

Reading Guidance for Parents

Edenham C of E Primary School

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

Policy Owner: Executive Head Teacher

Policy Date: January 2019

Policy Review Date: Spring 2020

Excellence Exploration Encouragement

Contents

Reading is an Important Skill for your Child.....	1
What do we mean by 'READ'?	2
What is a confident reader?	3
What we try avoid.....	3
How can I increase my child's reading confidence?	4
How do we read?	5
The role of the adult	6
Paired Reading	6
How does it feel to be a beginner reader?	7
How can I encourage my child to persevere when they get 'fed up' before the end of their reading book?	7
What about if they are stuck on certain words?	7
How can I encourage my child to continue to read as she/he gets older?	8
Choosing books for children	8
Who do I ask for guidance on reading materials that are suitable?.....	8
Countdown to launch you child into READING!.....	9
Glossary.....	10
What is Guided Reading?.....	11
Benefits of Guided Reading	11

Reading is an Important Skill for your Child

At Edenham School, we believe that:

- Reading is one of the most important skills we ever acquire.
- Being able to read opens the door to a new world of experience and learning.
- Children need as much support as possible from home and school in order to acquire the skills needed in Reading.
- A strong home / school partnership, where teachers, parents and pupils work together to develop reading.
- The role of parents as good reading role-models is VITAL.
- Best quality teaching of reading in school is essential and is a shared responsibility for all our staff.

We hope that this booklet will give you some guidance into aspects of becoming a reader and how you can help your children become a confident reader.

There is a lot of information we have included, and a lot more we have not. The booklet would be endless! In the meantime, we hope that this booklet will give you some guidance into aspects of becoming a reader and how you can help your children become a confident reader.

Please do not hesitate to contact your child's class teacher or myself in school if you have any further questions or thoughts about information you would like us to include when we edit this booklet in the future.

Happy reading!

Head Teacher and all at Edenham School

First consider...

What do we mean by 'READ'?



Reading is not just the decoding of black marks on a page.

We read for ENJOYMENT

We read for INFORMATION

We read for MEANING



Reading does not only involve stories.

We read lots of different sorts of materials:

stories

poems

non-fiction books

plays

lists

notices

signs

webpages



Excellence Exploration Encouragement

What is a confident reader?

Confident readers do not try to sound out every word. They recognise letter blends, common endings (such as 'ing') and can use phonic skills to sound out longer words by segmenting them into syllables (*pre ten ding*) or individual phonemes (*sh – ee – p*).

Confident readers will re-read a sentence when they realise it hasn't made sense and will read with expression. They are also able to talk about what they have read, predict what may happen by looking at the cover and the illustrations and express opinions about the characters and plot.

Before becoming confident readers, children need lots of talk, enthusiasm, interest and regular reading to. Sharing books and hearing you read will reinforce the message that reading is worthwhile. (Imagine trying to teach a child about enjoying food if they never saw you tasting, trying and cooking a variety of ingredients).

What we try avoid

These are phrases we sometimes hear children say and how we deal with them; "I've had this book before" or "I've done this book before" – we try and remind them that books aren't 'done' or 'had'. We READ them.

"This is easy for me" – books that they find 'easy' to read allow them to develop other important skills such as scanning, skimming and awareness of punctuation. And we all like to return to old favourites.

"Fred is on a higher book than me" or "Susie's on an easier book than me!" – It is inevitable that children become aware that they read different coloured scheme books but we always avoid referring to the levels as harder/ easier and we actively discourage children comparing themselves as better/ worse than their friends. Children get the reading-thing cracked at different times in their lives.

This is a phrase we sometimes hear parents say (ourselves included – nobody is perfect!)

"How can you not know that word? It was on the other page!" You know what we say to that one.... Patience!

"My child has only had one book for the whole week." One is often enough, especially if the children have access to other interesting reading material at home. Sometimes they may have more than one – we are flexible depending on what we feel the children need. There are many suggestions as to how to extend the use of these books at the back.

Sometimes circumstances in school mean a book is slow to be changed – please check with your child's class-teacher if this is unexpected.

How can I increase my child's reading confidence?

Nobody sets out to make reading an anxious experience. Sometimes it happens unintentionally, so –

If your child is tired, or you are short of time then put off reading with them until tempers are less likely to get frayed. Instead, read to your child (any book you know they will enjoy) or choose an alternative activity - jigsaws, tracing, cutting out, listening to a story tape. All these help to improve your child's concentration and avoid making reading a chore.

