




READING
is the  to
SUCCESS



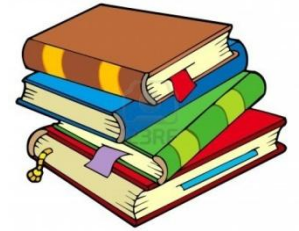
Supporting Reading at home

How to help your child in Year 1 and 2



Year 1

- Your child will now have lots of experience of early reading skills and will be building up a range of reading skills. The next step is all about gaining **more confidence**.



Here are some top tips to help you get a good balance of reading for enjoyment and skills practice.



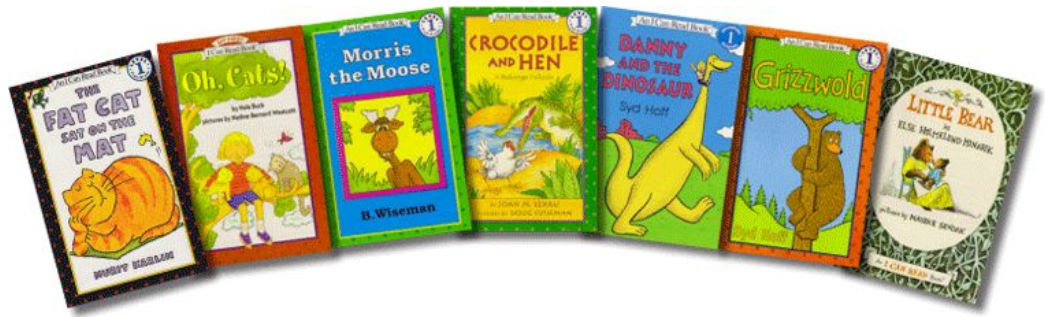
Tip 1: Read everyday



- Even if it's for a few minutes. Every little helps. This could be your child reading to you or you reading to them. It's still just as important now as it was when they were younger to enjoy reading books with your child, as well as those they bring home from school.
- Equally, it could be could be road signs on the way home, your shopping list on the fridge, a newspaper article or an advert in a magazine.

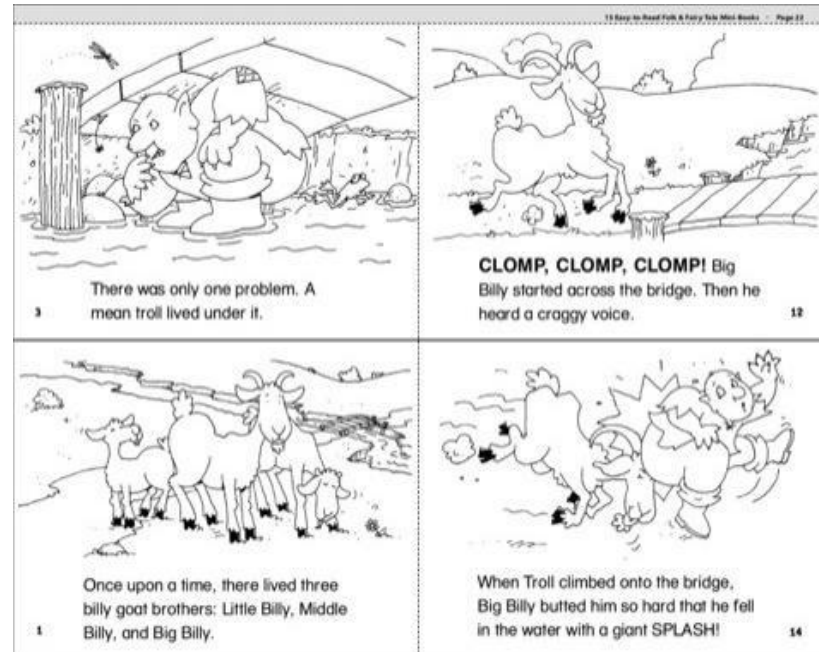
Tip 2: Talk about books, words and pictures

- Before reading a book together, always talk about the title, the pictures and the information on the cover (front and back).
- If it's new, ask what your child thinks the book might be about.
- If it's an old favourite then talk about the bits you love most!



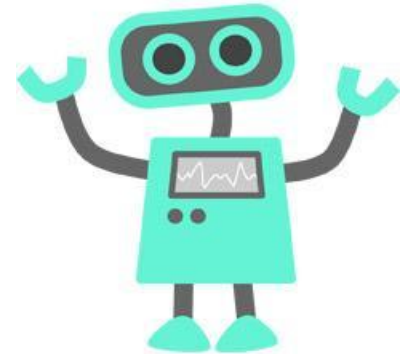
Not that book again!

