



Reading with your child:

A Guide for Parents and Carers

September 2022

At Manorbrook Primary School we really believe in the importance of reading and know that it is a valuable skill which will support your child in all areas of their learning. Reading at home is one of the easiest but most important ways in which you can support your child. This booklet is designed to help you to support your child in all areas of their reading as they progress from a developing to a confident and independent reader.



We want children to enjoy reading and see it as a pleasurable activity as well as the means of completing everyday tasks. We expect every child to read **daily**, whether that is with adult support as a developing reader or independently as a more confident reader. This activity needs to be recorded in their Reading Records. (See below for a guide on filling this in.)



Here are some top tips for hearing your child read at home:

- Have an established **routine** which allows reading to take place. This could be before dinner; after dinner; bedtime; first thing in the morning etc.
- Ensure that there are **no distractions** – turn off the TV, make sure reading takes place somewhere suitable for reading. E.g. On own bed; a comfortable chair, on the couch etc.
- Be **positively involved** with the reading: ask questions and talk about the book (see suggestions below), make it fun, take turns in reading, be interested, be encouraging, praise your child's successes.
- **Maintain the flow:** If your child mispronounces a word do not interrupt immediately. Instead encourage them to read through the sentence again and allow opportunity for self-correction. If your child tries to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'. It is okay to sometimes tell a child some unknown words to help maintain the flow.
- **Be a positive role model** – parents should be seen as a reader themselves.
- Read a **variety** of materials which could include comics, newspapers, poetry books, instructions, maps, letters, magazines etc.





Ideas of Questions when Reading

Here are some questions that you may choose to ask to support your children's reading. You are not expected to ask every question, every time that they read to you. However, if you choose to ask 2-3 questions within the 10-15 minutes reading session before, during or after reading the book it will help to develop their comprehension of what they have read and therefore their enjoyment of what they have read.

BEFORE reading, talk about the cover, the title, the author, the blurb/ back cover.

- What information does it tell us?
- What do you think the story is about?
- Have you read anything by this author before?
- Why did you choose this book?

DURING reading:

- What is happening on this page?
- How do you think she is feeling?
- What will happen next?
- What sort of person is ...? What words tell us that?
- What would you have done if you were in the story?
- What do you think will happen next?
- Can you use that word in a different sentence?

AFTER reading:

- What did you like about that story?
- Which character/ page was your favourite?
- Can you find the part when ... happened?
- Did you spot or learn any interesting or new words?
- Did anything happen that reminds you of your life?
- Would you like to read something else by this author?

My child is a confident reader; do I still need to help?

YES!

When your child is a more a fluent reader, they probably prefer to read in their head as it is quicker and they like to become immersed in what they are reading. However, it is still important to discuss with them what they have read to develop a deeper comprehension of the book:



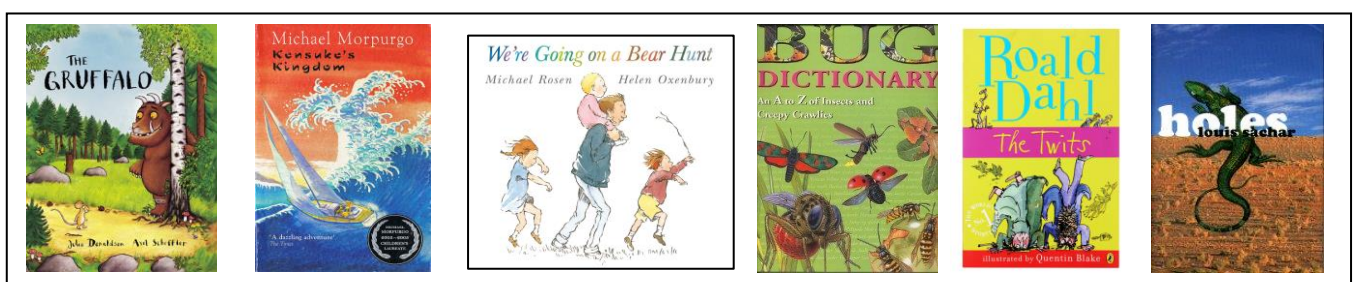
Here are some questions that you may like to use to discuss what your child has been reading:

- Can you summarise what has just happened?
- How is ... feeling? What words tell us that?
- What do you think will happen next?
- Is there a character you like/ distrust?
What words does the author describe them?

- How has the author used adjectives to make this character sound funny/ interesting?
- What do you think ... should have done when?
- How would you change the story if you could?
- What makes this a good story?
- Do the illustrations match the images in your head?
- What different words did the author use to describe the?