It is very beneficial to read a book aloud to your children before they start to read it themselves. Don't worry that this will mean they memorise the words - it means their success is more likely. Never worry that asking questions about the story afterwards is a waste of time. This will allow you to see how much your child has understood - concentrating on every word may mean your child sounds as though they have read the book but, if they cannot re-tell in their own words, they have not read for meaning. (It is possible for adults to read aloud foreign languages because they know decoding rules, but they may have no idea what the words told!!)

Never underestimate the importance of pictures in books - this is recognised within the renewed Literacy framework and 'visual literacy' is acknowledged as a sophisticated and important part of reading development. Stories such as "*Rosie's Walk*", "*Suddenly*", "*Alfie Gets in First*", "*All in One Piece*", "*Each Peach, Pear Plum*" to name a few, cannot be told/read WITHOUT the pictures. (And look out for Lynley Dodd's trick of giving children a taster of what comes on the next page through pictures alone – *Hairy McClairy* etc.).

Ask your child about what is happening in the pictures. If they pause over a word, prompt what they can see in the picture with that starting sound. When you have finished a book, ask them what it was about. If they have struggled over any words, write them on cards and challenge them to find those words and match them on the pages. Look for the same word on facing pages. Always continue to go back to books they can read with ease. Imagine how disheartening it would be if we were never allowed to pick up a magazine, but were only offered "War and Peace" just because we were capable of reading the words in it!

Example 1

antonymy

Example 2

tReE LitTLe milk EgG bOOk ScHoOl SiT fRog pLayiNG bUN

Example 3

Rit lof nad sem bup

hoje smue wuve proy croby

knarred pnopper glough pseckaw phoughion

Example 4

It was just like any other day in the Roamn twon of Pompepii in the yaer AD76. Few of the inhantibats think as they went about their daliy life that by eniveng their own would be complemtely drosteyed.

Example 5

Some parts of letters are more informative than others; however, each part can tell us something.

Example 6

Quxnch yxxr thxrst bx drxnkxng x glxss xf xxr spxrklxng gxngxr xlx.

Example 7

Can she read yet?

How well you read that.

The Reading Reading Centre.

How do we read?

Strangely, once we become fluent readers, we do not need all the letters in the words, we do not need whole letters and we do not even need vowels to be able to decode words.

Context and the meaning however, are vital. This is why expressive reading is so important and why children should be able to recognise when their reading doesn't make sense.

For example, if a child reads 'granny' when the written word is 'grandma', this is not a serious error as the sense has not been lost.

If, however, child reads "The boy was a cow in the field". And does not stop and think about the sense of what they have said then they are not yet reading for meaning. (Words like 'was and 'saw', 'on' and 'no' and 'of' and 'for' are visually similar and commonly mixed up, but if a child carries on reading without realising their mistake, it is important to ask them to re-read, thinking whether what they have just read makes sense).

Parents sometimes wonder how long a child will read books at a particular level.

Remember, your child will not necessarily read all books at one level before moving on, but at times may need plenty of consolidation before fluent reading develops and the next 'stage' becomes achievable.

It is very important to avoid a treadmill approach where children perceive reading as being about 'getting on to the next colour/level'. Reading is a lifelong skill and it is easy to disillusion a child in the early stages by making it frustrating, difficult, competitive or a worrying experience. This is a position which is very difficult to recover from, usually resulting in more anxiety, anger and trying to force children into reading, (When what we want is to have them reading under the bedclothes with a torch as soon as they are able!!).

Think about the fable "The Sun and the Wind" - coaxing is far more effective than forcing.

Excellence Exploration Encouragement

The role of the adult

The Apprenticeship Approach

The role of the adult is:

- To be a guide on the side rather than a sage on the stage...
- To withdraw hints of failure and competition.
- To accept that the child will make mistakes and will need time to sort these out and give permission to ignore them if they don't matter.
- To tolerate the fact that children's language grows gradually – but needs time.
- To help children understand that any reading they manage is a wonderful thing be generous with praise.

