

# Hearing Your Child Read

A practical guide to improving reading with your child.

**Holy Trinity, Church of England Primary school**

**Wednesday 28<sup>th</sup> February  
2018**



# The Importance Of Spending Time Reading With Your Child



<https://www.youtube.com/watch?v=Orb6xXPPBKo>

Lots of recent research has focused on the link between parental engagement in their children's educational development and in particular, the fostering of a love for reading.

John Hattie, an educational researcher from New Zealand states that:

*Parent engagement in the educational development of their children improves attainment more than any other single factor.*

And as important as school tests are, parents are key in fostering the development of character strengths, especially those dispositions, attributes and skills associated with being an effective learner.

More recently, a report in June 2017 from Professor Yvonne Kelly, UCL stated that:

At the ages of three and five, children who are read to daily do better in all tests that predict how well they will get on at school – including how well they talk, knowing their numbers, shapes and colours.

Changing reading habits/routines at ages three and five from less than daily to daily, or from less than weekly to weekly, is linked to improvements in behaviour.

Children read to most frequently are much more likely to thrive and do well in all aspects of their lives.

"Reading together six days a week means an extra hour of support for a child."

# Reading Strategies In School

- Phonics (EYFS and KS1, targeted intervention in KS2)
- Shared reading
- Guided reading
- Independent reading
- Personal reading
- Focused reading activities
- Reading across the curriculum
- Class novels and stories
- Actively reading aloud



# Reading For Pleasure At Home

- Make reading visible
- Have books available in your home
- Share books every day
- Be a reading role model
- Boys need to see that reading is something men do
- Talk about books
- Sit and listen - don't do chores around the reader!
- Respect choices – your child may want to read the same book over and over again!



"Parents are really important reading role models and our research shows that children's attitudes to reading improve the more they see their parents read so we'd encourage all parents to make time for enjoying a good book themselves."

National Literacy Trust



# Supporting Your Child To Become An Independent Reader

- Use phonics first. What sound does the word begin with?
- Can you say the sounds in the word? Blend them together.
- EYFS and KS1 – play bingo, use flash cards to learn diagraphs and tricky words
- Read to the end of the sentence. What would make sense?  
What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

<https://www.youtube.com/watch?v=korfvEOQb14>





# Discussing The Book



- What do you like about this book?
- Explain your opinions on this character
- Why do you think this is a good story?
- Does this book remind you of any others you have read recently?
- What is it about these stories that you like so much?

# Comprehension



- Finding information on the page
- Being able to find information that is not on the page - looking for clues in deduction and inference
- Thinking about situations and predicting what might happen
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint
- Book talk to make your child think

# The Trickier Parts Of Reading

## – Inference and Deduction

**Inference** - *a conclusion reached on the basis of evidence and reasoning*

In other words, a deeper understanding based on the ability to 'read between the lines' and make deductions and conclusions based on 'hidden meaning'.



*Billy was howling because his whole day had been spoilt. All his work had been broken by the wave. His mum came over to help but she accidentally stepped on the one tower that was left.*

*“Never mind,” she said, “let’s go back for tea. You can build some more towers tomorrow.”*

*“Don’t want tomorrow...I want today!” shouted Billy.*

### **Talk through the text:**

How is Billy feeling? How do you know? What is ‘howling’?

Why has his day been spoilt? Who is trying to help him?

Where is Billy? What has he been building towers from?

How old do you think Billy is?

**More confident and advanced readers can make greater sense of what they are reading**

**Spot the errors...**

***Albert the Pretty Rabbit***

*Once there was a rabbit named Albert. He had dark brown fur that was as soft as could be. He was very fluffy and had a beautiful welkin. All the other rabbits wished that they had his snow white fur. Albert liked to eat in Farmer Smith's garden. Lots of things grew in the garden but Albert particularly liked the ice-cream that grew there.*

**Spot the 3 inconsistencies in the passage.**

# Reading *TO* Your Children

- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction, magazines, graphic novels.
- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliff hanger so children want to read tomorrow!

# Reading For Enjoyment At School

- Newly re-vamped library and class book areas
- Reading cloud
- Regular weekly timetabled slots
- Reading challenges
- Book fairs
- Visiting authors



# Activities At Home To Promote Reading

- Following instructions to playing board games
- Following instructions to cook something
- Following instructions to make a craft
- Reading signs
- Visiting libraries
- Visiting museums

Look at Oxford owl site





# To Take Away...

Book list of quality books to read with your children

Parent handouts with how to support Children in each year group with suggested questions to ask your child

