



Langmoor Primary School

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Reading

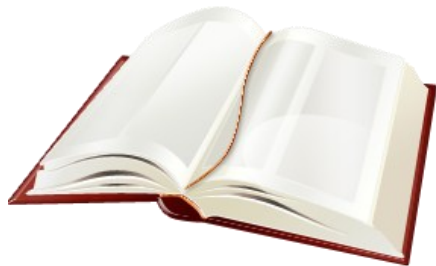
Introduction

In school, each child experiences a range of teaching styles.

Shared reading The teacher models the reading process to the whole class as an expert reader providing a high level of support.

Guided reading Texts are chosen to meet the ability of the group but still provides an element of challenge.

Independent reading Teachers plan activities of independent reading during literacy teaching.



DON'T keep them guessing too long.

REMEMBER THAT READING SHOULD ALWAYS BE ENJOYABLE

AS SOON AS YOUR CHILD IS NOT ENJOYING IT, STOP!

On a bus or a train trip - place names on the front of the bus or train, posters inside.

Looking at holiday brochures - help your child to read about other places.

Looking at catalogues - let your child help with choosing clothes, presents, etc.

Unpacking the shopping - your child can read the words on the groceries while helping to put them away.

CDs and tapes - your child will find it easier to follow the words if they can hear them at the same time.

Computers - using the keyboard will help your child become familiar with the letters, and they will enjoy following instructions for simple games.



Books

Shared and guided reading texts remain in school. Independent reading texts are taken home each day. Every child should have books in their book bags which are at the appropriate level for their reading ability. We aim to hear your child read as often as possible, but in KS2 it is up to the child to ask to change books.

Finding a time to read together every day will help your child with reading, writing and spelling. You want a quiet time when you are not feeling rushed.

How should I listen to my child read?

First of all find a comfortable place and time when neither of you is feeling rushed.

Before reading, spend time together talking about the cover and what each of you think the book is going to be about. You might go through the book together talking about the pictures.

Allow your child to re-read favourite stories, or to hear you re-read them.



Knowing a familiar book will help them notice more about words on the page and they will start to notice the pattern in stories and new words.

As they read, point underneath each word. Without stopping the flow of the story, talk about the pictures, ask questions about the characters, discuss what might happen next.

All this will help with their understanding of what the book is about.

If they get stuck, encourage them to use all available information. Remember that reading is not a test. They should look at the pictures. Remind them of what has happened in the story. Use other clues such as:

- What sound the word begins with.
- Similar words on the page, which they have already read.
- Reading on to the end of the sentence.

DON'T keep them guessing too long.



IT IS NOT ONLY BOOKS THAT HELP YOUR CHILD READ.....

At breakfast time - look at the words on the cereal packets, milk, fruit juice cartons. Get them to see how many words they can make out of the letters.

Going to the shops - some shops will have a sign over the door that says what they sell. Can your child put the words together with what is in the window?

Look in the local papers - if your child recognises a famous face eg a footballer or T.V star, it will make them want to read the story. Don't forget comics.....

In the streets - you'll see street names and advertising posters.

In the shops - your child can find what you need by reading aisle and shelf contents labels.

Videos - video boxes usually tell a story. Get your child to read the box as well as watching the film.

How does a writer use language?

Which words and phrases have been used to develop an atmosphere of suspense or mystery?

Are any words repeated? What effect does this create?

Which words and phrases help to imagine the place where the story is set?

Which words/phrases/questions/points were most powerful in persuading you?

Why has the author chosen this particular word/phrase?

What effect does this have on the reader?

Does the author tell you what the character is thinking or do you have to work this out from other clues or hints?

Can you tell from the first paragraph what kind of story/text we are reading?



Help your child to sound the words out slowly using the sounds of the letters and then say it faster together.

Your child may talk about phonemes instead of sounds. Their teacher will have taught them to do this so you should do the same. A phoneme is each separate sound made by one or more letter, eg 'th', 'ch', 'sh', 'ai'.



When your child reads and gets a word wrong let them finish the sentence before you correct them. Children often realise what the word should be, go back and correct themselves. If they don't realise that the word has been read wrongly you could ask something like "Does that make sense?"

Sometimes read the book together taking turns to read pages. Take the parts of characters making use of expression in your voice to highlight different character traits. This will help your child read more expressively.

REMEMBER!

Pause - give your child thinking time.

Prompt - give your child a clue e.g. refer to the picture.

Praise - recognise your child's effort, tell them what they have done well!!



Praise your child when they work out a new word for themselves, and when they go back and correct a word they have misread.



Some questions to ask??

As your child becomes more confident in reading don't forget to ask some questions to make sure they have understood the text.

What does the writer mean?

- What do you think about....?
- What do you think this book/poem/story is about?
- Can you suggest a different title for this book?
Why do you think that?
- Which three facts tell you that...? Why the boy is unhappy.
- What clues are in the text to suggest that could happen?
- How do you think the author has described the character/setting or event this way?
Why is the setting important to the plot?

Remember—you do NOT have to do this every time you hear your child read—
Reading is supposed to be FUN, not a test!!