



Supporting Your Child's Reading



Information for Parents

Reading at Stamshaw Infant School

At Stamshaw, we recognise that learning to read is one of the most important skills your child will ever learn. Here are some of the ways we encourage reading in our school on a daily basis:

- *Opportunities to explore the school library and discover a rich selection of fiction and non fiction texts
- *Warm and inviting reading corners with colourful and exciting books
- *Visits to the North End library and reading books from the school library service linked to topics
- *Daily shared reading sessions and complimentary in school activities
- *Daily phonics teaching
- *Access to comics at lunchtime book clubs
- *Super Speller's weekly challenge

And much more.

Reading with your child at home

Book Introductions

It can be a daunting experience picking up a new book and reading it aloud when you are still learning. A brief 'walk through' of the book first, where you can talk about the pictures to capture their interest and identify tricky words in advance, is a helpful way to familiarise your child with the book before they attempt the first read. If you are reading a repetitive book, practise saying aloud repetitive phrase (eg: run, run as fast as you can...) so that your child will be successful at reading some parts fluently. Reading a new book shouldn't be too hard for your child. If they are reading 90% or more words accurately, then it is the right level book for their ability.

Ownership of the book

Allow your child to hold the book and turn the pages themselves. If they need to use their finger to track underneath the words, allow them to do so until they are confident they won't get lost in the print.

If your child makes a mistake

Avoid jumping in too quickly to correct an error. They may notice that what they have said doesn't sound right or look right and they may go back and fix the mistake themselves. If your child doesn't notice an error, wait until the end of the page before you go back and help. If your child gets in a muddle, encourage them to 'try that again' by going back to the beginning of the sentence to have another go.

If your child gets stuck on a word

Encourage your child to think about what is happening in the book at this point by looking at the pictures and ask 'What word might fit there?' Prompt them to 'Get their mouth ready' for the initial sound (eg: p for **p**ark) and see if they can predict what it might be. Encourage them to check if they're right by 'reading with their finger' (A slow sweep underneath the word from left to right) to see if it matches. Ask them if there are any parts of the word they recognise? Or if they know another word that looks like that? For example, if they know 'come' they might be able to read 'some'. These are some

alternative prompts to 'sound it out' as sounding out every letter can affect fluency and understanding.

At the end of the book

Praise your child for elements of the reading that were successful. Perhaps they changed their voice to sound like a character? Or maybe they fixed an error without your help. Your generous praise and encouragement will motivate and inspire them to love reading and feel confident to attempt new books.

Ask some questions about the book to help develop an understanding of what they have read. They may like to do an activity based on the book such as drawing a picture of their favourite part of the story or write a book review complete with a star rating!

High Frequency Words

High frequency words are those words that occur most often in text. Research has shown that just 16 words (a, and, he, I, in, is, it, my, of, that, the, then, to, was, went, with) make up a quarter of all

the words in a typical text, and that a total of 100 words (including the 16 most common) represent half the words in a text. Some words are impossible to read phonetically (sounding out) and the children know these as 'tricky words' (For example: said, was, the etc) If children are able to recall these words quickly by sight, it will help with their fluency. Next in this booklet, is a list of words that children are expected to know at the end of Early Years and Key Stage 1. You may wish to colour the words that are known to your child so you can identify any that need more practise.



Only work on unknown words found in your child's reading book so they have an opportunity to practise them in the context of the sentence / story as it can be very difficult for children to learn words in isolation.

We hope you have found this guidance useful and if you have any further questions, please do not hesitate to speak to your child's class teacher.

Happy reading!