



The more you read....

...the more you succeed.

*How to read with your child through
Infant school.*



Reading is at the heart of the National Curriculum and plays a fundamental role in progress through primary school education.

Here is a year-by-year guideline of how to support your child on their reading journey.



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
LEARN, the more places
you'll **GO**.

Early Years

A child's reading journey starts from birth so by the time they reach school, their reading experience of books will vary. Upon starting school, teachers will start teaching the mechanics of reading from the beginning through phonics, starting with the letter sounds. This is an exciting time and is a time for growth with perseverance. At this time, it is vital that books are shared at home. Children will receive:

- A library book to share
- In Nursery, early reader picture books will be sent home to share in their final term, please read this book to them to help develop a love of reading.
- In Reception, a book for your child to read. This is levelled and chosen specifically for their ability. Reading this book multiple times, encourages fluency and increases word recognition and reading skills.

Try playing these games to support the fun and enjoyment of reading.

I Spy Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?	Ask Questions Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?	
Make it Fun Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.	Be Seen Make sure you are seen reading. Keep books magazines at easy reach.	Get Out Go to your public library regularly. Find the books you loved as a kid to read together.
Create Use reading to inspire drawings or new stories.	Go Online Look online & in app stores for appropriate word & spelling games.	Make Space Have a special place or a certain time when you read together.

Year 1

As the year progresses, children will become more independent as they read and access more texts themselves. They will still have access to the school library books to bring home, as well as many quality texts in each class book corner. There is still a heavy focus on phonics in Year 1, which culminates in the phonics screening test in the Summer term.

Your child will bring home a book which is levelled and assessed by the class teacher. Please read this book every day and multiple times to encourage fluency and ensure deep understanding. Keep reading the books that are sent home with them and discuss the letter patterns that you see. Ask questions and discuss characters.

The children are responsible for changing their own reading book every morning in class. They also have a login to the Reading Eggs website which they can access at home to practise reading skills and play fun reading and phonics games.

Using the reading dog symbols to question their understanding will further develop their comprehension and inference skills. These are stuck into their Reading Records.






<p>Vocabulary Questions with Victor</p> <ul style="list-style-type: none">• Can you find a word/sentence that tells/shows you that...?• Why do you think that the author used the word... to describe...?• Can you find a word in the text that means the same as...?• Find an adjective in the text 	<p>Inference Questions with Iggy</p> <ul style="list-style-type: none">• What do you think... means? Why do you think that?• Why do you think...?• How do you think...?• When do you think...?• Where do you think...?• How has the author made us think that...? 
<p>Retrieval Questions with Rex</p> <ul style="list-style-type: none">• Who is/are the main character(s)?• When/where is this story set?• Which is your favourite/worst/funniest/scariest part of the story? Why?• Tell me three facts you have learnt from the text.• Find the part where... 	<p>Prediction Questions with Pip</p> <ul style="list-style-type: none">• Where do you think... will go next?• What do you think... will say / do next?• What do you think this book will be about? Why?• How do you think that this will end?• Who do you think has done it?• What might... say about that? 
<p>If you are not sure, say:</p> <ul style="list-style-type: none">• Have a guess.• What would you do if you were...?• If you had done that, what might... have said?• If we know that... means..., what might... mean?• Does the picture help us?• Where else could we look for a clue?	<p>Sequencing Questions with Suki</p> <ul style="list-style-type: none">• What happens in the beginning of the story?• How/where does the story start?• What happened at the end of the...?• Can you retell the story to me in 20 words or less?• What happened before that? 
<p>If you can't read a word, say:</p> <ul style="list-style-type: none">• Can you break it up?• Are there any sounds you know?• Do you know a word that looks like it?• What could it say?	<p>Remember:</p> <ul style="list-style-type: none">• Enjoy this moment.• Share your thoughts and opinions about it too.• Just five minutes every day makes a huge difference.

Year 2

By the end of this year, children are expected to be fluent and confident readers so keep showing them what this looks like by reading to them. Reading books that are slightly out of your child's reading range helps them to hear new vocabulary and interesting sentence structures. This will also positively impact their writing.

