

Reading at home Parent workshop

September 2023

What do we mean by reading at home?

Sharing a book with your child



Listening to your child read to you.



"I haven't got time"

- It can be really hard to find a place and time to read with your child or to hear them read.
- Families are hectic
- It is the **MOST IMPORTANT** thing you can do with your child to help with their learning now and in future
- Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

"Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed – it's that simple."

Bali Rai

Sharing a book with your child

Sharing a book with your child looks different at every age:

In EYFS

- The adult will read a book that the child cannot already decode themselves.
- Favourite books that the child joins in with
- Rhyme and rhythm
- Favourite characters
- Non fiction books that widen the child's knowledge or build on an interest

In KS1

- The adult will read a book that the child cannot already decode themselves
- Favourite books that the child can join in with
- Rhyme and rhythm
- Favourite characters
- Non fiction books that widen the child's knowledge or build on an interest
- Will read a book that the child CAN decode but will read it with the correct tone, speed and intonation.
- The adult may follow the words with their finger so the child can follow
- The child may join in with parts that they can decode

Sharing a book with your child

Sharing a book with your child looks different at every age:

In KS2

- The adult will read a book that the child cannot already decode themselves
 - Will read a book that the child CAN decode but will read it with the correct tone, speed and intonation.
 - The adult may follow the words with their finger so the child can follow
 - Non fiction books that widen the child's knowledge or build on an interest
 - The adult and child might choose a book that they jointly want to read – perhaps to learn something together
-
- Usually, sharing a book with a child happens in a calm, comfortable environment.
 - Parents often choose to cuddle up in bed or on the sofa to share a book – it should be a pleasurable experience!

Sharing a book with your child

Benefits to sharing a book with your child:

- **Comfort and reassurance**
- Confidence and security
- **Relaxation**
- Happiness and fun
- **1:1 time with your child - special time**
- Can help a sleep pattern
- **Feeds imagination**
- Knowing how stories work

- **Improving speech and oracy**
- Creates an interest in words even if they don't understand every word they hear at the time.

- **Improving vocabulary - several research papers show that children who are read only one book a day will hear about 290,000 more words by age 5 than those who don't regularly read books with a parent or caregiver.**

Enjoy Reading:

A guide to reading at home

How should I read to my child?

- 📖 As you read to your child, **bring the characters to life** – talk about the characters, the drawings, and the events so that the story starts to come alive.
- 📖 Don't be afraid to **try different voices** or try out your acting skills. While you may not win an Oscar, your child will enjoy your performance and appreciate the story even more.
- 📖 **Remember that your face says it all** – so exaggerate your normal expression times three like a children's TV presenter: your child will love it.
- 📖 **Emphasise repeated words and phrases** ('the big bad wolf;'... blew, and blew, and blew the house down'). In this way, your child starts to learn the language used in books. Encourage your child to say the words with you.
- 📖 **Turn off the television** and concentrate on enjoying the book.
- 📖 **Try audio books and video** that children can listen to on the car stereo, on computers or phones– this is a great way to build a child's understanding of stories and improve their listening.

- 1 Make books part of your family life** – Always have books around so that you and your children are ready to read whenever there's a chance.
- 2 Join your local library** – Get your child a library card. You'll find the latest, blu-rays and DVDs, plus tons and tons of fantastic books. Allow them to pick their own books, encouraging their own interests.
- 3 Match their interests** – Help them find the right book - it doesn't matter if it's fiction, poetry, comic books or non-fiction.
- 4 All reading is good** – Don't discount non-fiction, comics, graphic novels, magazines and leaflets. Reading is reading and it is all good.
- 5 Get comfortable!** – Snuggle up somewhere warm and cosy with your child, either in bed, on a beanbag or on the sofa, or make sure they have somewhere comfy when reading alone.
- 6 Ask questions** – To keep them interested in the story, ask your child questions as you read such as, 'What do you think will happen next?' or 'Where did we get to last night? Can you remember what had happened already?'
- 7 Read whenever you get the chance** – Bring along a book or magazine for any time your child has to wait, such as at a doctor's surgery.
- 8 Read again and again** – Encourage your child to re-read favourite books and poems. Re-reading helps to build up fluency and confidence.
- 9 Bedtime stories** – Regularly read with your child or children at bedtime. It's a great way to end the day and to spend valuable time with your child.
- 10 Rhyme and repetition** – Books and poems which include rhyme and repetition are great for encouraging your child or children to join in and remember the words.

Listening to your child read to you.

- In Little Owls and Kestrels children will bring home a 'school reading book' which is linked to the correct stage of their phonics learning.
- Books help children practise phonemes and help them move into their long term memory.
- The book should be read every day until a new book is sent home.
- *"The books are so boring though."*
- We know they are not really exciting – that's not the point of the phonic books. The point is that revising the sounds repeatedly builds confidence with them and helps them learn more quickly.
- Little Owls and Kestrels will also have a library book to share at home which WILL be much more interesting and exciting!

