



Hackleton CEVA Primary School

# Reading at Home

Information for parents and carers



Reading has been a success at Hackleton Primary School for many years. Much of this success can be attributed to the support and encouragement that children receive with reading at home. Research shows that reading is the single most important thing you can do to support your child's education as their ability to read impacts on their ability to learn in all areas of the curriculum. From a very early age children can be encouraged to enjoy books by sharing them with adults. This booklet provides information and suggestions to help you and your child gain the most from your reading experiences.

## **Book Bands**

At Hackleton we use several reading schemes along with a wide range of fiction and non-fiction books to support children in learning to read. These have been combined and each book has been given a coloured band according to their level of difficulty and word count. In Reception and Year 1, children will usually bring home a reading scheme book of the appropriate level along with a book that the child has selected from the same colour band in order to encourage reading for pleasure. It is important to look at the coloured sticker on the book and not the original printed number as different schemes work to different level criteria. As the children progress through the bands, it will generally take them longer to move from one band to the next and it is important to remember that just because they have not moved book bands this does not mean that no progress has been made.

Children learn to read at very different rates (just as they do with walking, talking etc.) and it is important that your child has a book that is at the right level for them. If the book is too easy, children can become bored. However, if it is too difficult, they can become frustrated and may have to concentrate so hard on reading the words that they lose the enjoyment of the story and become demotivated. As a rough guide, children should be able to read 90% of words on a page without any problem.



From Year 2 onwards, children use the Accelerated Reader system for choosing reading books targeted at their level. More information on this is sent home at the beginning of Year 2.

### **Supporting your child at home**

- Read with your child EVERY day. Little and often is far more beneficial than a long session once a week.
- If your child is very tired, take the opportunity for you to read to them. This is a very important part of learning to read and even confident readers benefit from being read to.
- Every child is an individual. Try not to compare their progress with that of other children.
- Print is all around us. Encourage your child to read everything. E.g. labels in the supermarket, television guides, street names.....
- Talk to your child as much as possible - the wider and richer your child's vocabulary and knowledge and experience of the world around them, the better their comprehension will be.

### **Early readers**

- Choose a quiet time when your child can have your full attention. This only needs to be a short time.
- Let your child hold the book.
- If it is a new book, read the story to them first. Point to the words as you read them.
- Use the pictures as well; there is often additional information in them. Allow plenty of time for discussion before turning the page. A good question to ask is 'What do you think will happen next?'
- When your child reads, encourage them to point to the words as they read. Memorising is an important stage in learning to read and helps children to behave like readers.
- Always praise your child's attempts.

## Strategies to help with reading

Begin by reading part or all of the book to your child modelling intonation and expression. Discuss the setting of the story. Ensure that they have the knowledge to understand the story.

Phonics are one part of learning to read but it is extremely important to remember that the majority of words cannot be sounded out and so children need to use a variety of skills to help them decode words.

- Do they recognise any letter patterns? Can they blend them together?
- Can the word be broken down into shorter words? E.g. ladybird
- Is it a word they have read on a previous page?
- Try missing out the word and completing the sentence. Can they think of a word to fill the gap?
- Use the initial sound to help think of a word.
- Does the word make sense? Read the sentence again to check.
- There is nothing wrong with just telling your child a word to keep the flow of the story.
- When they have worked out a word, go back and read the sentence again.



## **Supporting the more confident reader**

As children become more confident readers, it is still extremely important that they read regularly with an adult. Asking questions, sharing a book with them and extending their reading experiences by reading to them are all vital to ensuring they continue to develop their skills.

The following are examples of questions to ask.

*Before they begin a book...*

- What is the title of the book?
- What type of book is it? (Fiction, non-fiction, poetry etc.)
- Who is the author/illustrator?
- Have you read any books by the same author?
- What made you choose this book?
- Can you tell anything about the book before you start reading?

*As they continue reading...*

- What has happened so far?
- What do you think will happen next?
- Where is the story set? How do you know?
- When is the story set? How do you know?
- Who are the characters in the story? What do you know about them?
- Why do you think the author chose that word?

*When they have finished a book...*

- Was the ending as you expected?
- Can you think of a different way the story could end?
- What did you like/dislike about the book? Why?
- Would you recommend the book to someone else? Why/why not?
- Can you find an adjective? An adverb?

## **Reading Record Books**

Your child's home reading record book or homework diary helps to show your child's reading patterns and is a useful link between home and school. Please always record the date, book title and page number when your child reads. Children are awarded a merit for reading five times in a week.

Other comments could include:

- Can they remember the story so far?
- Do they understand what they are reading?
- Are they confident to attempt new words?
- What strategies are they using? E.g. phonics, picture cues, contextual cues.
- Is there a pattern to the mistakes they are making?
- Are they aware of punctuation?
- Are they using expression?

## **When reading at home becomes a challenge**

It is important that reading is an enjoyable activity.

- Try to avoid confrontation. If your child is very tired, try reading them a story instead.
- Offer alternative reading material e.g. a familiar favourite story, a magazine, instructions for a game...
- Encourage reading at different times of the day and to different people e.g. a grandparent or younger sibling.
- Using story CD's with books can be an excellent way to encourage your child. If they are very familiar with the story you will be amazed at how well they learn to read it.
- Visit the library regularly. Encourage your child to choose books that they want to read.
- Talk about books that you like to read. Children learn by example.
- If your child is regularly reluctant to read, please do speak to their teacher. We are here to help.

10 ways to become a better reader...

1. Read
2. READ
3. Read
4. read
5. READ
6. Read
7. Read
8. read
9. Read 😊
10. READ

