

Why should I re-read books that are familiar to my child?

They enjoy and get satisfaction from re-reading good books. This helps to turn them on to reading and gives them confidence.

When they know most of the words, they can then turn their attention to reading fluently and with expression

Children can read on their own without having to wait for someone to help them. This means they can do more reading which helps them to become better readers.

When children know most of the words, they can learn about common letter strings, about forming new words from the ones they already know and about similarities and differences between words.



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Parents Information
Booklet



Helping My
Child Read At
Home
Years 1 and 2



From a very early age children can be encouraged to enjoy books by sharing them with adults. The six-month old child who turns the pages of a board book is beginning to behave like a reader.

The adult can build upon this by giving support and encouragement. By demonstrating how books work, talking about the illustrations and indicating how they relate to print, the adult is showing the child the meaning and purposes for reading.



Children need to understand this so that they will be motivated to read. Children can be encouraged to retell stories and by valuing their attempts to make sense of the print, the

adult can foster an enthusiasm for and a positive attitude to reading.

WORKING TOGETHER

We believe that parents play a vital role in helping their child learn to read. School and home working in partnership together create the perfect setting for encouraging a love of reading. We appreciate the commitment parents give in helping their children to become confident readers.

What can I do to help my child in Year 1 and 2?

J As well as reading aloud to someone who is listening carefully and giving help where needed, children need to talk about the book and be read to themselves.

J Try to take a regular time as often as you can to read and enjoy books.

J You could read a book to your child and get him/ her to join in when he/she can. Children can do this best with rhymes and repeating patterns of words.

REMEMBER:

That getting meaning from print is what reading is all about.

1. TALK about the book before you read it.
2. LOOK at the illustrations, the cover, and the title.
3. ASK "What do you think it is about?"
4. GO through the book page by page.
5. TALK about the illustrations and the words or ideas that might be in the book.

Do mention things like:

The author- the person who wrote the story

The illustrator - the person who drew the illustrations



CORRECTING MISTAKES

If the mistake makes sense, as in a misreading of house or home, let your child continue to end the sentence. Then go back and ask "what word is that?"

If the mistake does not make sense, lead your child to correct the mistake by allowing time to self-correct.

Model self-correction by rereading what your child has said and ask "Does that make sense?"

If the meaning is still not clear, look at the word and find familiar letters such as the initial/ beginning letter and final letter sounding where possible.

Finally, say the unknown word then read the sentence and talk about the meaning of the word in the context of the sentence.

PRAISE

Encourage and praise for their efforts. Comments when your child has finished reading the story:

J I like the way you ...

J Well done...

J That's really great...

J You must have been practicing...

J You did a lot of work today...