

# Helping your child with reading at home



## Books to borrow from school:

- RAINBOW BOOKS- choose as often as you like!  
Early readers will need lots of support to read the text.



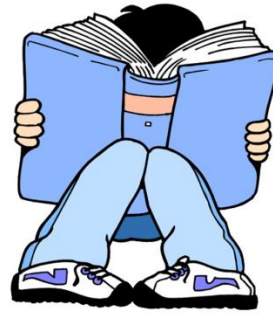
- SCHOOL LIBRARY- this is open every morning from 8.30am. Just pop along and choose a book.



- TEACHER DIRECTED BOOKS- once your child knows some sounds and can blend some words, the teacher will send home books at their reading level. It is important to reread these books to develop fluency and confidence. Sometimes children will move between colour bands. This is normal because different books are used to help develop different reading skills.



Model a love of reading with your child – let children see that you value books. Seeing adults enjoying reading from books, newspapers, magazines, recipes or menus will make children want to read themselves.



Keep books safe and encourage children to have a special place where their books can be stored. Show them how to turn pages carefully.



Children learn from the world around them and from seeing labels, notices and signs which are written in print. Encourage children to look for words they know all around them!

Make time to read with your child and hear them read. Encourage them to share reading with friends, grandparents, brothers, sisters and other family members.

Try to provide a peaceful atmosphere with no distractions so that children can fully enjoy listening to, or reading, a book.

Practise the sounds of language – read books with rhymes. Teach your child rhymes, short poems and songs. Play simple word games e.g. How many words can you make up that sound like the word 'cat'?



Play 'How many words can we think of that start with a?' etc.



Help your child take spoken words apart and put them back together. Help your child separate the sounds in words, listen for the beginning and ending sounds and put separate sounds together.

Let children have time to attempt words that they are unsure before you give them the word. Help them to get the initial sound or try breaking the word into smaller sections. If your child is struggling, give them the word but encourage them to re-read the sentence correctly to reinforce the new word they have learnt and hear themselves successfully reading the sentence.

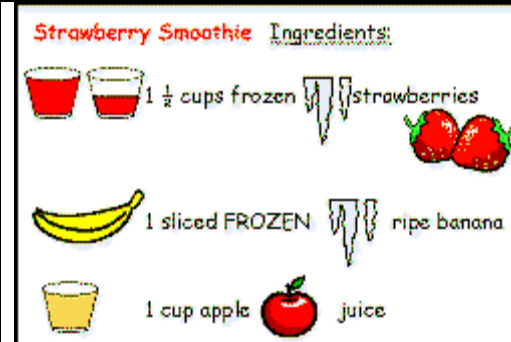


Join your local library – children can have access to hundreds of good quality books, both fiction and nonfiction... and its free!



Play 'I Spy' – It's a good way of showing that every word begins with a letter. You can also play games where children identify the odd one out in a list like cat, mat, dot, rat. Play card games like Bingo, Memory cards, Snap and Go Fish.

Make your favourite recipe together! Read the instructions carefully and enjoy creating something tasty and fun to eat! Maybe you could even try to write your own recipe!



Ask your child to write a review of their favourite book.  
What was their favourite part?  
What did they enjoy about the book?  
Who were their favourite characters?  
Would they recommend the book to a friend?

When you next go out for a walk, ask your child to suggest adjectives (describing words) or similes to describe what they see...  
Eg. the leaves are golden and crispy  
The sea is as sparkly as a diamond necklace



Keep old newspapers and magazines. Let children cut out the large letters and use them to create words and sentences. Can they spell their name using lots of different font types?

Write labels under pictures or objects to show them that words belong to things.

Model reading from left to right by pointing to words with your finger, then theirs.



Talk to your child about what is going on in a book or story. Ask questions such as;

Which character did you like best? Why?

Why was the King upset?

What do you think will happen next?

How did the girl feel at the end of the story?

Encourage children to use the pictures to support them and discuss new words.

Keep in touch with the school and let us know if books need to be changed or you feel your child is finding the level of books they have been given, or areas of their reading, difficult. Please also feel free to share any reading successes or areas of reading interest that your child really enjoys, with us.



Let your children help you with the shopping!

Give them a list of say 5 things that they need to find as you walk around the supermarket together.



As they find them they can tick them off their list!

Role-play is a great way to promote the use of story language and allow children to re-tell stories in their own style.



Encourage your child to make masks or puppets of the characters in their favourite story or dress up as different characters. They could create their own play of the story on their own or with their friends – they could even give a performance to family and friends!

Let your child make their own book.

It could be a story or information book or just pictures and a few words.

What could the title be?

Will your book have illustrations?

Does your story have a beginning, middle or an end?

