



# How to support your child with reading at home

3.10.23



## As a parent..

Introduce your child to a variety of text types and authors

Please use your parental judgement to ensure the challenge/ support at home is at the right level.

Provide your child with additional books to those from school as much as possible (local library, e-books, magazines and comics)

# Importance of reading daily

Reading at home with your child: ideally 15 minutes per day. Try to build this into your daily routine.

Have a quiet, comfortable space your child (and you) can read in.

Read with your child and read in front of your child.

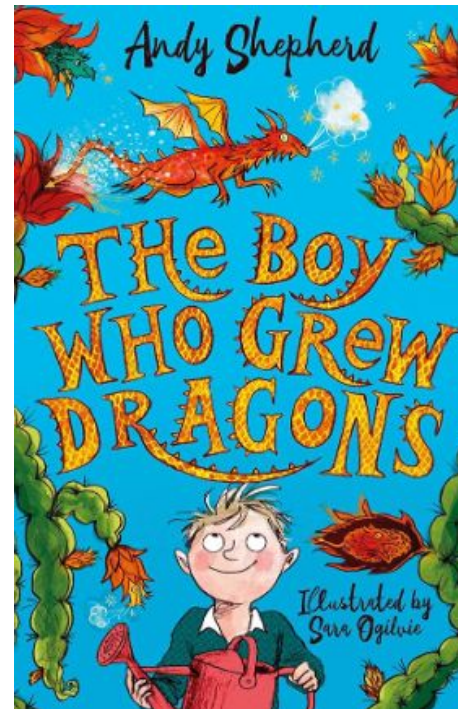
Remember, both reading and hearing texts read aloud is important. It is important to read to your child so that they can hear stories and language at a higher level than they can read alone. Reading to your child should be in both their home language and in English.

# Oxford Owl - ebooks



# Before reading

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other authors/illustrators. Give them time to flick through the book and read the blurb.



# During reading

Encourage your child to track the words with their finger or use a reading ruler.

Help your child to decode (read) the words and ask them about the meaning of more challenging words.

Ask your child about the content of what they have read – who, what, where, when, why, how?

Allow your child time to look at the pictures and talk about what they have read/seen. Your child may like to link it to books previously read or experiences they have had.

# Decoding

## Reading Strategies

To decode difficult words encourage your child to cut the word into syllables  
e.g. en-joy-ment

Sound it out h-a-pp-e-n

Cover up the word and keep reading. Then, go back and work out what it could be.

Use the pictures to help.

# After reading

<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>
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# Retrieval

Comprehension - does your child understand what they have read?

Can they understand the link between motives, actions and consequences in the story?

When asking retrieval questions the answer is in the text.

Your child needs to **skim** and **scan** for keywords using their finger.

never to touch it. Then at last, when he could stand it no longer, he would peel back a *tiny* bit of the paper wrapping at one corner to expose a *tiny* bit of chocolate, and then he would take a *tiny* nibble – just enough to allow the lovely sweet taste to spread out slowly over his tongue. The next day, he would take another tiny nibble, and so on, and so on. And in this way, Charlie would make his sixpenny bar of birthday chocolate last him for more than a month.

But I haven't yet told you about the one awful thing that tortured little Charlie, the lover of chocolate, more than *anything* else. This thing, for him, was far, far worse than seeing slabs of chocolate in the shop windows or watching other children munching bars of creamy chocolate right in front of him. It was the most terrible torturing thing you could imagine, and it was this:

In the town itself, actually within *sight* of the house in which Charlie lived, there was an ENORMOUS CHOCOLATE FACTORY!

How big was the paper wrapping that Charlie peeled back?

Why did Charlie eat the chocolate a tiny nibble at a time?

What was the thing that tortured Charlie the most more than anything else?

# Inference



Children have to search for hidden clues in the text (often show not tell e.g. her mouth dropped open)

Relies on own understanding of world/ experiences and on understanding of language.

How did Ahmed feel?

Sukie was a stubborn character. True or False?

Why did the man feel impatient?

# Prediction

What might children predict?

Do you think Rachel is likely to go swimming again?

Will Rachel listen to her grandmother in the future?

Do you think Rachel and George will remain friends?

Why? How do you know?

# After Reading

If you could go into space with one person, who would you pick?

If you were going to write a sequel, what would happen?

If you were going to give it an alternative title what would it be?

Name one similarity and one difference between this text and the last text you read.

If one character was going to go on the X factor, who would it be and why?

Match these adjectives with the character they describe:

- Brave
- Stubborn
- Admirable
- Kind

Can you retell the story in 30 words or less?

Can you retell the story backwards?

Who would you like to be in the text?

Who would your family or friends be if they were a character in the text?

Who would you recommend this text to and why?

# Making mistakes

All readers make mistakes. This is how we learn.

Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them. 'This is what you said... Can you spot anything wrong with that?' 'Does that make sense?'

Additional training and information for parents to view at home.

<https://www.oxfordowl.co.uk/pages/encouraging-reading>

