

Some possible questions for you to ask..

Who is the author?

What can you see on the front cover?

Is this a fiction or a non fiction book? How do you know?

What do you think this book is going to be about?

Does the blurb give us any more clues?

What is happening in the picture/story?

Which word tells you?

Which part of the story do you like the best?

Where does the story take place?

Who are the characters in the book? What did he/she/it look like?

What do you think will happen? How do you feel about.....?

Can you explain why? I wonder why the author...?

Which words has the author used to show that this character is funny/naughty/mean/kind?

Could this book be better?

Is it as good as.....?

Which did you prefer? Why?

Who was your favourite character?

Which was your favourite part of the story?

Did you like the layout of the book? Why?

Remember...

The most lasting form of motivation is your child's own realisation that what they are doing is enjoyable and useful to them at this moment in time. Provide children with the opportunity to read independently for their own purposes and enjoyment right from the beginning.



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Southbourne Infant School Learning to Read



At the beginning children learn to behave like a reader, by imitating what they see and finding out how a book works. Sharing and repeating favourite stories, non-fiction and poetry together encourages children to join in. As children become independent readers, it is still important to continue to read and share books so you can model and encourage good pronunciation, good expression and reading with fluency.

Reading Together:

In the very early stages of reading, read the books with your child. Talk about the picture and what is happening in the story. Encourage your child to think about and predict what might happen next.

In school children are taught a range of strategies they can use to help them work out unknown words.

- **Phonics** Using the letter sounds they know to blend words.
- **Pictures** Use the pictures as clues. This is not cheating! Encourage them to look at the initial letter of the word and then use the picture to help them work it out.
- **Context** Encourage your child to predict what the word could be from the meaning of the sentence.
- **Reading on** Your child can try reading on to the end of the sentence and then make a reasonable guess at the missing word.

Encourage your child to follow the print with their finger and let them turn the pages themselves. As their confidence grows they will be able to choose an appropriate strategy to decode an unfamiliar word.

As children's reading skills develop they adopt a range of good reading behaviours.

These include:

- Reading from left to right and matching each spoken word to a written one
- Recognising errors and self correcting
- Re-reading to check meaning
- Making meaningful but not always accurate guesses
- Reading with expression



As children progress further they:

- Use punctuation
- Follow print with their eyes
- Search for information in the text
- Read more fluently
- Develop their comprehension skills. They will be able to answer literal questions and pick up inferences in the texts they read.



Listening to your child read

Remember that little and often is best. For young early readers 5 short sessions of about 5 minutes per week will have more impact than one longer session. The book that your child brings home will be from a particular colour range. If it appears slightly too difficult, read it together as pleasure in reading is a strong motivation. As your child matures and gains in confidence they will naturally choose to read for longer.

Enjoy these times with them.

"If one cannot enjoy reading a book over and over again, there is no use reading it at all."

-Oscar Wilde

A Teaching Sequence for reading and sharing a book

Book introduction

It is important to 'Warm up the book' with your child. Provide support by reading the title, talking about the type of book and looking at any pictures. Aim to give them confidence without reading the book to them. If necessary, locate difficult new words and unfamiliar concepts or names.

Strategy check

Ask your child "What can we do if we get stuck on a word?" Listing the strategies refreshes your child's memory and gives them the confidence to tackle a new word.

Independent reading

It is important your child reads the text at their own pace. Praise correct use of reading strategies. Allow time for your child to attempt to decode an unfamiliar word but never let your child stumble over a word for more than a few seconds. If your child makes a mistake, allow them to continue for a little way and correct themselves. When reading for meaning, mistakes will be obvious to your child and they should go back over the text to extract the correct meaning. If they don't notice the mistake, then prompt them to check if what they have read makes sense.

Response to the text

Encourage your child to respond to the text through discussion, expressing opinions, questioning, role play or other activities.

