

# How Wood Primary and Nursery School

## Supporting your child with reading

### Talk to Your Child



Oral language is the foundation for reading. Listening and speaking are a child's first introduction to language. Talking and singing with your child teaches your child the sounds of language, making it easier for him or her to learn how to read.

Here are some things you can do to help your child build an appreciation for words and language:

- Talk to your child as much as possible about things you are doing and thinking.
- Ask your child lots of questions.
- Encourage your child to tell you what he or she thinks or feels.
- Ask your child to tell you about his or her day – about activities and games played.
- Be patient! Give your child time to find the words he or she wants to use.
- Sing songs, such as the alphabet song, and recite nursery rhymes, encouraging your child to join in.
- Play rhyming and riddle games

### Reading to and with your child

Reading aloud to your child is really useful. Here are some ways to get the most out of reading to your young child:

- Try to make the sessions fun and enjoyable for both of you!
- Read with drama and excitement!  
Use different voices for different characters in the story. Use your child's name instead of a character's name. Make puppets and use them to act out a story.
- Re-read your child's favourite stories as many times as your child wants to hear them, and choose books and authors that your child enjoys.



- Read stories that have repetitive parts and encourage your child to join in.
- Point to words as you read them. This will help your child make a connection between the words he or she hears you say and the words on the page.
- Read all kinds of material – stories, poems, information books, magazine and newspaper articles, and comics.

- Encourage relatives and friends to give your child books as gifts.

- Take your child to the library on a regular basis to borrow books.



- Building confidence is essential. Do not worry about moving on to more difficult books. It is much better to allow plenty of time to practise at any particular level before taking the next step forward.
- Keep the sessions short, 10-15 minutes a day is more than long enough.
- Always choose a time when your child is not too tired.
- Encourage your child to ask questions and to comment on the story and pictures in a book – before, during, and after reading it.
- Look at the cover and the title of a book with your child, and ask your child what he or she thinks might happen in the story.
- It is fine to read the first page to your child.
- If a child is not able to read a word at all:
  - Think about what word would make sense in the story or sentence.
  - Sound the word out.
  - Think of a word that looks and sounds similar.
  - Look for parts of the word that are familiar.
  - Think about what word would sound right in the sentence.
  - Check the pictures and the punctuation marks for clues.
  - Always encourage self-correction

## Moving on

As your child becomes skilled at decoding the words in the text, Please encourage them to;

- Read out loud using punctuation to help the listener understand.
- Read with fluency, using different voices and tones to give expression.
- Retell the story in their own words.
- Discuss the reasons for events in a story.
- Comment on the layout, characters, settings and themes of different books.
- Make sensible predictions based on knowledge of the text.
- Discuss the actions of the main characters.
- Talk about the words and phrases that an author has chosen to create effects.
- Use non-fiction features to find information in texts.
- Identify the differences between different non-fiction texts.
- Know how paragraphs are used to organise ideas.
- Read on their own and use different ways to work out the meaning.
- Read to younger members of the family.



Please ensure your child continues to have access to a wide range of books, do visit the library to develop a love of reading.

At How Wood we highly value the support Parents and Carers give their children in the journey of learning to read.