2020/2021

Supporting Reading At Home



St. Cuthbert's RC. Primary School | WE LOVE, WE LEARN, WE GROW | ST. MARY'S RC. PRIMARY SCHOOL | Love one another as I have loved you.

Supporting Reading at Home

Our Ethos:

At The Federation of St Cuthbert's and St Mary's, we know how important it is for teachers and parents to work together to support you child in maximising their full potential.

Reading together at home is one of the most valuable ways in which you can help your child. As you share books, you are helping improve your child's reading skills and also showing them how important and enjoyable reding is.

We have a diverse range of books to support your child's reading within the school, and this will enable them to experience a range of authors and style of books including non-fiction and poetry.

What we want:

- Children to enjoy reading and see it as a pleasurable leisure activity, as well as a means of following instructions and finding things out.
- Children to have the reading skills necessary to read a range of text types for pleasure and for information.
- Children to be confident and competent readers that have access to a range of reading experiences.

Reading Support:

Pause, Prompt and Praise

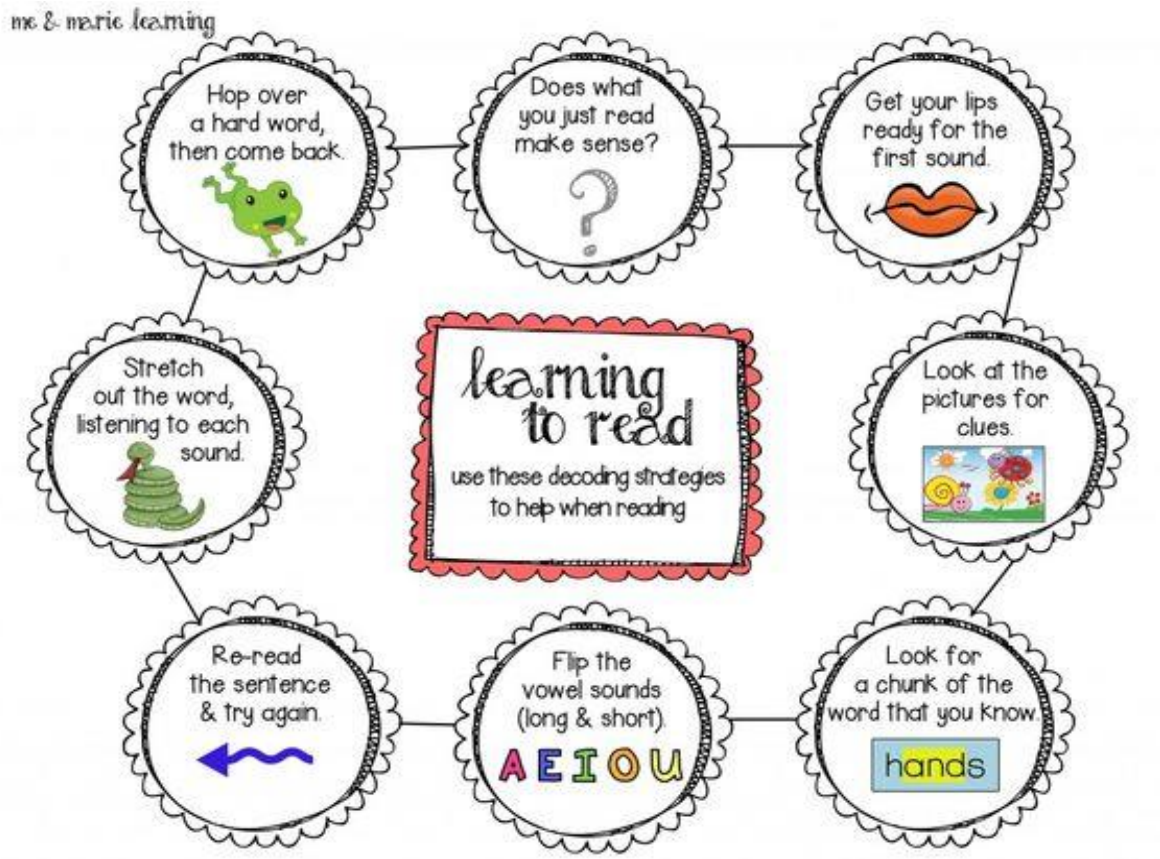
Pause to help them work out new words

Prompt by using some of the techniques mentioned in this booklet

Praise for trying and their effort whether they are right or wrong (link to Growth Mindset and Learning Powers) It is important to use as many clues as possible to help your child when they encounter difficulty.

Below are some reading strategies we teach when tackling reading words.





Talking about the book with your child will help their enjoyment and understanding:

- **What is happening?** Talk about what is happening in the pictures before you read the text. What can you see?
- **Discuss the meaning of words.** Use a dictionary to get your child used to exploring words for themselves.
- **Discuss alternative words.** For example, 'big'. As your child to think of another word that means the same, e.g. huge (use a thesaurus)
- **Make predictions.** What do you think will happen next? What makes you think that?
- **Discuss feelings.** How do you think the characters are feeling? What has made them feel this way?
- **Where is the story set?** Have you read another story with the same setting? For example, 'We're Going On A Bear Hun' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- **Do you know another book by the same author?** For example, Julia Donaldson books like 'The Snail And The Whale' and 'Room On The Broom'. There author tends to write stories using rhyme.
- **Discuss the problem in the story.** What has happened? What went wrong?
- **Discuss the resolution.** How was the problem solved? Is there another way it could have been resolved?
- **Fact or Fiction?** Is this book a story book or a non-fiction book? How do you know?
- **What have you learnt?** What do you know that you didn't know before reading the book?

During Reading:

Encourage to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these used for? What should you do when you see an exclamation mark?

You do not always have to read the whole book every night. Focus on a selection of pages, talk about the characters, setting and the plot in a lot of detail. Sometime you may take it in turns to read so your child can hear how you read.

Good readers have a reading voice and a thinking voice.

Encourage and model to your child to use a reading voice by reading the text, changing expression of voice to suit characters and actions.

Encourage and model to your child to use a thinking voice but pausing throughout the story and asking questions about what is happening, why characters are acting in certain ways, what might happen next, what may cause something to happen.

Encourage and model to your child to notice and manage their distractions by hearing when they are using a distracting voice and losing concentration so they can refocus and continue reading.