- Don't worry if some books get chosen again and again. This is a positive thing as it allows your child to practise different skills such as expression and pace.



Tip 3: Reading with expression

- **Does your child sometimes read aloud like a robot?**
Sometimes their expression might sound stilted on the first read of a sentence or a page. The best way to help is to re-read it to them with expression or ask them to re-read it again. The second time should sound more 'natural.'
- Listen as I read with and without expression.
- When your child starts to use expression consistently then show your child how you can use different voices and vary the volume for effect such as 'the big bad wolf' You will soon see that your child will then try these skills when reading to you!





The second pig's house was built out of sticks and slightly stronger.



The big, bad wolf knocked on his door. "Little pigs, little pigs, let me come in," said the wolf. "Not by the hair on our chinny chin chins!" the pigs shouted.

Tip 4: Retell stories or events

- There will be stories that your child will know really well. Read these together adding in lots of expression and different voices for different characters. Get your child to join in with the repetitive refrains, such as, *'They pulled and they pulled!'* and *'Fee, fi, fo, fom...'*
- Extend by changing elements of the story. Do they notice? Does it make the story even more fun?
- Try 'my turn, your turn.'

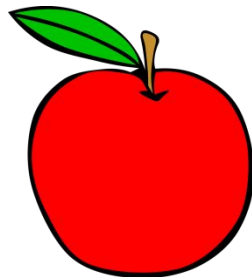
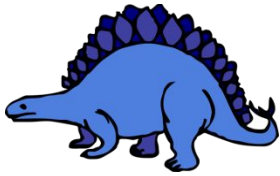


Tip 5: Sound it out

- If your child gets stuck on a word, try phonics first. Get your child to say the letter sounds. Remind them to look for diagraphs so if the word was team they would say **t-ea-m** not **t-e-a-m**.
- Once they have worked out all the sounds encourage them to say all the sounds quickly to try to hear the word; this is called '**blending**'.
- If the word can't be sounded out then it's best if you say it quickly and move on. If the book is at the right level then this should not happen too much. You will sometimes find this happens at the start of a new book band level.

Tip 6: Clap and chunk

- Clapping out syllables or chunks in words and names can also help with reading longer words: *Di-no-saur!* *Ap-ples!* and *ba-nan-as!*
- You can also point out that some words are made up of two words, so *wind* and then *mill* makes *windmill*.



Tip 7: Don't be afraid to back track

- It's sometimes good to get your child to **re-read a sentence or even a page** if it has been tricky to work out. This helps with **meaning, flow and confidence** – even as adults we all have to do this sometimes!
- **Use the illustrations** to help make the meaning clear. For example...
- If your child likes to read really fast, help them to spot the punctuation. Make sure they pause and take a breath at every full stop. What other punctuation marks do they recognise? You could make it a game.

A Wish for Fish

Josh has a wish. He wants to swim with the fish.

"Let's shop," says Mom. She grabs a mask off the shelf.

Mom and Josh rush to the ship.

They hop on. The ship stops.

Splash! Josh hops off. Josh sees a lot of fish! He pets the fins. Josh got his wish! He swam with the fish.



The Little Red Hen
said to the duck and
the pig and the cat,
"Who will help me
plant the wheat?"



"Not I," said the duck.
"Not I," said the pig.
"Not I," said the cat.

"Then I will plant
the wheat myself,"
said the Little Red Hen.
And she did.



How does this move on in Year 2?

Don't give up on talking about picture books, sharing short chapter books and even sharing bedtime stories and information books with your child.



But begin to choose what to read together and exchange views.

Tip 1: Take the lead



- Try reading slightly more difficult books **that you have at home** together – you read one page and your child reads the next, or you read the main information and they read the captions.
- Hearing you read fluently and seeing you read for information will help them to see what reading can be.

Tip 2: Encourage an opinion

- Talk about books when you've finished reading together.
- Talk about the characters and what happens in a story, or what specific bit of information was most useful, but also get them to give you their opinions too.
- Let them tell you if they don't like a book, and why. It's OK not to like some books or to prefer reading on-screen sometimes!