How to listen to your child read at home - KS1

- VIDEO KS1
- When listening to a child reading a decodable phonic book you should help by sounding out using SoundsWrite principles
- 'Say the sounds slowly and blend them together'
- If they have trouble on one word more than twice, say 'listen to the sounds you can hear' then segment the word slowly and then blend it together smoothly, using your finger underneath.
- S-a-t sat
- Questions for understanding when child is reading or when an adult is reading to a child
- [https://www.bury.w-sussex.sch.uk/website/phonics at bury/601708](https://www.bury.w-sussex.sch.uk/website/phonics%20at%20bury/601708)

What if my child doesn't enjoy reading?

- We hear this often but it is essential to persevere with it
- A few pointers to make it easier:
- Make sure your child isn't tired, hungry or desperate to watch their favourite TV programme
- For many children, especially boys as they get older, non-fiction books are more interesting than fiction, so it may be as simple as changing the type of books you are reading together.
- Give plenty of praise. Let your child know how pleased you are when he or she looks at a book. Show interest in what they have chosen. Children really do develop at their own rates when it comes to reading.
- Make sure that you're reading something with your child which interests them. Many children like non-fiction books, so try asking at your local library for recommendations – it may be that they'll enjoy reading Horrible Histories, Minecraft books or the Guinness Book of Records more than fiction.
- Make sure boys see the male role models in their lives reading, even if it's a newspaper, website or the Screwfix catalogue, so that it seems familiar, and they can copy their reading behaviour.
- Ideally, be in a comfortable place but there are other 'multi tasking' times. Your child could read to you when you are cooking, waiting to a sibling at a club, running the bath, when they are on the loo (!)

Does my child have to read to me?

- As children get older, they often prefer to read to themselves, without an adult asking questions
- As long as an adult hears them read for a few minutes a day then reading to themselves is great.
- If a child only reads to themselves then they might be making errors without them being picked up on.
- Children should be able to read with about 95% accuracy if they want to read it to themselves. Less than that, and it's likely that they're missing out, or misreading too many words for them to make sense of the story.
- Introduce the 'Rule of five' to children. Encourage them to read the first page or two of a new book. They must put up one finger for every word they cannot read. If they get to five fingers, then the book is too hard for them, and they should choose another one. Don't encourage them just to guess at words they can't read.
- If they are making more than 5 mistakes on a page they should change the book or if they are desperate to hear it, sharing it with an adult will help them to hear it and will help their reading as well if the adults uses a finger underneath each word.



EYFS and Key Stage 1

Guided Reading Question Prompts

Supporting assessment in reading with guidance from *Content Domains*.



Primary English
Education Consultancy



1a: Draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words?
- Which words and /or phrases make you think/feel...?



1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?



1c: Identify and explain the sequence of events in texts.

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story
- Make a table/chart to show what happens in different parts of the story
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?



1d: Make inferences from the text.

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?



1e: Predict what might happen on the basis of what has been read so far

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?
- What do you think will happen to the goodie/baddie/main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?
- How is character X like someone you know? Do you think they will react in the same way?

How to listen to your child read at home - KS2

- VIDEO KS2
- By KS2 most children will be able to decode most words using the SoundsWrite phonics system, but if they struggle with a word you should help by sounding out -----
SoundsWrite script
- 'say the sounds slowly and blend them together'
- If they have trouble on one word more than twice, say 'listen to the sounds you can hear' then segment the word slowly and then blend it together, using your finger underneath.
- S-a-t sat
- Questions for understanding when child is reading or when an adult is reading to a child
- In KS2 we expect that children will read to an adult every day – even if it is just 5 minutes.



Key Stage 2

Guided Reading Question Prompts

Supporting assessment in reading with guidance from *Content Domains*.



Primary English
Education Consultancy



2a: Give/explain the meaning of words in context

- The writer uses words like ... to describe What does this suggest about... (character/setting)?
- What other words/phrases could the author have used?
- Which word most closely matches the meaning of the word x?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- Which of these words...is a synonym for (choose a word from the text)?
- Find and copy one word meaning...
- Give the meaning of the word...in this sentence
- Circle the correct option to complete this sentence (provide synonyms/phrases with similar meanings to replace at the end of the sentence)
- What does this phrase mean? (idiomatic or figurative language)



2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?
- Write sub-headings for each paragraph



2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How can you tell that...?
- Can you explain why...?
- Explain what x (phrase with challenging vocabulary) suggests about x.
- What does this... word/phrase/sentence... imply about... (character/setting/mood)?



2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?
- Do you think x will happen? Tick one (from yes/no/maybe). Explain your answer with evidence from the text.



2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a...question/bullet/subheading/table to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...(could be information contained in headings/glossaries/labels etc.)?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Draw lines to match each part of the text to the correct quotation.



2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this...word/phrase/sentence...tell you about... character/setting/mood?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like...to describe...What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases to describe ... How does this make you feel?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter?
- What do these words mean and why do you think the author chose them?
- What impression do these words...give you about...(use a synonym for the previous words)?



2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?