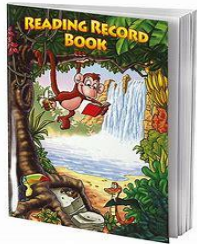


Things you can do at home to support reading



Access Reading Eggs. Your child's log-in details can be given to you by their class teacher if you don't already have them.

Sign for a free Oxford Owl account to read books online. There are also activities to go with some of these books.



Ensure your child reads their reading book. Communicate with us via their reading record and tell us how they did.

 The more that you
READ,
the more **THINGS**
you will know.
The more that you
LEARN,
the more **PLACES**
YOU'LL GO
-Dr. Seuss

BRYN AWEL PRIMARY SCHOOL

SUPPORTING YOUR CHILD TO READ AT HOME



Experienced Readers



Curriculum Expectations

There are two what matters statements in the language, literacy and communication area of learning and experience that relate to reading:

1. Understanding language is key to understanding the world around us.

Learners should be able to choose from a wide range of strategies when reading to help them understand. They should be able to compare things that they read and make connections. Learners should develop inference and deduction skills to understand what they read and consider the reliability of the reading material. They should be able to understand how grammar and punctuation affect meaning. Learners should read empathetically to identify different people's viewpoints. Within the process of reading learners should build their vocabulary, develop pronunciation, and sentence structures and apply these to their own communication.

2. Literature fires imagination and inspires creativity!

Learners should be able to comment on what they have read and make connections. They should have opportunities to use their knowledge of writing skills and the features of different genres to create their own work. Opportunities should be given for learners to use their imagination and experiment with language to create their own literature. Learners should be able to consider the plot, character, theme and context of literature they experience, and support their ideas and opinions with evidence from the text. Learners should be able to show empathy when responding to literature and understand that others may have different views to their own.

Prompts to help with your book chat

- ❖ Tell me what you liked about the book.
- ❖ Tell me about something you didn't like. How would you change/ improve this?
- ❖ Tell me about something that puzzled you/ that you didn't understand.
- ❖ Tell me about something in this book that made you think/ reminded you of something.

There are no right or wrong answers to these prompts so you can then respond to your child's thoughts with your own ideas.



Questions to ask your child when reading

1. Look at front cover. What do you think the book could be about? What clues have you used to infer that?
2. Who is the author?
3. Who is the illustrator? What do they do?
4. What does that word mean? Can you think of an alternative word?
5. Who are the main characters? Tell me about them.
6. What do you think will happen next?
7. How do you think the character feels? Why? How would you feel in that situation?
8. Can you predict how the book will end?
9. Who is your favourite character? Why?
10. Is there a hidden message/ moral in the story? What is it?
11. Can you retell the main events of the story in your own words?
12. Do you like how the story ended? Can you think of an alternative ending?



What does my child need to be able to do?

For more experienced readers the focus is more on their understanding of what they read. This is developed through the different strands explained below.

Strand	How you can support this:
Vocabulary	What does this word/ phrase/ sentence tell you about the character/ mood/ setting? By writing this way what effect has the author created/did the author intend to create? How has the author made you/the character feel happy /sad/ angry/ frustrated?
Retrieval	Through whose eyes is this story told? Which part of the story best describes...? Find it. What evidence from the text do you have to justify your opinion?
Summarising	What is the main point in this section of the text? Recap what has happened so far in 20 words or less. Which is the most important point in this paragraph? Is it mentioned anywhere else?
Inference	What do these words mean and why might the author have chosen them? Can you explain why...? Which words give you the impression that...?
Prediction	Can you think of another story with a similar theme/ opening/ ending? Why did the author choose this setting? Will it influence how the story develops? How is this character like someone you know in real life? Would they act in the same way?
Explanation	Can you think of another story with a similar theme/opening/ending? Why did the author choose this setting? Will it influence how the story develops? How is this character like someone you know in real life? Would they act in the same way?

Top tips for reading with your child



Walk through the book and talk about what is happening in the pictures before you start reading. Make predictions and discuss any unfamiliar vocabulary.

Use a dictionary (or an online version) to get children exploring the meaning of words for themselves. They could also use a thesaurus to find alternative words (known as synonyms).



Make predictions/ inferences about the book. Start at the middle/ end of the book and discuss what has happened before this point.

Discuss different aspects of the books- e.g., character feelings or the settings. Support your child to make connections with other books that they have read.



Top tips for reading with your child



Discuss the problem in the story. What has happened? What went wrong? Discuss the resolution. How has the problem been solved? Is there another way it could have been resolved?

Discuss whether the book is a fiction book (story) or non-fiction book (facts). See if they can identify any features of this type of text.



Encourage the use of expression, especially the voices of different characters.

Make sure your child takes notice of punctuation and what it is for. Discuss the author's use of this punctuation and why. E.g., What are these for? What should you do when you see an exclamation mark?

