



**Help Your Child
With
READING**

Reading

As parents you are the most influential teacher and you play a vital role in helping your child to read. It is really important that you sit with your child on a regular basis to hear them read and to help them understand the texts around them.

This guide has been produced to support you to help your child's reading and most importantly the understanding of what they have read. We find that many children can grasp the mechanics of reading quickly yet lack the levels of understanding to take their reading on to the next level. It is important to note at this stage, that it is **not** how quickly a child moves through the reading scheme but the level of understanding that they have of texts that is most important.

On the following pages you will find top 10 hints for hearing your child read as well as some key questions that you can ask your child about what they have read. We hope that you find this guide useful and informative and that it supports you in your child's home learning.

10 tips for hearing your child read

1. Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

2. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

3. Maintain the flow

If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.

4. Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

5. Success is the key

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

6. Visit the Library

Encourage your child to use the public library regularly.

7. Regular practice

Try to read with your child on most school days. 'Little and often' is best. Teachers have limited time to help your child with reading.

8. Communicate

Your child will most likely have a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.

9. Talk about the books

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

10. Variety is important

Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, and information books.

There are 7 Assessment Focus (AF) areas within reading each one is explained before the type of question related to that AF.

AF1: Your child is able to understand the words that they read and use expression and punctuation.



AF2: Can your child find answers in the text?

Where and when did the story take place? How do you know?

Who are the key characters in your book?



Can you describe what happening in the story?
What did the author mean when the wrote.....?

Can you find a few words or phrases that tell you about the setting?

Can you find 3 words that describe your favourite character?

AF2: Can your child find answers in the text?

Where and when did the story take place? How do you know?

Who are the key characters in your book?



Can you describe what happening in the story?

Can you find a few words or phrases that tell you about the setting?

Can you find 3 words that describe your favourite character?

AF3: Can your child use clues to read between the lines and discover more information?

What is your favourite part of the story and why?

Who would you like to meet in the story?



What do you think might happen next?

What questions would you ask your favourite character?

What do you think the story is going to be about?

AF4: Can your child talk about how the text has been put together and organised?

Why is the text organised
in this way?

What do the pictures
actually tell us?



What does the glossary
tell us?

Why are some sentences
shorter than others? (EG:
for dramatic effect –
action etc)

How many paragraphs are
on the page?

AF5: Can your child explain how the author has used language for different effects – metaphors, similes etc.

How does the author make you want to keep reading the story?

Can you find any amazing adjectives?



Can you find any powerful verbs?

Which part of the story best describes the setting?

Why do you think the author has chosen this title?

AF6: Can your child explain the author's viewpoint and how the text makes them feel?

Can you think of another story that is similar to this one?

What was the most exciting part of the story?
Why was this?



Why do you think the author chose this setting?

How would you start this story? Can you rewrite the opening paragraph?

Was there any part of the story you didn't like?
Why?

AF7: Can your child compare and contrast stories set in different cultures and times?

Have you been in a similar situation to a character in your book?

What other stories have you read by this author? Would you like to read more of their stories? Why?



Where do you think this story is set? What makes you think that?

What did the story make you think about?

How would you describe this story? Eg: Myth, fable, traditional tale etc.

Useful terms to use when reading with your child

Adjective	A describing word, for example: large, yellow, small etc. The large elephant.
Adverb	A word that describes the verb, for example: The boy ran quickly . A lot of adverbs end in _ly .
Antonym	A word opposite in meaning to another word, for example: Good and bad.
Assessment Focus (AF)	The area of reading being looked at. There are currently 7 AF areas.
Blurb	This is the short piece of writing on the back cover that usually gives you a brief overview of what the book is about.
Character	The subjects within the story, eg: people, animals ect. It is who the story is about.
Clause	A group of words made up of a verb and a predicate. A main clause can stand alone as a sentence.
Compound word	A word made up of two shorter words, for example: pan + cake = pancake.
Connective	A word that links two clauses, for example I can't go out. It is raining. > I can't go out because it is raining.
Expression	Use of voice or changing in volume etc when reading. EG: "Come here!" shouted Joe would be read out loud as though Joe was actually shouting.
Glossary	An alphabetically list of technical terms from within a text. This is usually found at the back of the book as an appendix.
Main clause	A main clause must contain a subject and a verb and be able to stand alone as a sentence.
Noun	A noun is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn, for example: dog, cat, chair, hair etc
Paragraph	A number of sentences all about the same idea. Paragraphs are usually separated by a missing line or with the first sentence indented.
Predicate	Every sentence has a subject and a predicate . The subject tells whom or what the sentence is about and the predicate tells us what the subject is or does, for example, The house (subject) is white (predicate), The red car (subject) is faster (predicate).
Preposition	A word that shows the relationship between a noun/pronoun and another word in the sentence, for example: My dog is on the bed. My dad is in the car.
Pronoun	A word used instead of a noun, for example: I, she, they, he, you etc
Punctuation	The marks used to clarify meaning by marking separation of words and clauses and phrases.
Setting	Where the story is taking place.
Speech marks	This punctuation marks the words that are actually spoken by the character. For example: "What time is it?" asked Sarah.
Synonym	A word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example shut is a synonym of close .
Verb	A doing word. Walk, run, sat, ate etc