful websites and online resources to help you choose books for children, young people and adults.







Bookheads	http://www.bookheads.org.uk/
Books, Reading and Writing	www.braw.org.uk
Cool Reads	www.cool-reads.co.uk
First Choice Books	www.firstchoicebooks.org.uk
Reading Matters	www.readingmatters.co.uk

Top Tips for Reading at Home

- Keep sessions short
- Keep sessions relaxed – find a comfortable place where you and your child can settle down
- Give lots of praise, progress may not always be fast – children do not always find the skill of reading and understanding easy to grasp
- Talk about the book before you begin to read – look at the front cover, and the pictures (if any) and ask your child to think about or even guess what the book may be about.
- Ask questions to check your child's understanding e.g. What might happen next? Why did something happen?
- Talk about the book afterwards – did your child enjoy it? Why? What was the best bit?
- If your child struggles over a particular word, try to find ways to help them remember it e.g. by looking at the 'shape' of the word, or by guessing the word from the meaning of the sentence.
- Don't give up on the bedtime story, even if your child is a good reader. The more stories and books your child hears, the more they will want to read.
- Be a good model for your children – let them see you reading – anything and everything – newspapers, magazines, catalogues, books etc. – let them know that reading is a valuable skill.
- Telling them about a book or story you liked when you were a child. You may still be able to find a copy of it on the internet!
- Making up a story or telling them about when you were a child or something that happened to you at school, remember you don't always need a book to tell a good story.
- Taking it in turns to read parts of the story.
- Telling them one thing you really enjoy about listening to them read.



Helpful questions to ask children when reading

Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does..... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Year 1

End of Year Reading Expectations

1	Speedily read all 40+ letters/groups for 40+ phonemes
2	Read accurately by blending taught GPC
3	Read common exception words
4	Read common suffixes (-s, -es, -ing, -ed, etc.)
5	Read multi-syllable words containing taught GPCs
6	Read contractions and understanding use of apostrophe
7	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
8	Recognising and joining in with predictable phrases
9	Learning to appreciate rhymes and poems, and to recite some by heart
10	Drawing on what they already know or on background information and vocabulary provided by the teacher
11	Checking that the text makes sense to them as they read and correcting inaccurate reading
12	Discussing the significance of the title and events
13	Making inferences on the basis of what is being said and done
14	Predicting what might happen on the basis of what has been read so far

Year 2

End of Year Reading Expectations

1	Secure phonic decoding until reading is fluent
2	Read accurately by blending, including alternative sounds for graphemes
3	Read multi-syllable words containing these graphemes
4	Read common suffixes
5	Read exception words, noting unusual correspondences
6	Read most words quickly & accurately without overt sounding and blending
7	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
8	Recognising simple recurring literary language in stories and poetry
9	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
10	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
11	Discussing the sequence of events in books and how items of information are related
12	Making inferences on the basis of what is being said and done
13	Answering and asking questions
14	Predicting what might happen on the basis of what has been read so far
15	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Lower Key Stage 2 (Year 3/4)

End of Year Reading Expectations

1	Apply their growing knowledge of root words, prefixes and suffixes to read aloud
2	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
3	Retelling some of these (fairy tales, traditional tales, etc.) orally
4	Identifying themes and conventions in a wide range of books
5	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
6	Recognising some different forms of poetry
7	Using dictionaries to check the meaning of words that they have read
8	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
9	Identifying main ideas drawn from more than one paragraph and summarising these
10	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
11	Justify inferences with evidence
12	Discussing words and phrases that capture the reader's interest and imagination
13	Identifying how language contributes to meaning
14	Identifying how structure and presentation contribute to meaning
15	Retrieve and record information from non-fiction

Upper Key Stage 2 (Year 5/6)

End of Year Reading Expectations

1	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words
2	Making comparisons within and across books
3	Modern fiction, fiction from our literary heritage, and books from other cultures and traditions
4	Identifying and discussing themes and conventions in and across a wide range of writing
5	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
6	Asking questions to improve their understanding
7	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
8	Predicting what might happen from details stated and implied
9	Identifying how language, structure and presentation contribute to meaning
10	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
11	Recommending books that they have read to their peers, giving reasons for their choices
12	Participate in discussions about books, building on their own and others' ideas and challenging views courteously
13	Explain and discuss their understanding of what they have read,
14	Including through formal presentations and debates,
15	Provide reasoned justifications for their views