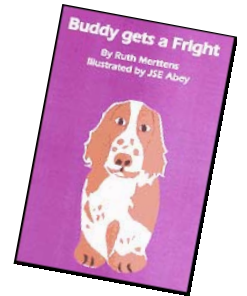


# Helpful Hints

- **Little and often** ~ It is much better to read for five minutes every day than for half an hour twice a week.
- **Point to each word** ~ It is absolutely crucial that children point with a finger to each word as they read it. Use a bookmark and line it along the bottom of each line as you read it, thus hiding the rest of the text. Move the bookmark down as you read each line.
- **Take one!** ~ Choose one of the skills which are bullet-pointed inside this leaflet. Focus upon this particular skill for a week or more, so that you can be confident that your child has mastered this. Then you can move on to another skill.
- **Take turns** ~ Take turns in reading - you read a bit and then ask your child to read a bit. This can be less tiring and keeps the story flowing.
- **Comfort and cuddling** ~ Read for five or ten minutes when you are having a quiet cuddle and having a comfortable and happy time together.

*This leaflet is primarily aimed at parents of children aged 5-7 years old*

# GUIDELINES for reading with your child



**There are two aspects to teaching a child to read:**

- **Technical skills** ~ we help children to decode the text, working out what each word 'says', using grammar and punctuation.
- **Understanding** ~ it is no good if reading is simply 'barking at words' - saying each word in turn without understanding what the story is about. Children need to make sense of what they read.

**In this leaflet we help you support BOTH these aspects when reading with your child.**

## Technical aspects of learning to read

### Getting started

*Help your child to:*

- Hold the book correctly and turn pages for you as you finish reading each one.
- Realise that the printed words 'tell the story'.
- Understand that, in English, we read printed text from left to right and down the page.
- Follow each line of printed text with a finger, left to right, with some attempts to point at individual words.
- Begin to spot some familiar words in the text.
- Begin to sound out words to read them.

### Getting there

*Help your child to:*

- Follow printed text with a finger, pointing at each word in turn as they read it.
- Realise that a sentence begins with a capital and ends with a full stop, so that they can pause at the end of each sentence.
- Use a variety of ways in reading unfamiliar words:
  - Sounding out the word, or at least using the initial sound or sounds;
  - Look at the picture for a clue;
  - Read on past the word, missing it out;
  - Make a guess based on the context;
  - Compare it to a word they can read already.
- Read aloud with appropriate expression.

## Meaning-making: making sense and understanding

### Getting started

*Help your child to:*

- Identify where the story starts and ends.
- Recognise a familiar story and have a favourite book.
- Predict what will happen in a story.
- Say what they think about a character and about why they are doing or saying something.
- Know all or parts of a favourite story off by heart and be able to 'read' this story to themselves.
- Expect the text to make sense.
- Point to particular bits of an information book.

### Getting there

*Help your child to:*

- Develop and express opinions about stories - saying which are their favourites and why.
- Predict what will happen in a story in some detail.
- Notice features about a particular sort of text, e.g. that some stories begin 'Once upon a time...' and that some books can be 'dipped into' rather than read from start to finish.
- Expect the text to make sense and try re-reading to make sure they understand a sentence.
- Relate a story to their own experience and talk about their own feelings in relation to it.
- Identify where a story is set.
- Start to recognise the style of a particular author.
- Retell parts of a story, using some of the same language.