

Parent Guide to Reading



**“Once you learn to read, you will be forever free.”
(Frederick Douglass)**

Welcome!

Learning to read – and to love to read – is directly linked to children's success at school and beyond.

Being able to read opens the door to learning and countless opportunities. It is a vital skill to have and practising everyday increases fluency and understanding. It is important for your children not only to be heard reading daily, but to also hear others reading.

Reading at school

At the Federation of Follifoot and Spofforth, we read daily through Phonics (see phonics guide for parents) one to one reading sessions, as well as Guided Reading lessons; practical activities which involve children using books, both fiction and non-fiction, to find answers, along with having small group discussions often lead by a teacher. Each term the children's learning will be focussed around a book which creates a link to a wide range of subjects across the curriculum.

Reading at home

At home, support can be given through hearing your children read regularly, asking them to read labels, instructions, signs, learning nursery rhymes, visiting the local library, reading bedtime stories to your children, as well as information texts that may be beyond their reading ability.

"If a child knows 8 Nursery Rhymes by heart by the time they are 4 years old, they are usually among the best readers and spellers in their class by the time they are 8!"

Reading to your children and listening to your child read must continue even when they are able readers as reading, hearing and talking about more complex language and vocabulary will deepen their knowledge and widen their awareness of a variety of texts.

As a guide, our expectations for time spent reading at home would be as follows:

Nursery and Reception	5-10 minutes x 5 a week, including supported reading and talking about the book, practicing sight words and phonics sounds. Sharing a story read by an adult.
Year 1 and Year 2	15 minutes x 5 a week, including supported reading and talking about the book, practicing sight words and phonics sounds, answering questions (see below.) Sharing a story read by an adult.
Year 3 and Year 4	20 minutes x 5 a week, supported and independent reading. Talking about the book, answering questions (see below.) Sharing a story read by an adult.
Year 5 and Year 6	30+ minutes x 5 a week, supported and independent reading. Talking about the book, answering questions (see below.) Sharing a story read by an adult.

This booklet contains examples of questions that you can ask your children while reading with them, as well as some of the language used in phonics. Please ask your children about the books they have brought home from school or are reading of their own choice using some of the questions provided.

Questions about decoding (Phonics)

- What graphemes can you see? (The written letters which correspond with the phoneme or sound, for example, b – oo – t)
- How can you sound this word out?
- How many phonemes (sounds) are there?
- Which other word does this look like? (For example, should, would, could)
- Which picture gives you a clue about this word?
- How can you use your 'Robot Arms' to segment the word?
- How can you blend the sounds together by saying them more quickly each time?
- What could you do to help remember this word? (Rhyme etc)
- How could you use sound buttons to help segment this word?

TOP TIP: It's a really good idea to stop and re-read the sentence, if you have paused to decode a word, so that you do not lose the sense of the text you are reading.

Questions about knowledge of the book:

- Where is the story set? How do you know?
- When did the story take place? How do you know?
- Who are the main characters?
- What does the main character look like?
- Where does the main character live?
- Where in the book might you find...?
- How does the story begin?
- Tell me three facts you have learned from the book.
- Can you retell the story to me?
- What is happening?
- What happened at the end of the story? Why do you think this happened?/What do you think this might mean?
- Who is telling the story? How do you know?
- Which parts of the story do you like best? Why?
- Which parts of the story are describing... (setting/character)?
- What is the problem in the story? How is it solved?
- Can you find the part where...

Questions about vocabulary:

- Why do you think the author used the word...to describe...?
- Find an adjective in the text that describes...?
- Which other word on this page means the same as...?
- Can you find a noun/ adjective/verb that tells you that...?

Questions to help transfer learning to new contexts:

- Can you think of another story that has the same problem?
- Can you think of another story that has the same theme?
- Can you think of a story that uses the same techniques (e.g. cliff hangers)?
- Can you think of another character that has acted like...?
- Have you had an experience like this?
- Have you read a story that begins in the same way as this one?
- If you were to write your own opening, what ideas would you borrow from this story? Why?

Questions to encourage expressing opinion:

- What makes you think...?
- How do you feel about...? Why?
- How has the author used descriptions to show us that the character is... (Happy/sad etc.)?
- What did the author intend by...?
- What do these words mean and why do you think the author chose them?
- Why do you think the author chose this setting?
- What evidence do you have to support your view that...?

Questions to develop critical thinking:

- What do you think about...?
- What evidence do you have to back up your opinion?
- Using evidence available, what do you think about...?
- If you were the main character, what would you have done/how would you have reacted?
- How do you know that...?

Questions that encourage finding evidence from the book to make judgements and comparisons:

- What do you think makes a successful story? What evidence do you have?
- If you were going to write the story how would you make it better?
- Do you think the ending is good or could it be better?
- Is the story better if read alone and silently or read aloud to others? Why?
- Who do you think would enjoy reading this story? Why?
- Which of your books do you like best

TOP TIP: If your child is reluctant... Try paired reading (taking it in turns to read a page / paragraph / chapter), don't expect perfection – maintaining the sense of the book is more important than correcting every single mistake. Keep reading sessions short and enjoyable – make them a really treasured part of the day!



Tips for reading with children of any age....

Set aside some time

Find somewhere quiet without any distractions - turn off the TV/radio/computer.

Ask your child to choose a book

Sharing books they have chosen shows you care what they think and that their opinion matters. This means they are more likely to engage with the book.

Sit close together

Encourage your child to hold the book themselves and/or turn the pages.

Point to the pictures

If there are illustrations, relate them to something your child knows. Ask them to describe the characters or situation or what will happen next. Encourage them to tell you the story by looking at the pictures.

Encourage your child to talk about the book

Talking about the characters and their dilemmas helps children understand relationships and is an excellent way for you to get to know each other or discuss difficult issues. Give your child plenty of time to respond. Ask them what will happen next, how a character might be feeling or how the book makes them feel.

And lastly, above all - make it fun!

It doesn't matter how you read with a child, as long as you both enjoy the time together. Don't be afraid to use funny voices - children love this!



**"You're never too old, too wacky, too wild, to pick up a book and read to a child."
(Dr. Seuss)**