Tip 3: Make links

- As well as talking about the book itself, make links between events or information in the book and your child's own experiences: *'Do you remember when we did that ...?'* Get them to ask questions too: *'Is that how Grandad does it too?'*



Tip 4: begin to look for spelling patterns

- Similar to year 1, it's still good to begin with a phonics first approach when your child gets stuck on a word. Then get break it into chunks or to read the whole sentence again, focusing on the meaning.
- But you may also want to encourage your child to look for spelling patterns.
- In year 2 they are taught these spelling patterns

Words with **soft c**, e.g. **city**, **race** + suffixes **s**, **ing**

Words with **soft g**, e.g. **gentle**, **bridge**, **cabbage** + suffixes **s**, **es**, **ing**, **ed**, **ly**

Unusual plurals, e.g. **knives**, **potatoes**, **babies**, **sheep**, **women**

Short vowel doubling + suffixes **ed**, **ing**, **er**

Words ending in **le**, e.g. **cuddle**, **battle** + suffixes **ed**, **ing**, **er**, **s**

Words ending with **il**, **el**, **al**, e.g. **pupil**, **parcel**, **medal** + suffix **ly**

Words ending in **en**, **an**, **on**, **in** + suffixes, e.g. **garden**, **iron**, **woman** + suffixes **s**, **es**, **ed**, **ing**, **er**, **ly**

Words ending with suffixes **tion**, **sion**, e.g. **attention**, **television**

Words ending with **ent**, **ant** e.g. **transparent**, **important**

Words ending with **ence**, e.g. **patience**, and **ance**, e.g. **extravagance**

Words ending with **ous**, **cious**, **tious**, e.g. **famous**, **delicious**, **cautious** + suffix **ly**

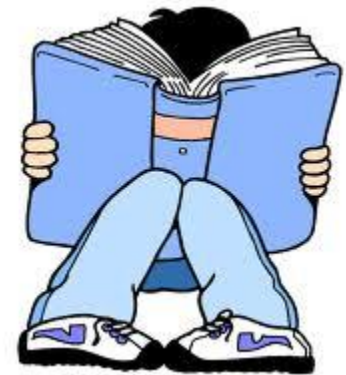
Words ending with **schwa**: **ure**, **or**, **our**, e.g. **nature**, **actor**, **colour** + suffixes **ed**, **ing**

Words ending with suffixes **ible** and **ibly**, **able** and **ably**, e.g. **horrible**, **horribly**, **comfortable**, **comfortably**

Words ending with suffixes **ful** and **fully**, e.g. **cheerful**, **thankfully**

Tip 5: Quiet time and silent reading

- As well as reading books aloud together, encourage your child to **sometimes** read alone and sometimes silently. This isn't as easy as it sounds, but it shows that your child is reading more effortlessly. Show how you read your own book or newspaper silently.



Building up early comprehension skills

So what kinds of questions can I ask for other types of books such as poetry and factual books?

Here are some helpful prompts

BASIC QUESTIONS

- Was there anything you liked about the book?
- What especially caught your attention?
- What would you have liked more of?
- Was there anything you disliked?
- Were there parts that bored you? Did you skip parts? Which ones? Why?
- If you gave up, where did you stop and what stopped you? Was there anything that puzzled you?
- Was there anything that you thought strange?
- Was there anything that you'd never found in a book before?
- Was there anything that took you completely by surprise? Did you notice any apparent inconsistencies?

SETTING

Describes time and place

- Where does this story take place?
- Is the setting really important to the story or could it have happened anywhere?
- Could it have been better if it was set somewhere else?
- Was the setting for this story familiar or unfamiliar to you? Explain your answer.
- Was the setting interesting in itself? Would you like to know more about it?
- Did you get a really clear picture of where the story is set?
- Do any particular words or phrases help you to imagine the place where the story is set?
- Do any words or phrases provide an indication of the time when this story is taking place?

CHARACTER

- Is that character the most important in the story? Or is it really someone else?
- Which character did you feel closest to in the story? Why?
- Which character did you find most interesting? Why?
- Did you dislike any characters in the story? If so why?
- Do any words or phrases help to build up a picture of the character?
- Do you learn about this character from their appearance, what they say or do?
- Did your opinion of this character change while you were reading?

