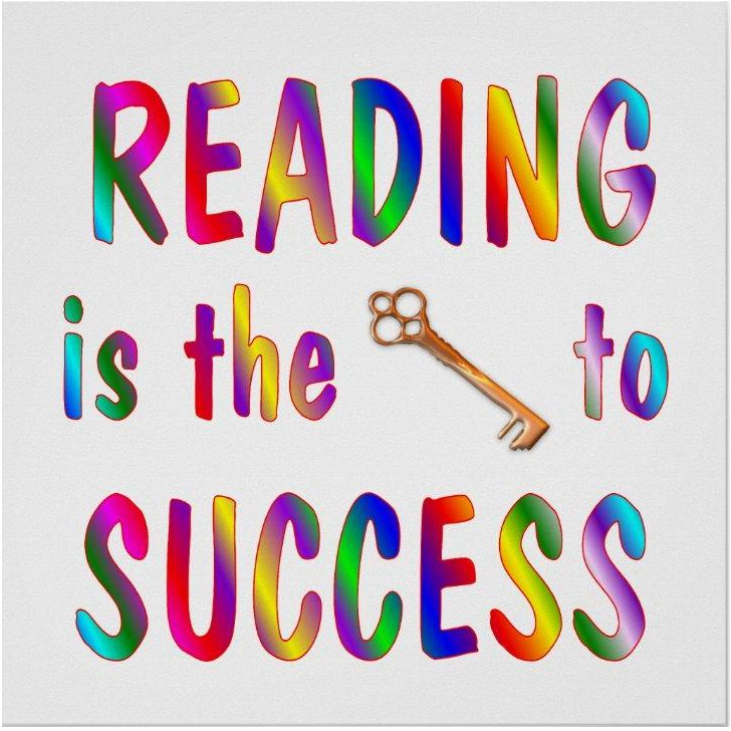
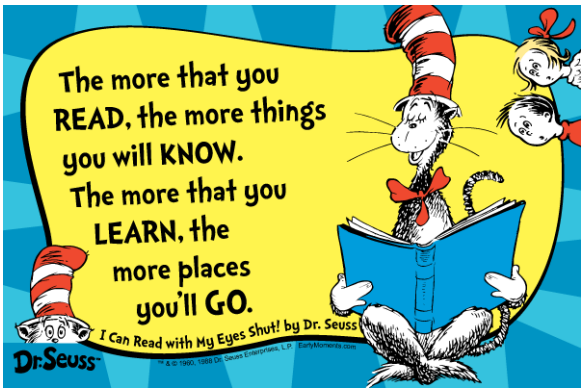
Reading With Your Child At Home

A Guide For Parents





Research proves that children who enjoy reading do better at school in all subjects

Reading improves all of a child's literacy skills and can offer them a lifetime of enjoyment and learning.

At St Giles CE Primary School, we aim to promote a love of reading and feel that children discovering books and how to use and enjoy them, is crucial to their development.

Through guided reading sessions, one to one reading, whole class reading for pleasure and whole class work in English lessons around a variety of genres we aim to give children to high quality reading experiences that support and challenge them to delve further into the texts they are encountering and develop confidence in being able to discuss them.

Reading with your child at home is a **crucially** important way to support their learning.

Reading books together, reading to your child, hearing them read, discussing reading technique, stories, poems and non-fiction texts are all key ways to will help your child to develop into an able and accomplished reader and writer.

Here are some general tips for reading and a resource bank of ideas for questions that may help you with sharing books and talking with your children about what they are reading at home.

Remember that children need to read a variety of texts such as stories, reports, information texts, poems, etc.

They also love being read to by adults, particularly if you can do the voices!

If you show children **you** enjoy reading, it will have a positive impact.

 Why do we encourage your child to read for at least 20 minutes a day at home?		
Child A 	Child B 	Child C 
20 minutes a day	5 minutes a day	1 minute a day
3,600 minutes per school year	900 minutes per school year	180 minutes per school year
1, 800, 000 words per year	282, 000 words per year	8, 000 words per year
If a child starts reading for 20 minutes a day in Nursery, by the end of Year 6: Child A will have read for 60 days; Child B will have read for 12 school days Child C will have read for 3 school days		

Sharing a Book With Your Child

Make sure your child has a comfortable, quiet place to sit. Distractions such as TV can make it difficult for children to concentrate.

Give the book to your child for five minutes so they can look at it alone.

This allows your child to investigate and explore the text and pictures independently before starting to read.

