



HOLY CROSS
CATHOLIC
PRIMARY SCHOOL

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Supporting your child in Reading



Family Learning

This leaflet aims to support you in helping your child to read at home.

In school when we teach children how to read, we consider seven aspects of reading which cover the two key areas of reading words (decoding) and comprehension. In order to make it clear for children, we call these aspects:

Read it! Find it! Think about it! Listen to it! Look at it! Respond to it!
Connect it!

This booklet outlines what each of these aspects covers and provides you with some questions and activities that we use in school. You may like to adapt and use these ideas to support reading at home with your child.

Read it!

This area of reading is about children working out how to read words. For children who are just beginning to read, this area is really important. Children are encouraged to use a range of strategies (including phonics) to help them recognise new or unfamiliar words.

Here are some questions to help with this area:

- Can you try sounding out the word?
- What sound does this letter/s make?
- Can you split the word up into parts or syllables?
- Does it look like another word?
- Could you try reading on to the end of the sentence?
- Does the picture give you a clue?
- Is it a technical word in a non-fiction text?
- Is it a heading or sub-heading?

Here are some activities that your child could do related to this area of reading:

Can you find other words that start with the same sound or have the same word pattern?	Find 3 tricky words and write them in your book. Can you find out what they mean?	Write down other words you can think of that are similar to that word.	Say the word in a different sentence of your own and write it down.
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Read it!

Blending Sounds - Phonics

The words that your children speak and read are made up of separate sounds, (phonemes). Your child will learn these sounds in Reception and Key Stage One. S/he will learn to blend the separate sounds together to read a word. This is what your child might call 'sounding out'.

- You can help your child to blend sounds by making sure that they recognise the sound that the letter/s make and say the sounds correctly. The separate sounds in words are very short and crisp. There should be no 'er' sound at the end. So, t is 't' not 'ter' m is 'mmm' not 'mer' 'c a t' not 'cur arh tur'. If the sounds are too long, the word will not make sense to the reader. Be aware that sometimes a sound is made by more than one letter e.g. 'ow' in cow or 'ay' in play. In these cases, don't try to split the sound into two sounds e.g. 'ow' into 'o' and 'w'.
- Play oral games at home and when out and about. 'Please could you bring me the c u p. Let's go to the sh o p s'
- Use phoneme fingers - say each sound crisply and point to the tip of each finger, thumb first. Fold down any unused fingers. Run your finger across the tips and blend the sounds to read the words.
- Sometimes words do not follow regular spelling patterns so phonics or sounding out is not always appropriate e.g you couldn't read the word 'said' using phonics alone. These words are often learned by sight.

Find it!

This area of reading is about children finding words and locating literal information in their reading book.

Here are some questions to ask your child about their reading:

- What...?
- Which...?
- Who...?
- Which words...?
- What is the name of...?
- What happened?

It is often useful to ask how they know the answer and encourage them to locate evidence in the text.

Here are some activities that your child could do related to this area of reading:

<p>Draw a character and write the things you know about them underneath.</p> 	<p>Tell me or write three things that happen in this story.</p> 	<p>Re-tell or summarise the story in your own words.</p> 	<p>Draw a 'Did You Know?' poster listing the most interesting facts in this book.</p> 
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Think about it!

This area of reading is about children thinking about what they have read, making inferences such as: why a character may act in a certain way or what might happen next based on what they've read.

Here are some questions to ask your child about their reading:

- Why? How? What might happen?
- How can you tell that the character feels scared/happy/nervous?
- Why do you think...?
- Can you explain..?
- How did the character feel?
- How do we know that? What clues are there?
- What do these words tell us about the feelings?
- Can you find two pieces of evidence that show..?
- Does this surprise you - why/why not?

Here are some activities that your child could do related to this area of reading:

<p>Choose a character from the book. Draw a speech bubble & write something you think they would say.</p> 	<p>Think of 3 questions you would like to ask a character in the story.</p> 	<p>Draw a picture to show what might happen next.</p> 	<p>Draw a picture that illustrates how a character might be feeling.</p> 
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Look at it and Listen to it!

This area of reading is about children looking at how the text is organised and its presentation. This is an especially interesting aspect in non-fiction texts that use elements such as diagrams, photographs and text boxes. It is also about getting children to listen to the effect of words and phrases.

Here are some questions to ask your child about their reading:

- Why has the writer begun/ended like this?
- What is the purpose of the picture/heading/diagram etc.
- How does this layout help the reader? How has this text been structured?
- Why has the author used this punctuation?
- Find three words that show...
- Why has the writer used this word/phrase/sentence?
- How does the author create this feeling/mood?
- What is the effect of? What technique has the writer used?

Here are some activities that your child could do related to this area of reading:

<p>Design a fact page for the book using features such as diagrams, bullet points and text boxes.</p>	<p>Find a descriptive word and change it to create a different effect in the sentence.</p>	<p>Think of any words, phrases or sentences from the book which you thought were particularly powerful.</p>	<p>Draw your own cover for this book.</p> 
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Respond to it and Connect it!

This area of reading is about children thinking of the overall effect of their reading book - how it makes them think and feel. It is also about children linking what they have read to other books and their own experiences.

Here are some questions to ask your child about their reading:

- Did you enjoy this? Why? Which part did you enjoy most?
- Why do you think the author wrote..?
- Have you read any other books like this?
- Does this book remind you of anything else – a book, a place, a video etc
- Have you come across a character like this before?
- How is this character like a typical hero/villain?

Here are some activities that your child could do related to this area of reading:

<p>Draw your favourite character from the book.</p> 	<p>Think of 3 things you liked about this story.</p> 	<p>Write a letter to the author of this book, explaining why you enjoyed it.</p> 	<p>Draw a picture of yourself with a thought bubble. In the bubble draw a picture that was in your mind when you read the book.</p>
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Dear Parents and Guardians,

We want to do everything we can to help your child to read and write – and we will. We teach children how to read. We teach them how to write. We want them to read and write really well so that they are confident when they see pages of writing that they haven't seen before and so that they are confident when we ask them to write things.

But if you help us, your child will do really well.

If you have young children, please make sure that you read to them. Try to do this once a day. We can give you books to read to your children but you can get some books from the local library, some local shops, from catalogues and from online shopping.

The most important thing you should do is make sure that your children see plenty of books or magazines or comics – or all three.

Why is this all so important?

1. In school, we ask children to read things and find out what's important – 'browsing'. It is very hard to teach browsing. The best way to learn browsing is going to a bookshop, going to a library or sitting with a pile of books or magazines and choosing what you want to read, or just sorting your books and magazines in ways that you like.

2. In school, we ask children to think about difficult ideas. This might be about, say, why or how things happened in history. It might be when we ask children to think about 'if' and 'why'. If children read lots of different kinds of books, they will start to think about such things as part of their reading.

3. In school, we ask children to think beyond themselves, to think about why or how other people think and behave. If children read lots of different kinds of books, they will start to think about such things as part of their reading.

4. In school, we want children to ask questions, wonder about things, be curious and interested. Again, if children read lots of different kinds of books, they will be children who do just that: ask questions, wonder, be curious and interested.

5. Like adults, children are full of feelings and thoughts. Like adults, these sometimes boil over and the children don't always know what to do with them. Reading books often show us people facing up to problems and finding ways to deal with them. This means that reading books helps children find ways of dealing with their feelings and thoughts. We know from research all over the world that children who read widely and often and who have plenty of books or magazines to read do better at school than children who don't have books and magazines.

So go to your local library – where you can take out 12 books on one ticket!

Read books with your children. Get hold of books for your children.