POETRY

Form
Rhyme
Rhythm
Figurative language
Word play
Vocabulary

- Do you hear any repeating patterns in this poem?
- Can you predict what the poet might have used here? (eg: similes)
- Can you hear any patterns in this poem when we clap the rhythm?
- Describe/draw the pictures that poem creates in your mind.
- Do you notice anything special or unusual about the words that the poet has used?
- Are there any words or phrases that you particularly like?
- What do you feel when you read this poem? Sad? Angry?
- Are there any words or phrases that stick in your mind? Explain why.

POINTS OF VIEW

- Who is telling the story? Who is narrating the story? Do we know?
- How do you know who is telling the story?
- Is the story told in the first or third person?
- Who do you feel closest to in this story? Can you say why?
- Through whose eyes do you think you are seeing the story?
- When you were reading the story did you feel you were part of this story or did you feel you were an observer?
- From whose point of view do we learn about characters and events?

PLOT-NARRATIVE STRUCTURE

Events of a story
Order of events
Story shape

- How long did the story take?
- Did the events happen in the order we are told about them in the story?
- Why do you think the writer chose to tell us about events in this order?
- When you think about the things that happen to you, do you always tell the story in the order in which they happen? Or are there sometimes reasons that you don't? What are the reasons?
- Are there some parts of the story that happen in a short time but take a long time to describe?
- Are there some parts of the story that took a long time to happen but were told about quickly or in a few words?

GENERAL NON-FICTION

- What is the purpose of this book? Why would you read it?
- Does this story have a central character?
- What makes it different from a story?
- Does this (non-fiction) book have chapters? How has the author organised the material in the book?
- What could you find out from this book?
- How do you know if the information is accurate?
- What kind of expertise does the author have? How do you know?
- Compare the contents page of a fiction book and a non-fiction book: what do you notice?
- Look at the bibliography: why might this be useful?
- Has one author given information in their book that the other hasn't? What has been left out? Is it important?
- Have the books/authors presented the information in different ways?
- Which is the most effective? Why?
- Where could you find aboutin this book?
- Is there any other way? What's the quickest way?
- How many levels of headings and subheadings does the book have? Are they factual or do they ask questions?
- Do you take notice of the headings when you scan the text?

NON-FICTION

- Which article/letter would most persuade you to change your mind? Why?
- What words/phrases/questions/points were the most powerful in persuading you that hunting was wrong?
- What does the writer want to persuade you to think/do?
- Who is this advert trying to persuade?
- Who wrote this advert/article?
- Why did they write it?
- Can you tell what they think? How?
- Do you think the letter-writer is a friend of the person who will receive it? Why/why not?
- What words/phrases have been used which give you clues that this is a formal letter?
- Highlight the words and phrases that you find in formal documents. Which ones wouldn't you use if you were writing to a friend?
- Why has the author set out the instructions like this?
- Could they have been written any other way?
- How could this be made to sound more friendly and informal?
- How could this be made to sound more formal or serious?
- Highlight the words that tell you which order to follow (eg first, then,after,finally).
- Why are these words useful to the reader? What words indicate that some people think differently (eg however, although) or that there are different points of view (eg on the other hand)?
- What are the main ideas in this paragraph and how are they related?

ILLUSTRATIONS

Photographs - Diagrams - Charts - Tables - Exploded diagrams - Line drawings

- What do diagrams tell you that the words do not?
- If you just look at the pictures, what would you say this book was about?
- What can you find out by looking at the photographs?
- Why is this exploded diagram better than a photograph?

GLOSSARY

- Compare the definitions of.....given in the glossary of at least two books. Which one is clearer?
- When you were doing research about...were there any words that you looked up in the glossary? Was the glossary helpful?

INDEX

- What's the difference between the index and the contents?
- If you want to find out about ... how could you do it? Where would you start?
- What's the best place to look for information about ...?
- If you can't find information in the contents, where else might you look?
- If there isn't an entry in the index, what might you do to find out about...?
- How could I use the search engine to find information about....?
- Why are the sites found organised in this order?

Inference

readers can understand more about the story when they when they look for clues in what the characters say and do.

they are wearing coats

so it must be cold

so they must REALLY like football!



Vocabulary



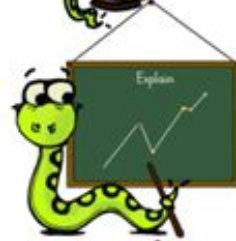
Infer



Predict



Explain



Retrieve



Sequence



Watch your child grow



A good website to go
for audio books is
www.oxfordowl.co.uk