

Meadowside Parent/Carer guide to supporting your child with

Reading



Emerging Readers

- When you have shared a book together sometimes ask your child to retell the story to you or talk about what they liked best about the book.
- Read alphabet books and then help your child make his or her own by cutting out and gluing magazine pictures to separate pages.
- Use photos and add your simple captions to make books about your family experiences.
- Remember you can vary the reading experiences so maybe one night a week instead of reading a book you play a game like I spy, or use magnetic or foam letters to make and read simple words like 'mum', 'dad', 'dog' etc. Playing pairs matching games help to develop memory skills. Finding differences in pictures of 'Where's Wally?' style books help children develop discrimination skills. Identifying sounds and playing rhyming games helps children listening skills. All of these are helpful to developing reading skills,
- It is important to read to you child as well as them reading to you. Many families find this is good as a bedtime routine but you can fit it in however suits your family. Reread favourite stories and as your child gets to know the story pause and let him or her finish the sentence
- We would like you to comment on your child's reading experiences via the home school diary. If you would like more some ideas of questions to ask your child please see our guide to 'questions to ask children about their reading'

We run an annual reading meeting for Reception parents but if you have any concerns or want extra information about your child's reading please feel free to make an appointment with the class teacher.

It is important children see all members of the family enjoy reading books, magazines, newspapers etc., it is particularly important for boys to see role models of males reading. Have fun and enjoy all your reading experiences.



Learning to read is like learning anything else; it happens over time, with practice, and with the help of others. Just like learning to talk, to dance, or to cook, children develop reading behaviours in a developmental sequence—they do certain things at certain times as they become more and more knowledgeable.

As with many things we learn how to do, we tend to learn from others who have already mastered the skill or task. The same is true for reading. Children need to see others reading, they need to hear stories read, ask questions, and talk about what they read both at school and at home.

Sharing books and stories and talking about them with your child will help increase his/her enjoyment of books and improve their reading skills. Try to set aside a quiet time each day when you can sit together and share the enjoyment of the story and the pictures.

In this guide we will give you some pointers about how you can help support your child with developing their reading skills.

- Let the reading time be short, enjoyable, and stress free for both you and your child.
- Give lots of praise and encouragement.
- Don't make your child think that he or she is in competition with anyone else. Children reach different levels at different stages and many factors play a part. Your child's reading will be regularly assessed by the class teacher who will make the decision as to whether your child is ready to move on.
- Background knowledge and prior experiences are really important to the reading process. As we read, we base our understanding on what we already know. Take time to talk about the title, the picture on the cover, read the blurb on the back together and have a chat about what the book might be about or link it to your family's personal experiences before you expect your child to start reading.

- When your child first brings home a reading book there may not be any words in it as we want children to be able to tell a story from the pictures and develop story telling skills.
- In some books, especially non-fiction books, do not expect your child to know all the words immediately. We want you to discuss the content of the book and talk about the information and pictures, linking it to any personal experiences.
- Before you start reading each page talk to your child about the picture first, using some of the words from the text.
- Remember that much of the early reading your child does is memorising. It is more important that he or she reads the whole book remembering the sequence of the story than that he or she should recognise each word and what it says.
- Encourage your child to use the pictures to help guess the words.
- In the very early stages, it is fine to simply tell your child an unknown word. As he or she progresses you may encourage him or her to use the picture or the first letter of a word to help them. Try to give your child plenty of time to think about the word themselves before helping them out. You could read the whole sentence up to the unknown word to help your child establish the meaning of the text.
- Let your child take ownership of their reading by holding the book, turning the pages etc.
- As your child begins reading aloud, let mistakes go as long as they don't change the meaning of the story. For example, if the sentence is, "She ran up the hill," and the child reads, "She is running up the hill," don't correct it. If she reads, "She rain up the hill," ask if it makes sense. When correcting, do it gently and positively.