- Can you think of another story that has the same theme e.g. good triumphs over evil, weak over strong, wise over foolish?
- Do you know another story where the characters have the same issues?
- What does this story remind you of?
- How would you feel if you were treated like this?
- What words have you come across that you did not know? How did you work out what they meant?
- Have you heard this story before? Was it different in any parts? What was the same about the two versions of this story?
- Why did the author change the font/ style/ layout here?
- What is a sub-heading/ glossary/ caption/ index?

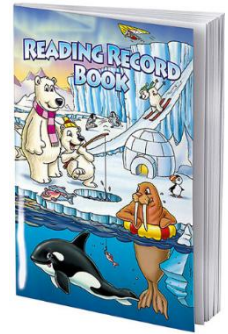


Reading records

The reading record is an important way of recording a range of information about the children's reading and their progress. It shows your child that you are interested in their reading and their progress. It also informs teachers about the variety of different texts children are (or are not) choosing; how often they are reading; how much they are reading in a session (eg: their stamina for reading) as well as their opinions on what they have read.

Filling in the reading record:

- Let the teacher know what your child thought about the story.
- Tell the teacher about your discussions on the story.
- Be positive – rather than saying 'he struggled to read the book', saying 'we worked together to sound out the words on p.6 and then talked about the pictures.'



Examples of **parents'** Reading Record comments:

"We talked about the story and found words which rhymed."

"Sam could name other animals which would live in the sea."

"Frankie needed support to sound out photograph but then recognised it later in the story."

"We laughed when the fox was chased by the bees."

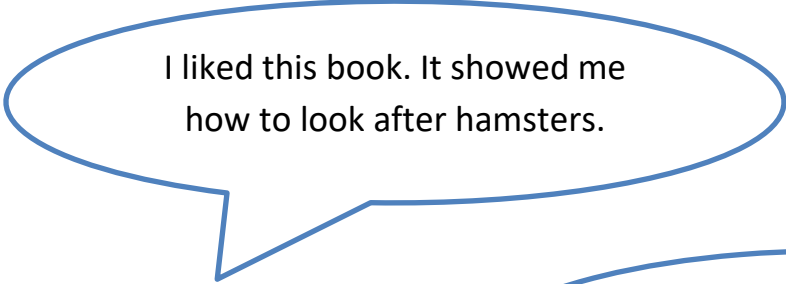
"Joe used a dictionary to find out what immense meant (with help!)"

"We talked about other stories with witches in them."

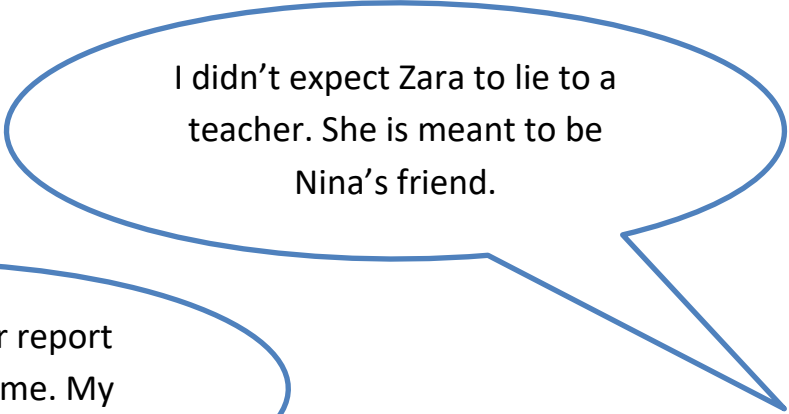
It is okay to sometimes just put *"Lovely reading! ☺ "*

When children get more confident as readers, they should be encouraged to write their own comments in their Reading Records. These should be similar to those written by parents, brief, but more informative than *"It was good!"*

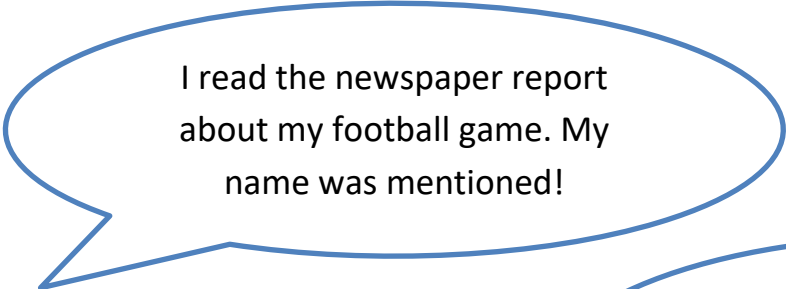
Examples of **children's** Reading Record comments:



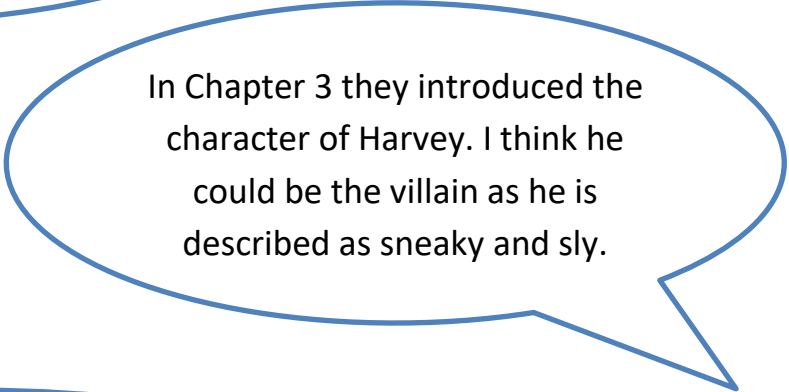
I liked this book. It showed me how to look after hamsters.



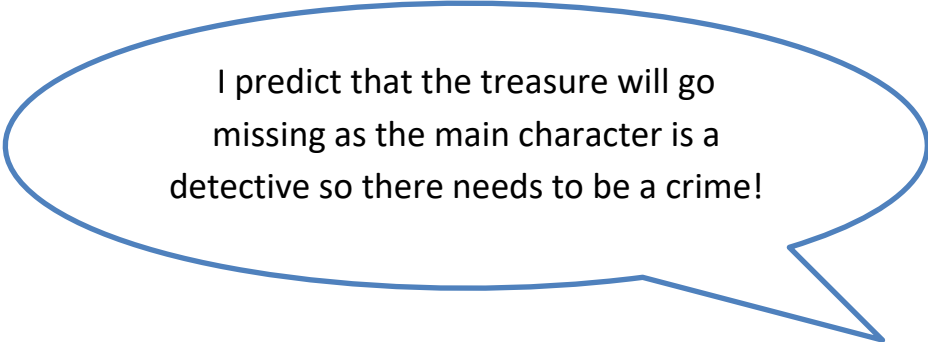
I didn't expect Zara to lie to a teacher. She is meant to be Nina's friend.



I read the newspaper report about my football game. My name was mentioned!



In Chapter 3 they introduced the character of Harvey. I think he could be the villain as he is described as sneaky and sly.



I predict that the treasure will go missing as the main character is a detective so there needs to be a crime!

In Key Stage 2, we have daily guided reading comprehension sessions to ensure that children read age-related texts and answer a range of questions to help them explore and understand the text. The different reading skills that we study are known as VIPERS. Year 2 start to explore using VIPERS over the year.

Vocabulary

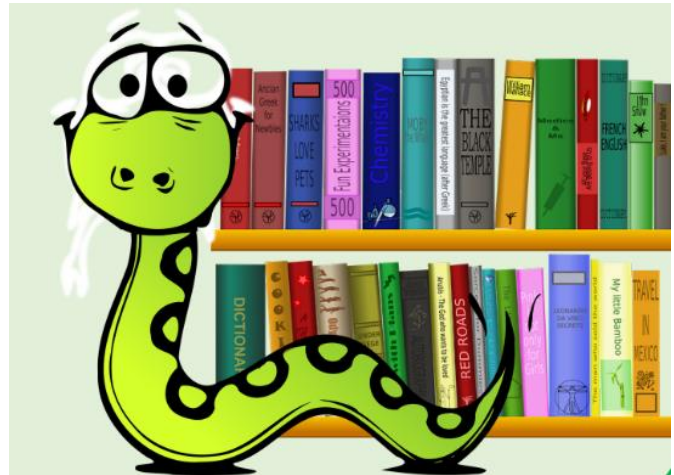
Infer

Predict

Explain

Retrieve

Summarise (KS2)/ Sequence (KS1)



Vocabulary: give or explain the meaning of words in context

Infer: make inferences from the text/ explain and justify your opinions using evidence from the text

Predict: predict what might happen from the details stated and implied

Explain: identify/ explain how information/ narrative content is related and contributes to the meaning as a whole.

explain how meaning is enhanced through choice of words/ phrases.

make comparisons from within a text.

Retrieve: retrieve and record key information/ key details from fiction and non-fiction

Summarise: summarise main ideas from more than one paragraph (KS2)

Sequence: sequence key events in the story (KS1)