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| **Book Talk*** Look at the front cover- what do you think might happen in this story?
* Where/when does the story take place?
* What did he/she look like?
* Who are the characters in the book?
* Is this character nice, mean, good etc? Why?
* What happened in the story?
* Where did you find the information about…?
* What’s happening at this point in the story?
* What might happen next? Why do you think that?
* Think aloud as you read to your child. Pause and say I wonder why…. Wording it instead of a question can help to support reluctant readers. How do you think the story will end?
* What does this word mean?
* Did you enjoy this book? Why?
* Which character did you like best? Why?
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| **Fun Activities*** Read a well-known story and make a mistake. Children enjoy spotting the mistakes adults make in well-loved stories.
* Create puppets for characters from a well-loved book and act out the story.
* Be a role model- if your child sees you reading, they will learn that reading is a worthwhile and pleasurable activity. Read a variety of texts e.g. cookbooks, instructions, menus etc.
* Create story maps of well-known stories and act them out together.

Useful Websites[www.lovereading4kids.co.uk](http://www.lovereading4kids.co.uk) [www.bookstart.org.uk/books](http://www.bookstart.org.uk/books) [www.Readingzone.com](http://www.Readingzone.com) [www.wordpool.co.uk](http://www.wordpool.co.uk)[www.booktrust.org.uk](http://www.booktrust.org.uk) [www.2.oxfordshire.gov.uk/cms/content/wychwood-library](http://www.2.oxfordshire.gov.uk/cms/content/wychwood-library)   |
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| Reading with your child at home |
| Wychwood CE Primary School |

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| Reading in Foundation Stage**Be positive**-Praise your child for trying hard at their reading. Let them know it’s alright to make mistakes, just that they should try their best.**Give them time**- Let them have a go at sounding out a word before you tell them. **Point with a finger**- Encourage them to follow the words with their finger.**Modelling blending**-When your child first starts reading books with words they may be able to sound out words individually but need help with blending. For example, they may sound out c-a-t and you can model c-a-t more quickly to help them blend the sounds together. If your child finds three letters tricky to begin with, you can blend the last two sounds e.g. c-at. **Sweep along a word**-when you read a word, point to the individual sounds and then sweep along the whole word to encourage blending. **Use Fred talk**- If children are stuck on a word, remind them they can use Fred talk and sound out the word.**Red words**- If your child does not recognise a red word, point out to them that it is a red word to remind them they cannot sound it out.  | Reading in Foundation Stage**Use Fred in your head.**-as children become more confident at reading and can read CVC words independently, encourage them to use ‘Fred in your head’ where they blend the word in their head and read the word without sounding out.**Read to your child**- More challenging stories with adventurous vocabulary will help engage your child with even more stories!**Make the story come to life**- Encourage your child to read with expression.Read the book that is sent home but make sure that children are choosing books they enjoy. **Ask lots of questions**- Check they understand the story by asking them questions.**How long?**- A good 10-20 minutes daily rather than one long session a week. | Early Reading SkillsTo be ready to start reading, children need to have a variety of skills in place:**Matching**- Pointing at pictures and identifying what they can see.**Rhyming**- Children need an awareness of rhyme. Read books with rhymes and pause to see if your child can identify rhymes. **Phonic awareness**- Looking at pictures in books and identifying initial sounds e.g. what sound does snake start with? **Curosity**- children need an understanding that we receive information from print. You can encourage this by pointing out road signs, menus, magazines, cards, cookbooks etc. **Enjoyment**- foster a love of reading and share a variety of books. This will expose children to a wide range of vocabulary and aid their language development.  |