

## Reading

Every child will read throughout the week in school, therefore please ensure that their reading books and school planners are at school every day. All children will have their books changed on **Friday**. Please write a comment or sign their planner every time you read with your child. Each comment will help the children to move along the reading rainbow and receive a prize from the 'pot of gold'!

There is some help on the next few pages to support you when reading at home and filling in their planner.

When your child has read in school the comment will be written in **GREEN** pen. This could be done by the teacher, teaching assistant, parent helper or an older child/buddy.

## WHAT DO I WRITE IN THE READING RECORD?

It is important that the Reading Record reflects the child's reading patterns. Each time your child reads in school it will be recorded by writing a comment in **GREEN** pen. They will also read within a Guided Reading session and this is recorded on a separate sheet, as well as in their planner. Regular comments from the parent, linked to the questions below, are also needed to show that your child is extending his/her reading through questioning and interaction with an adult.

The following list is not an exhaustive list but offers suggestions that may be appropriate.

Parents are not expected to comment on each of the following areas after each reading session!

- How enthusiastic is the child about the choice of book?
- Can the child remember the story so far?
- Is the child reading using only the pictures for clues?
- Does your child understand that the words they are reading mean something?
- Can the child read words out of context e.g. when you point to a word without reading the whole sentence?
- Is the child confident to attempt new words?
- What reading strategies is your child using e.g. sounds, use of the picture, use of the context?
- Can the child follow the text without using a finger or marker?
- Is there a pattern to the mistakes your child is making e.g. words ending in "ed" or starting in "sh"?
- Does the child recognise mistakes and self-correct?
- Is the child recognising many key words?
- Is the child aware of punctuation?
- Is the child reading with expression?
- How long is the child able to sustain reading?

## SUPPORTING THE INITIAL STAGES OF READING DEVELOPMENT

### WHAT CAN A PARENT DO TO HELP AT HOME?

- Try to choose a quiet time every night with your child, and make 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.

## HELPING YOUR CHILD READ A WORD...

- Which letter phonemes do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmm', finish the sentence. Then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes.
- Use the first 1 or 2 sounds with another strategy

**Always go back and read the sentence again!**