

Helping your child to read

The information tells you **the activities your child should be doing when reading**. **Start by** quickly going over the story and point out any new words. Please praise your child, with **positive comments**.

Problem solving activities your child should be doing when reading.

- **When they are beginning to read** it will help them if they **look carefully at each word**, to do this, they **should use their finger, pointing at each word as they say it**.
- As your child's reading improves they should no longer use their finger. Their eyes are quicker than their fingers, if they do 'eye pointing' then their reading will be quicker and more fluent.
- As their reading progresses, they should be doing the following things.
- Making corrections on their own, as they read.
- Repeating some words to help them to find their place or to work out the next word.
- When they see speech marks, "... " they should use different voices for different characters.
- They should change their voice when they see exclamation marks (!), question marks (?) and **bold writing**.
- Remember not all words can be sounded out and your child should not rely on just sounding out words.
- They should listen to their reading all the time, checking that the word fits in, makes sense and that they have used the correct grammar.



Jump over the hard words and read to the end, what word fits?



Look at pictures for clues. Look at the first letter of a word and the pictures.



Look for words in words to see if they recognise any parts. E.g. *some* in *sometimes*, *and* in the word *hand*.



Break up words into smaller parts, say each sound the letter or letters make. Put the sounds together quickly to say the word. E.g. th-is –this, h-e-l-p –help or g-r-ee-n –green. (2 letters can make 1 sound). Break up the word into syllables e.g. be-hind.

When reading with your child, **do not stop the reading** on each page. At the end of the book **you can go back to what they did well**, then, **pick out one or two points** you could work on with your child.



If you use the following comments, it will **mean that your child is doing all the work and you are not telling them the answers**. (You **should tell** them the word **if they are struggling** with it for too long).

General comments.

- What did you notice? Was that okay?
- Try that again and think what could make sense
- Does that look and sound right?
- Look carefully; can you correct that word using what you know?
- What can you do if you are stuck on a word? (They should use the problem solving activities).
- Why did you stop?

What to say, so they can correct words.

- Read it with your finger. Did it match?
- Were there enough words?
- Did you run out of words?
- Point to each letter/word.
- Can you find the tricky word?
- Where is the hard bit?
- Run a finger under it, say the word slowly.

What to say to help them look carefully

- Would '___' start like that?
- Use your eyes and think about it.
- