

Suggestions for reluctant readers

Reluctant readers become enthused when books are seen to have relevance to their other interests.

Possible things to try are:

- Keeping reading times short and fun
- Little and often is best so do not insist on reading a large amount of text in one go
- Any interest in reading should be encouraged. Children should be encouraged to read any kind of text (even comics, sport reports, game instructions, recipes or cereal packets)
- Try sharing a book by reading one page each
- Ask children to read with a range of adults e.g. grandparents, siblings, uncles, aunties etc.

What should I write in my child's reading contact book?

A common question from parents is, 'What should I write in my child's reading contact book?' The small comment (under parent comments) informs teachers of how your child's reading is progressing at home. We do not expect a detailed report on what happened, but a small focused comment on **A**) if the child enjoyed the book (this will indicate that the child had spoken about likes and dislikes in the text. **B**) Areas they did well in e.g. Billy was able to predict what would happen next or Billy tried hard and self corrected his mistakes. **C**) Any areas your child struggled with. This is so the teacher can then work on this in class. E.g.) Billy struggled with the word 'shouted'.

An example of a parent comment: '**Lee really enjoyed the story; he was able to break up unfamiliar words and read confidently with some help.**'



Reading matters!

At Cobham Primary School we encourage and value the time children spend on reading at home. The following leaflet is an aid to help you achieve successful reading time with your child.



Remember if you have any problems or questions, please ask. Our aim is to work in partnership with you to develop your child's progress and enjoyment of reading! **Above all, reading should be fun!**

Reading with your child

Every child is provided with a reading book, to read at home with their family every day but please also encourage your child to read all sorts of different texts, stories etc.

To gain the best results

- Choose a time when you can relax and enjoy reading together
- Find a quiet place, if possible away from the television, music or computer
- Keep reading times short and fun
- Ask your child questions on what they have read

What should I ask my child?

Discussing what has been read (books, comics, newspapers etc) is a really important part of reading. Discuss by exploring questions beginning with What? Why? Where? When? How? Who? Then ask for their opinions on how they felt about the text.

- Who is the author?
- Who is the illustrator?
- What is the main character's name?
- Where is the setting?
- Why did the main character say that?
- How did that make the character feel? Why?
- What do you think will happen next?
- What are the subheadings on this page?
- Use the index to find information on.....
- Which article was your favourite? Why?

In the FS, your child is introduced to the enjoyment of sharing a book with an adult. As soon as they are comfortable to do so, they are encouraged to talk about what they can see and tell a story using pictures to help. As your child acquires a strong phonic knowledge, they are introduced to early years reading books, which are changed frequently by an adult. Next steps in learning for your child are identified and indicated (by class teacher) in their home-school reading contact book.

In KS1, your child will read to an adult at least twice a week. This could be with an adult during independent reading, during daily guided reading sessions or within a booster groups. Your child's home reading book will be changed frequently by a member of staff. Please indicate when the book is finished or the next page number your child has read up to.

Reading strategies

Early readers

- Use pictures to help
- Encourage children to return to favourite familiar books
- Encourage and praise
- Look for smaller words in a word e.g. **yesterday=**yes-ter-day
- Point to words as you or your child reads
- Sound out the first letter of the word they are struggling with
- Be patient, but don't struggle on a word. Allow the child to miss it out and use the rest of the sentence to work it out or back at the end of the sentence

Developing readers

- Prompt children to use their phonic (sound) knowledge to **segment** (break up) words before blending them back together e.g into **digraphs** (2 letters together which make one sound 'sh') and **trigraphs** (3 letters together to make one sound 'igh') **shock=sh-o-ck** **sight=s-igh-t**
- Wait for children to realise when the sentence they have read has not made sense. Don't stop them mid-flow. Wait to see if they realise their mistake at the end of the sentence and self correct.