Will your book need an index?



Use fridge magnet letters to spell out words and messages.

Children could practise spelling the Tricky Words from their packs too!

Tricky Words are the words that your child will come across regularly in both their reading and writing. Practise reading the words and use the actions to help.

How many words can you read in a minute?

Challenge children to find Tricky Words in books they are reading/sharing.

Make the words out of play-dough or letters made from a variety of fabrics or materials.

Practise making sentences with the word cards.

Create a game of 'Snap' using two matching sets of the word cards.

Praise your child for trying hard with their reading. Celebrate their successes, but let them know that it is all right to make mistakes!



Reading is one of the most valuable and rewarding skills your child will learn. We believe that children who read regularly to an adult at home, make greater and quicker progress in the development of their reading and comprehension skills and therefore any time you can spend hearing your child read will provide valuable support to their learning.



Useful websites:

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) – has ideas and games to play; on-line books that relate to the children's Oxford Reading Tree scheme books; modelling of sounds being said (in 'Skill up' section)

[www.educationcity.com](http://www.educationcity.com)

[www.bbc.co.uk/schools/bitesize](http://www.bbc.co.uk/schools/bitesize) - games based on phonics and sentence structure

[www.bbc.co.uk/cbeebies](http://www.bbc.co.uk/cbeebies) - games, activities and stories

[www.rif.org.uk](http://www.rif.org.uk)

[www.literacytrust.org.uk](http://www.literacytrust.org.uk) – advice and ideas for recommended

[www.love2read.co.uk](http://www.love2read.co.uk)

[www.topmarks.co.uk](http://www.topmarks.co.uk) – various games and on-line books

[www.pbskids.org](http://www.pbskids.org)

[www.kidsandreading.co.uk](http://www.kidsandreading.co.uk)

[www.readtogether.co.uk](http://www.readtogether.co.uk)

[www.schooljotter.com/showpage](http://www.schooljotter.com/showpage)

[www.woodlands-junior.kent.sch.uk](http://www.woodlands-junior.kent.sch.uk)

## Ways you can support your children at home by writing together.

**Magic writing boards** are great fun for children. These can be bought cheaply and used even on car journeys.

**White boards** encourage the children to write and practise mark making.

**Write with your child** – 'think aloud' so they can hear the decisions you make as you write. Children will want to write if they see a purpose to the writing.

**Talk about the words they see in everyday life**- food packaging, signs in the supermarkets, captions on the buses and lorries, messages on birthday cards and invitations.

**Write a shopping list together.**

**Send an email**- Your child says the message and you type it initially. Children can develop computer skills at the same time.

**Provide your child with a 'writing box'**- put a range of writing items in the box –pens, pencils, rainbow pencils, old birthday cards, coloured paper, sticky tape to make little books. Rolls of wallpaper can be fixed to a table or a fence for large writing and drawing.

**Praise them for their play writing**- those early squiggles and marks show that your child is beginning to understand writing.

**Relax and enjoy!**





## What to do if your child is reluctant to read or write at home.

### Reading:

- Make sure your child sees you reading.
- Read **to** your child. Show them you like the book. Bring stories to life by using loud/soft/scary voices. **TELL** your child stories using little props.
- Spread books around the house for your child to dip into. Go to the library and you choose half the books and your child the other half.
- Read your favourites over and over again. Enjoy.

### Writing:

- Make sure your child sees you writing.
- Try fun activities which strengthen your child's hand. Eg: cutting, painting, squeezing playdough, picking up small things with tweezers and pegs.
- Compose an email together or write a card to invite a friend to tea.
- Continue to make words together. Use magnetic letters.
- Leave a message on the fridge door and encourage your child to reply.
- Make up a story together about one of their toys. You write the story as they say the words. Make up a little booklet. Take photographs and use the pictures in the book.
- Buy stickers of a favourite TV programme or book. Make your own little book about it

M Mountain b	A Apple b	S Snake s	D Dinosaur b	T Tower b
I Insect b	N Net s	P Pirate b	G Girl b	O Orange b
C Caterpillar b	K Kangaroo b	U Umbrella b	B Boot b	F Flower s
E Egg b	L Leg s	H Horse b	Sh Shhhh s	R Robot s
J Jack in a Box b	V Vulture s	Y Yak b	W Worm b	Th Thank you s
Z Zip s	Ch Ch ch choo b	Qu Queen b	X Exercise b	Ng Thing on a string s
Nk I think I stink b	Ay May I play? b	Ee What can you see? s	Igh Fly high s	Ow Blow the snow s

[www.frogmore-inf.hants.sch.uk](http://www.frogmore-inf.hants.sch.uk)

Parents → helping at home → YR → How to say the pure phonic sounds