Your child will bring home a book which is levelled and assessed by the class teacher. Please read this book every day and multiple times to encourage fluency and ensure deep understanding. Take note of punctuation and discuss why it's there. Take turns reading. You could change reader at every full stop - this helps them internalise where sentences start and stop.

Using the reading dog symbols to question their understanding will further develop their comprehension and inference skills. These are stuck into their Reading Records.

<p>Vocabulary Questions with Victor</p> <ul style="list-style-type: none">• Can you find a noun/adjective/verb that tells/shows you that...?• Why do you think that the author used the word... to describe...?• Which other word on this page means the same as...?• Find an adjective in the text which describes... 	<p>Inference Questions with Iggy</p> <ul style="list-style-type: none">• What do you think... means? Why do you think that?• Why do you think...?• How do you think...?• When do you think...?• Where do you think...?• How has the author made us think that...? 
<p>Retrieval Questions with Rex</p> <ul style="list-style-type: none">• Who is/are the main character(s)?• When/where is this story set? How do you know?• Which is your favourite/worst/funniest/scariest part of the story? Why?• Tell me three facts you have learned from the text.• Find the part where... 	<p>Prediction Questions with Pip</p> <ul style="list-style-type: none">• Where do you think... will go next?• What do you think... will say/do next?• What do you think this book will be about? Why?• How do you think that this will end? What makes you say that?• Who do you think has done it?• What might... say about that? 
<p>Sequencing Questions with Suki</p> <ul style="list-style-type: none">• What happens in the story's opening?• How/where does the story start?• What happened at the end of the...?• What is the dilemma in this story? How is it resolved?• Can you retell the story to me in 20 words or less? 	<p>If They Are Not Sure, Say:</p> <ul style="list-style-type: none">• Have a guess. What could it be?• What would you do if you were...?• If you had done that, what might... have said?• If we know that... means..., what might... mean?• Does the picture help us? How?• Where else could we look for a clue?
<p>If They Can't Read a Word, Say:</p> <ul style="list-style-type: none">• Can you break it up?• Which sounds do you know?• Do you know a word that looks like it?• Have a good guess.	<p>Remember:</p> <ul style="list-style-type: none">• Enjoy this moment.• Share your thoughts and opinions about it too.• Model good reading.• Just five minutes every day makes a huge difference.

Key Questions and Top Tips



When should I start reading with my child?

It's never too early to start reading to your child or singing rhymes and songs. Children love the rhythm and pattern of familiar stories as well as the pleasure of snuggling up to their grown-ups. They also like to stop and chat about the pictures and characters and so learn that reading is an enjoyable experience. Children are fascinated by the print that surrounds them-labels, packaging, road signs, television programmes and advertisements. Encourage this interest and read this kind of print with your child.

Should I read the same stories over and over again?

It may be tedious for you, but the value of hearing and re-reading is immeasurable. It is through these repeated familiar readings that children learn about patterns and sounds of language and how stories work. This repetition is certainly a formula that we advocate and supports the 'Power of Reading' and 'Talk for Writing' approach we use within the school. Once a child is familiar with the story, they can begin to recognise words in print.

What sort of books should I read?

Any experiences of texts is positive so reading nursery rhymes, picture books, fairy stories, folk tales, poetry, information books and comics will all be beneficial.

What about when my child is too tired to read?

Remember the key is making reading a pleasurable experience so this is a perfect opportunity to read to them, remembering to choose a familiar story so if the child is willing they can join in on repetitive phrases as you leave gaps to encourage them to try to read collaboratively.

What if my child makes a mistake?

If the "mistake" makes sense let him/her continue reading e.g. "he ran into his home" becoming "he ran into his house".

As the most important thing in reading is for the meaning to be clear therefore mistakes that don't make sense should be addressed. Ask your child to re-read the sentence and have a discussion about whether it makes sense.

Promptly tell your child the correct word if they don't quickly self-correct so as to keep the flow of the reading.

Should I cover up the picture?

No, illustrations often give clues to what is happening in the story.

Encourage the children to look closely at the pictures so that they are helped in their predictions.

When should I stop reading to my child?

Never-if you can manage it! It is the experience of having stories read to them that draws them into reading until they can eventually read independently. The next stage of reading, facing longer and more demanding texts, requires the same support.