Read the title together and ask them to tell you about the story and any questions they may have before beginning. **Remember - talking about books is as important as reading them.**

Children need to have enthusiasm for texts so allow them to choose their own from the library as well as their school reading books.

Reading Aloud

It is important that children, particularly in the Early Years and Infant School, are given the opportunity to read aloud to an adult as often as possible. It improves their decoding and listening skills. Help your child to sound out and blend any unfamiliar words. If they are still unsure, tell them the word and explain what it means. Then read the sentence again together. Remember to use praise a lot and tell them why they have done well i.e. "I really enjoyed listening to that sentence because you made it sound so exciting!"

Reading with Older Children

Older children may feel that they enjoy reading on their own more and prefer to read in their head instead of aloud to an adult. This is usually evidence that they are enjoying the reading experience and are skilled and independent enough to read alone.

The focus for a parent at this point should be more on discussion of comprehension and fostering an environment where sharing reading experiences and opinions about books is valued at home.

Comprehension

One of the most important parts of reading is comprehension. If a child decodes fluently, but does not fully understand the story or text, then they struggle to enjoy or appreciate books. It is therefore essential that children have opportunity to discuss what they are reading.

One of the more crucial parts of reading is being able to conclude and infer ideas.

Open ended questioning such as; 'why do you think that happened?' or 'what makes you think that?' will help with this. Asking children to tell you why or show you clues in the text/pictures can improve their inference skills dramatically.

Below is a list of potential questions and a simple structure, that could be used in a discussion with your child about a book. This is not an exhaustive list but should hopefully give some starting points for discussion that will help children to unpick and fully understand what they are reading.

Book Talk should always follow: **Before** reading (an update); **during** reading; **after** reading

Sample questions that you could use for book talk:

Before Reading:

- Why did you choose this book? What attracted you to it?
- Did you know you anything about this book before you started reading it?
- What do you think about it now you have read some?
- Is it how you imagined it would be? Why/why not?
- Could you tell me what's happened so far (fiction) or what this book is about (non-- fiction)?
- What has been the most exciting part so far and why?

During Reading:

- What could you do if you can't read a word?
- What could you do if you can read a word but don't know what it means?
- Have you come across this word before?
- How did you know how to say it?
- Are there any clues in the word?
- Does it look like other words you know?
- Can you work out what that word means?
- How can you use the rest of the sentence, page or pictures to help you?
- What other word could the author have used that means the same sort of thing?
- Why do you think X (a character) did that?
- How could we describe that character? What are they like? How do we know that from what they say and do?
- How you think X (a character) is feeling at the moment? Show me which words/phrases tell us that.
- Why you think Y (an event) happened?

After Reading:

- Can you tell me the key things that have happened in this chapter/on this page that we have read?
- What do you think will happen next? What makes you think that?
- How you think the author wants us to feel at this moment? How are they trying to do that? What is he/she trying to do here?
- What do you think the purpose of using ____ (word or phrase) is in this paragraph?
- Why did the author choose that title?
- What is the effect of writing in the past/present tense?
- What do you notice about the way this page is set out? How does that help us to understand better?

General Questions

- Have you read any other books/poems by this author? Did you like them as much? Why/Why not?
- Have you read any similar books by other authors? Which ones?
- How were the books similar?
- What sorts of books do you enjoy most/least? Why?
- Who is your favourite author? Why do you like his/her books? What would you say to recommend them to other people?
- Do you enjoy reading? What would help you to enjoy it more?
- What kinds of books would you like to read more of? Why?

Reading with Picture Books

Here's an example that could be asked when 'reading a picture' in a picture book:

V – Can you find synonyms for the word ship.

I – Are the men peaceful?

P – Where do you think the men are going? Why do you think they are going there?

E – Why do you think the sky is dark and stormy? Can you say how the two boats are similar? Why is this?

R – Approximately how many men are on each ship? What power does the ship use?

S – Summarise what you can see on the ships.



We would ask the children to explain HOW they know the answer they have responded with.

VIPERS helps us to ask different types of questions to gain a full understanding of what is being read.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

V = Give/explain the meaning of words in context (**vocabulary**).

I = Make **inference** from the text/explain and justify using evidence from the text.

P = **Predict** what might happen from the details stated and implied.

E = **Explain** how information/narrative content is related and contributes to the meaning as a whole. OR explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text

R = **Retrieve and record** key information/key details from fiction and non-fiction

S = **Summarise** main ideas from more than one paragraph