



# READING AT HOME



At Yew Tree Primary School every child is encouraged to read at home **daily**, whether that is to an adult (for developing readers) or independently (for fluent readers). Our home learning ladder sets out the minimum expectation for each year group, that children will read at home. In addition to this, every child will also take part in focused teaching of reading with their teacher every day during the week. For those children who need extra support with their reading we have allocated time to hear them read as necessary.

Your child will have a reading journal that you should write a comment about their reading and sign it as outlined in the Home Learning Ladder. Please add any extra books your child may read of their own or ones from the library.

If your child isn't reading at home or is not having their reading record signed to show that they are reading at home, then extra support will be given to your child during the school day.

## Choosing books

As the children are encouraged to choose, they may bring home books that they cannot read alone and favourite books that they have read repeatedly.

You may find that a very well-loved story like this is the first one that your child learns to read independently.

We believe that children should:

- Behave like readers.
- Be confident.
- Enjoy books.
- Talk about books they have read.
- Acquire a skill, which they will use throughout life.

## What can a parent do to help at home?

- Try to choose a quiet time every night with your child and makes yourselves comfortable.
- Let your child hold the book.
- Point to the words as you read them.
- Use the pictures as well; there is often an additional story in them.
- Allow plenty of time for discussion before you turn over a page. A valuable question is: "what do you think will happen next?"
- Let your child read the story to you afterwards, even if this is reciting by heart, or making the story up from the pictures. This is a very important stage.
- Memorising is not cheating. Make reading fun!
- Children learn to behave like readers by these activities. Praise all their attempts.
- If your child is too tired or reluctant to join in, just make it an opportunity for you to read in a relaxed and enjoyable way. Do not force participation.
- Read some of the book to your child, reading can be done with the adult as well as to the adult.

## Questions to ask before the child begins or resumes the book

- What has happened so far?
- What do you think will happen next?
- What are the clues that make you think this? How would you like the story to end?
- Are you involved in the story? Why?
- Where is the story set? Is there a description?
- When is the story set? (Past, present, future) Who are the characters in the story? Who do you like / dislike? Why?
- Do you feel similar to any of the characters? Tell me what is similar.

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### Supporting the confident reader

Confident readers have reached the stage where they no longer wish to read to an adult and want to read silently to themselves. The interaction between the parent and child changes at this stage.

To ensure that the child's reading development continues to move forward, we would encourage parents to question their child about what they are reading, at an appropriate time, to extend their reading and share their enjoyment of the book.

The following questions will provide ideas that you can extend to suit individual needs:

### Questions to ask when you child has chosen a book

- What is the title of the book?
- What kind of book is it? (fiction, non-fiction, poetry, short story etc.)
- Who is the author / illustrator?
- Have you read any other books by the same author?
- What made you choose this book? (Author, cover, illustration, recommendation, etc.)
- Did you read the blurb before selecting the book?
- Could you tell anything about the book before you started reading it? What were the clues?
- Have you read this book before? Why have you chosen it again?

### Questions to ask when your child has finished reading the book

- Was the book as you expected?
- Was there anything you disliked about the story?
- At what point did you decide you liked / disliked the story?
- If you have read this book before, did you enjoy it more this time?
- Did you notice anything special about the way language is used in this book? (Dialect, descriptive writing etc.)
- If you had written this book, how would you have made it better?
- Has anything that happens in this book ever happened to you?
- Can you describe an exciting moment or favourite part of the story?
- Who was telling the story? Was this the most important character in the story?
- Do we get to know the characters quickly, or do they build up slowly through the book?
- Was the ending as you expected? Did you like the way the story ended?
- Do you like the illustrations? Do you have a favourite?
- Would you recommend this book to your friends? Tell me what you would say to a friend.

### Reading must be enjoyed to gain maximum benefit

- Avoid confrontation. Offer alternative reading material e.g. Internet access, magazines in which the children have an interest. Non-fiction often appeals to boys more than fiction.
- Encourage reading at different times of the day or week.
- Buy / borrow CDs from the library to encourage a love of language. Listen to stories on journeys, at bedtime, etc.



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## Excellent reading comments for your child's reading journal

**Jemma and her dad enjoyed reading the book together**

**We loved discussing the story and talking about what was happening**

**Beth read the words loudly and clearly. She wanted to repeat them over and over again.**

**Lee attempted the tricky words by sounding out the letters.**

**Kyle used the clues in the pictures to identify unknown words.**

**Amy can read words by blending sound together.**

**John recognized the words on the flashcards.**

**Bella drew a lovely picture of the house.**

**Helen spotted a full stop.**

**Fluent and confident, showing enthusiasm and enjoyment.**

**Chloe recognized the exclamation mark.**

**Tony confused 'b' and 'd' at the beginning of the word 'dig' but self-corrected when read within the whole sentence. Wonderful!**

**Tends to mistake 'was' with 'saw'.**

**Susan loved the pictures and we enjoyed discussing them together.**

**Harry is now recognizing words far more easily.**

**Mary found this book quite easy.**

**Zoe found the word 'after' very tricky.**

**We recorded Tom's reading and played it back. He loved listening to himself read.**

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## Excellent reading comments for your child's reading journal

Steve read at a steady pace.

Grandma was over the moon when she heard Emily read.

I'm delighted that his reading confidence has increased leaps and bounds.

Amber was pleased that the ending was happy.

Rosie enjoyed the story and was keen to share her own experience.

Laura read beautifully with lots of expression. Brilliant!

Jane needed a little encouragement this evening to remain focused.

Rahim enjoyed reading this book and looking at the illustrations.

Lovely reading and only needed a little help today.

Dean asked lots of questions about the story and characters

Really impressed! You should feel very proud. It was an absolute pleasure listening to you read.

Neil, I am thrilled with your reading. You are a super reader!

Oliver can identify sounds in words.

As he read, he recognised and followed the punctuation.

Wow! First story read to the end with no help whatsoever.

Could you please check the level of her book as she found it quite challenging.

Claire is beginning to discuss the book