Reading tips

- The most important thing is to encourage and praise a child's attempts and provide help where necessary. Above all it is important that reading is seen as a pleasurable experience for you both.
- Draw attention to the pictures, cover, endpapers and talk about them. In this way a child will be helped to understand that these are just as much part of the book as the print.
- Start by looking at the cover and talking about the picture and the title.
- Check the child understands the words that are in the title and explain if they don't. Make some predictions about what the story might be about.
- Read the whole story to your child before he/she attempts to read it independently. Remember you are not testing your child. Knowing what the book is about helps a young reader tackle it confidently.
- Talk about the story, helping your child to understand that ideas and opinions are part of reading. Encouraging discussion shows that you value what he/she has to say.
- Run your finger under the words as you read. This will help your child understand that the words you are saying are the same as the words you can both see on the page. Eventually children will track with their fingers themselves.
- Allow children to take an active part in the reading session e.g. holding the book, turning the pages, discussing the things that interest them.
- When children begin to read some words or parts of a book independently, they may still struggle over some words. The best way to help them is to say the word, so that the meaning of the sentence is not lost or to offer the first sound.

- Point out when there is punctuation or words in bold/italic that may require different expression.
- Ask them questions as they go along, or at the end of the page to check that they understand what is happening in the story.
- Talk about how the characters might be feeling.
- Talk about any patterns or repetition that may come up on every page as the children will then be able to look out for the same pattern on the next page.
- If your child is struggling, or not enjoying reading, you could take it in turn to read or do paired reading on some pages where you read together.
- Encourage them to ask about any words or phrases they do not understand, it is vital they feel confident to ask about an unknown word or expression as comprehension of what they are reading is more important than just an ability to decode.
- When children bring a school book home, they are usually eager to show how well they can read. As a result, they may select a book that might appear to you, to be simple. An important part of learning to read is having the confidence to tackle a whole book. Fluent reading builds confidence and provides the opportunity for reflection. Understanding what is read, however simple the text may appear, is infinitely more valuable to the reader than struggling through a difficult passage.
- Whatever stage of reading your child is at, it is always helpful to read to your child rather than insist that he/she reads to you. We only become readers by being read to.

Using the Reading Record (Reception to Year 2)

Sometimes it is difficult to know what to write. Information about how your child responds to reading will be helpful for you and your child's teacher. This information will provide insight into how your child is developing as a reader and whether or not they enjoy or are confident with reading. However, if you don't have time then 'Read well' is better than not reading at all.

Examples of what to observe & record

- Pleasure and enjoyment- *We always enjoy Funnybones*
- Looking at/talking about pictures- *We enjoy seeing the different seasons in the picture*
- Reading from memory- *knows this book by heart and enjoys reading it to him/herself*
- Noticing and talking about print- *Reading everything in the speech bubbles*
- Talking about characters and making predictions- *we agree that Jack shouldn't have stolen from the giant*

- Making connections with other stories/films/poems- This reminded us of Aladdin
- Looking at and talking about individual words/phrases- He quickly realised the repeated sentence 'how goes the work'
- Noticing rhyme and rhythm- She has begun to spot the rhyming words
- Looking at letters- Sarah counted how many times 'sh' appeared on the page
- Using the initial sound in a word- Tom picked out all the words beginning with 's'
- Preference of genre- She really enjoyed the non-fiction text and looked at the diagrams and could identify the captions

Activities to encourage reading

- Read to your child as often as possible, bringing the story to life. Enthusiasm for books and stories is generated by parents
- Re-read favourite stories even when you become bored and fancy a change!
- Talk about stories and make predictions
- Sing and say rhymes, songs and jingles together
- Point out print and talk about signs, shop names, advertisements and packaging
- When possible, buy books with your child (this could be from book shops, jumble or car boot sales). Choosing and owning a book can be a great pleasure. There is also a Book Swap at the Junior School.
- Make use of the library
- When you watch television, encourage your child to discuss characters/plot etc.
- Make sure your child sees you reading, whether it be newspapers, letters, cookery books, instruction manuals or magazines, it all demonstrates that reading is not limited to a story.
- If there are keywords or letters your child struggles to remember, search for them in books and newspapers. They particularly enjoy a word or letter hunt using a highlighter in newspapers.