



How to support your child with reading at home

Do you remember your favourite books as a child? Hopefully you read books together as a family and someone read you a bedtime story every evening. Those experiences were building vital building blocks for your future.

Reading together at home is one of the easiest, but most important ways, in which you can help your child. As you share books, you will help improve your child's reading skills, develop their vocabulary and understanding of the world. In addition, you will show them how important and enjoyable reading is. Reading with your child, or encouraging your child to read independently for just ten minutes each day can make all the difference.

At Hiltingbury, we want children to be able to:

- **Enjoy reading and see it as a pleasurable leisure activity**
- **Have the reading skills necessary to read a range of text types for pleasure and for information**
- **To be confident and competent readers, children need to have access to a range of reading experiences**
- **To be equipped as readers so they are ready for the next phase of their education**

Top Tips for achieving this:

- **Let your child choose the books they read** - *Following their interests is also the best way to keep them engaged and make reading fun, which will make them more likely to want to read more widely going forward.*
- **Encourage your child and their friends to swap books with each other** – *it'll give them a chance to read new stories, and get them all talking about what they're reading*
- **Give Books as presents**
- **Visit the library and book shops together** - *keep an eye out for special author events at the library or local bookshops*
- **Encourage your child to carry a book with them**
- **Have a family bookshelf**
- **Read to your child** - *let them turn the pages, skip pages, return to pages and let them interrupt you – even if it feels like they are getting off track. Talking about the book helps them make sense of what they are reading.*

- **Find a regular time for reading in your child's day, so that it's part of your daily routine -** *choose a time that works for you as a family*
- **Choose cosy places to read**
- **Don't panic if your child reads the same book over and over -** *Repetition will help younger children learn words and understand how language is structured.*
 - **Encourage your child to tell a story using the pictures in a book -** *Pictures are a great support for young and struggling readers. They capture children's attention and help them make sense of what they are reading. Ask your child to describe the pictures they see, ask questions about what the characters are doing and why they might be doing it, and see if they can guess what might happen next.*
- **Encourage your child to draw and write to help your child to tell a story -** *When telling stories, children are practising important language skills.*
- **Engage your child in games and activities that help them learn new words -** *For older children, these could be crossword puzzles, word searches or word hunts. For younger children, focus on playing with letters and sounds.*
- **Don't worry if your child doesn't read an entire book in one go! -** *Any time spent sharing or talking about a book is beneficial. Reading can take a lot of mental energy and taking breaks gives children a chance to slowly build up their reading stamina.*
- **Read yourself -** *It doesn't matter what it is – pick up a newspaper or magazine, take a look at a cookery book,, enjoy some poetry or dive into a detective novel. Get your children to join in – if you're cooking, could they read the recipe? If you're watching TV, can they read out the subtitles?*



To comprehend what your child reads, they need to be able to:

- **Vocabulary:** Find and explain the meaning of words in context
- **Infer:** Make and justify inferences using evidence from the text
- **Predict:** Predict what might happen from the details given and implied
- **Explain:** Explain how content is related and contributes to the meaning as a whole; Explain how meaning is enhanced through choice of language; Explain the themes and patterns that develop across the text; Explain how information contributes to the overall experience
- **Retrieve:** Retrieve and record information and identify key details from fiction and non-fiction
- **Summarise:** Summarise the main ideas from more than one paragraph

Vocabulary: Find and explain the meaning of words in context

Example Questions:

- What do the words.....and.....suggest about the character, setting and mood?
- Which words tell you that?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer: Make and justify inferences using evidence from the text

Example Questions:

- Find a group of words that show that.....
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of.....show that they are.....?
- How can you tell that.....?
- What impressions of.....do you get from these paragraphs?
- What voice might these characters use?
- What was.....thinking when.....?
- Who is telling the story?

Predict: Predict what might happen from the details given and implied

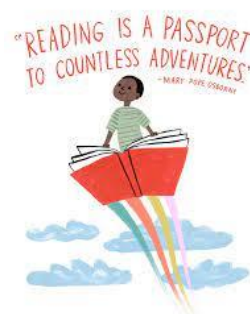
Example Questions:

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think.....will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain: Explain how content is related and contributes to the meaning as a whole; Explain how meaning is enhanced through choice of language; Explain the themes and patterns that develop across the text; Explain how information contributes to the overall meaning.

Example Questions:

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?





- Is the use of.....effective?
- The mood of the character changes throughout the text. Which phrase(s) show(s) this?
- What is the author's point of view?
- What effect does.....have on the audience?
- How does the author engage the reader here?
- Which words and phrases did.....effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Retrieve: Retrieve and record information and identify key details from fiction and non-fiction

Example Questions:

- How would you describe this story/text? Which genre is it? How do you know?
- How did.....?
- How often.....?
- Who had....? Who is.....? Who did.....?
- What happened to....?
- What does.....do?
- How.....is.....?
- Give one example of.....
- The story is told from whose perspective?

Summarise: Summarise the main ideas from more than one paragraph

Example Questions:

- Number the events 1-5 in the order that they happened.
- What happened after?
- What was the first thing that happened in the story?
- Summarise in a sentence the opening/middle/end of the story.
- In what order do these chapter headings come in the story?



Prompts for promoting overall comprehension:

I wonder why.....

It reminds me of.....

I still don't think I know enough about.....

I'm not sure what I think about.....

My favourite bit in the book is ... What is your favourite bit?

I've found a special word/sentence. It's so good I'm going to try to use it again. My special word/sentence is ... Can you find a special word that you'd like to use again?

I was thinking ... what do you think?

At first I thought ... but now I'm not so sure ... can we all think about it and look for clues?

This makes me feel How does it make you feel?

For me it was exciting when ... Which bits did you find exciting?

If you were (character) how do you think you would feel?

What would you say to ...? I might say ... Can you think of something that you might say?

When I read the title, first pages, I thought this would happen ...

I was surprised when ... happened. Did anything surprise you in the story?

When I found out about ... I really wanted the story to end with ...

How did you feel about the ending?

Reinforcing shared risk:

I like your idea better than mine, can you tell me a bit more?

Five useful ways to encourage discussion and enhance your child's comprehension:

- Wait before offering statements, prompts or even very tentative thinking, to give your child an opportunity to voice their ideas first
- Listen carefully to what your child says
- Support and encourage your child to ask their own questions and to lead the discussion
- Avoid questions that can be answered 'yes' or 'no'
- Refer back to the text wherever possible

Websites to help the development of Reading at home & School:

- Oxford Owl Press <http://https://www.oxfordowl.co.uk/>
- Words for Life: <http://www.wordsforlife.org.uk/>
- Booktrust www.booktrust.org.uk
- National Literacy Trust: <https://literacytrust.org.uk/>

Finding and choosing books - Here are some useful websites and online resources to help you choose books for your child:

- [The Hiltingbury Junior 100 Book List](#)
- Reading Matters www.readingmatters.co.uk
- National Literacy Trust: <https://literacytrust.org.uk/resources/yrp-booklists/>
- <https://www.booksfortopics.com/year-3>
- <https://www.booksfortopics.com/year-4>
- <https://www.booksfortopics.com/year-5>
- <https://www.booksfortopics.com/year-6>

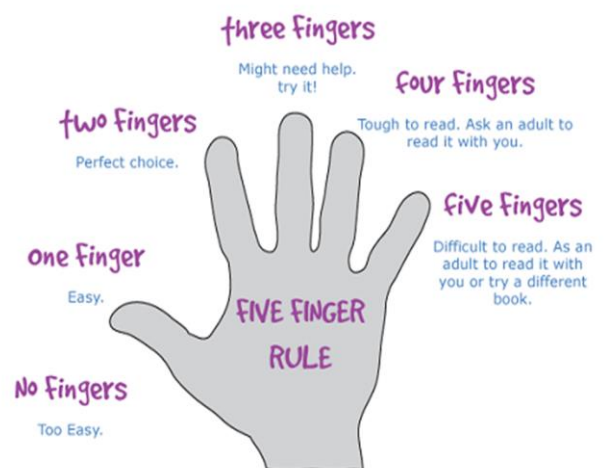
Please remember not to choose books that your child will study in school!

How to know if your child has chosen a book that's right for them:

Ask them to turn to a random page in the book and read it. For every word that they don't know, they should hold up a finger.

Important things to remember about the five finger rule:

- It's worthwhile remembering that if a child has their heart set on a book that seems too hard, it's probably OK to let them have a go. You can always share the reading
- Alternatively, if you know they'll struggle to enjoy the story, or will likely feel despondent, suggest a different book instead.



In school, we use different strategies to enable the children to be fluent readers. Two of these that you could use at home with your child are:

Echo reading:

Where you model reading a sentence at a time, using expression, automatic word recognition, rhythm, phrasing and smoothness. Your child then repeats back the sentence, replicating how you read the sentence.

Paired reading:

- 1) You begin by reading aloud together.
- 2) When your child is confident to read alone, they signal to you to stop reading (e.g. perhaps by tapping the book).
- 3) If an error is made when reading, you allow your child 5 seconds to self-correct.
- 4) If needed, you will read the word correctly and ask your child to repeat the word. You then continue to read together.
- 5) Continue reading aloud together until your child signals to read alone again.

Discussion is also important to support and check on comprehension.

For a demonstration of Mrs Nurdin using paired reading with her own son and daughter, please see refer to the Reading Information PowerPoint on the school website - under Curriculum - Reading