Paired Reading

The 10 “Don'ts” of Paired Reading

1. Make your child feel you are testing or checking up on him/her.
2. Try to compete with favourite TV programmes.
3. Be in too much of a hurry to get started on reading the actual words in the book.
4. Let your child feel you can't spare the time to really enjoy the books, (even if you can't).
5. Spoil the pleasure of the story by making your child stop and “sound out” words.
6. Be afraid to make a fool of yourself and put plenty of expression into your own reading voice.
7. Sit down to hear your child “read” and forget to read with him/her.
8. Be afraid to say if you find a book boring and would rather it was changed.
9. Insist that the reading goes on after five minutes if your child has had enough.
10. Make reading times into a chore or a bore for either of you.



Excellence Exploration Encouragement

How does it feel to be a beginner reader?

Try this:

ehT .srehto eht fo ngis on lilts saw rehT
.pmac eht dehcaorppa yeht sa depots dah
gnignis yeht ,nehT .nees eb ot eno on saw
ereht woN taerg a sexob eht foe no fo pot eht
no was tuB .derbhguoroht on saw tl .god
etihw eht ekilnu – tsop sti ot kcuts dah ti
deraepasid dah yehT .step rehto yeht woN
.nageb tsrif elbuort eht nehW .deppart erew
yehT .tops eht no erew

What did you notice? What did you feel? How did you overcome difficulties?

That's what it feels like!

How can I encourage my child to persevere when they get 'fed up' before the end of their reading book?

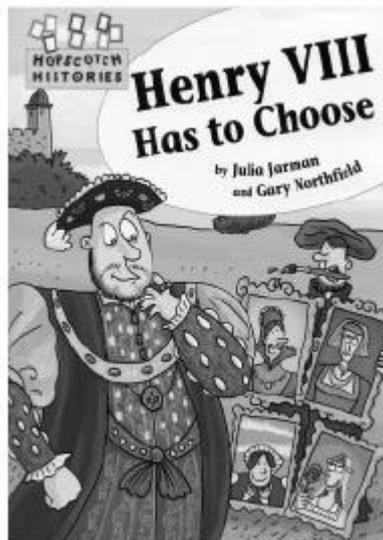
- Finish reading the book for them - then they will have taken the story away from the experience.
- Suggest reading alternative pages- less daunting for them and an added bonus of having expression modelled for them. The pace is not lost and nor is the 'action' in the story.
- Play word search games instead- can they find '___' on page __?
- Ask them to predict what might happen, then read to see if they were right...

What about if they are stuck on certain words?

- Encourage them to sound out regular, short words.
- Encourage them to look for something in the illustration with that starting sound.
- If it is a word that can be partitioned eg: ben ch, cover up part of the word and encourage them to think of it in 2 parts.
- Ask your child to leave the word out, continue to the end of the sentence and then think if they can 'guess' what would make sense.
- If none of these apply, supply the word but ask your child to re-read the whole sentence once they have been given the word.

How can I encourage my child to continue to read as she/he gets older?

- Continue to show an interest.
- Avoid stress, tension and distress.
- Continue to read to and with your child as long as it is pleasurable.
- Visit the library.
- Buy books as treats.
- Read children's books yourself and enthuse about them!!
- Don't limit their choice of reading material – you CAN read comics and instruction booklets...



Choosing books for children

Children need books:

- In which the story can be told through the pictures alone.
- In which the print, supported by the pictures, has to be relied on to tell the story.
- In which the words support the children as they create their own pictures of the events, characters and settings.

Who do I ask for guidance on reading materials that are suitable?

Ask in school, at the library, at visiting Book Fairs. Pick up booklets from large bookshops – they often have booklets advertising age-appropriate books, or try their websites. Online books shops often have a 'If you liked this, you'll like these...' section of the page on-screen.

Finally, parents sometimes ask what to do while waiting to receive a new 'reading book' from school. Remember - such books are only one cog in the wheel of your child's reading

Excellence Exploration Encouragement

development. Use books from home or the local library to share and enjoy. There is a wealth of wonderful children's literature available. Fabulous picture books, traditional tales, books they may have enjoyed as toddlers, books you love yourself. Find a quiet, comfortable space, snuggle up side by side and disappear into a book together. This will make your child realise what fun reading is so that one day, they'll want to do it for themselves!



Countdown to launch you child into READING!

