

READING AT HOME

Key Stage 1

A Parents' Guide

Becoming a reader involves the development of important skills;

- Using language in conversation
- Listening and responding to stories read aloud
- Recognising and naming the letters of the alphabet and the sounds that they make
- Reading often so that recognition of words becomes automatic and easy
- Learning and using new words
- Understanding what is read

Whilst children read at school, individually, in groups and as part of a class, there are also lots of ways that you can support your child at home. We would encourage you to hear your child read their reading books as often as possible (remember little and often is best), but there are also other ways that you can read with your child or promote the pleasure of reading and here are a few ideas to help you...

Children learn from the world around them and from seeing labels, notices and signs which are written in print. Encourage children to look for words they know all around them!

Practice the sounds of language – read books with rhymes. Teach your child rhymes, short poems and songs.

Play simple word games eg How many words can you make up that sound like the word 'cat'?

Help your child take spoken words apart and put them back together. Help your child separate the sounds in words, listen for the beginning and ending sounds and put separate sounds together.

Practise the alphabet by pointing out letters wherever you see them!
 Practise the sounds that letters make too.
 You could reinforce the letters and sounds your child is learning by cutting out letters, and pictures of things that begin with that letter, from magazines or comics and create a collage.

Share stories with your child and re-read familiar books. Children learn the patterns of language from hearing stories and need practice in reading comfortably and with expression using books they know. They may even enjoy reading the story to younger sibling or friend

<p>Year 1</p>	<p>Who is in the story? What happens in the story? What did [a character] say? Why? How did [a character] scare/upset/help [another character]? Has this ever happened to you? How did you feel? What did you do? Did the story make you think of something that has happened to you or somebody you know? Can you put these main events [on cards] in order?</p>	<p>The children:</p> <ul style="list-style-type: none"> • use a range of reading strategies to get meaning from a text. • are able to locate what characters have said/done • are able to relate story settings to their own experiences
<p>Year 2</p>	<p>Who is in the story? What happens in the story? Is this story [happy/sad/funny or telling us something etc]? How would you feel here in the story? What would you do? How do you think [a character] feels here in the story? Why did [a character] do/say or think [something – extract words or phrases from the text]? How did [a character] help or upset [another character] in the story? Why? Has anything like this ever happened to you or somebody you know? What advice would you give [a character]?</p>	<p>The children:</p> <ul style="list-style-type: none"> • use a range of reading strategies to get meaning from a text. • understand that there are reasons for events in stories and make links to themes