- Talk with your child about everything and anything.
- Enjoy rhymes and jingles together.
- Share picture books with your child.
- Tell your child stories.
- Read to and with your child regularly.
- Make the most of your reading together – get comfortable and focussed (no competing with the TV!).
- Invest in some story CDs/ Tapes – these can keep them transfixed for hours.
- Writing and reading go together so, write with your child too and give them chance to see you writing for different purposes.
- Don't forget all the print in daily life, out in the big wide world.
- Enjoy it!
- Keep in touch with the school – use the Reading Record books to let us know what your child enjoyed or what they noticed etc.
- When the child is 'launched' into reading, keep him/her going on the voyage of discovery.

Excellence Exploration Encouragement

Glossary

Phoneme	The smallest unit of sound that a word in a word For example; b – e – d sh – i – p s – t – a – tio – n
Grapheme	The written symbol of a phoneme. There may be more than one way of writing a single phoneme sound. For example; /air/ may be written as in fair, care, bear. /ee/ may be written as in feet, sea, he, chief
Segmenting and Blending	Segmenting and blending are reversible phonic skills. 'Segmenting' consists of breaking down words into their constituent phonemes to help spelling. 'Blending' consists of building the words from their phonemes to help reading. Both skills are equally important.
Digraphs and Trigraphs (and 4-letter graphemes)	A Digraph is a 2-letter grapheme where 2 letters represent one sound such as 'ea' in seat or 'th' in thing. A Trigraph is a 3-letter grapheme where 3 letters represent one phoneme such as 'eau' in bureau and 'igh' in night. 4-letter graphemes follow the same principle – 'eigh' in neighbour or weight.
Abbreviations such as CVC or CCVC	Refer to Vowels and Consonants – a VC word would be 'at' , a CVC words would be 'cat', a CCVC word would be 'slam' etc.
Split Digraph	What you may have called a 'magic e'.... There are six in English Language ' (a-e/ e-e/ i-e/ o-e/ u-e/ y-e). Appear in words such as cake, ache, scythe.

What is Guided Reading?

“Guided reading” actually falls between the processes of “shared reading” (reading led by adult, text seen by and shared with the children) and “independent reading” (children reading on their own). It’s an excellent stepping stone that can be used by teachers and parents.

Guided reading is usually conducted in small groups of no more than 6 pupils, perhaps fewer depending upon the ages / abilities of the readers. Each pupil spends approximately fifteen minutes (again, this is dependent upon the readers’ ages) reading an age-appropriate book or magazine to him or herself. The adult in the group is available to help with questions, but does not read the book for the child. Children may read silently or out-loud depending on what they find easiest. Teachers often use this time to listen to readers individually in the group. Sometimes, the children read outloud to each other and the rest of group follow the text in their own copy.

Like a coach, the leader (teacher/ parent etc.) provides encouragement and reminds the child of spelling and grammar rules; however, he or she must resist the temptation to simply read the entire text for the youngster. The point of the exercise is to move a child from “shared” reading to “independent” reading.

Benefits of Guided Reading

Guided reading helps pupils on a number of different levels, most notably the seven below.

- Children begin to look for “sight cues”. For instance, if a book is about a rabbit and the child is having difficulty with the word “carrot”, the teacher might help guide the child to decipher the term using pictures on the page as a guide.
- Guided reading provides good practice in reading from left to right. Of course, this isn’t the case in all languages, but for most of our purposes, we’ll be focusing on English. Many children do not have a natural tendency to read in this manner; consequently, guided reading can get them accustomed to doing so.
- Guided reading offers the opportunity to memorise and recognise common words. An example would be “the”. Eventually, the child who is learning to read should get to the point when he or she isn’t “sounding out” many words but is merely reading them without pausing.
- Guided reading can be helpful in understanding the concept of “sequencing.” Most tales have a beginning, middle, and ending; youngsters have to be taught this technique of storytelling. Guided reading can provide a fabulous opportunity for such sequential understanding to begin.
- Children need to deal with punctuation when they are involved in guided reading. They learn that exclamation points indicate excitement and that a full stop ends a sentence. Often, they are confused at first by commas, quotation marks, and even question marks, but with a teacher’s help, they can soon become familiar with such conventions of the English language.

- Guided reading gives children the chance to correct their own errors. Often, when readers make mistakes, adults quickly try to “fix” the problem. But the point of guided reading is for the coach to empower the youngster to self-correct.
- Finally, guided reading gives pupils the practice and confidence needed to become literate. It is an opportunity to work on their own in a non-judgmental environment where peers can help correct errors, or provide moral support for each other.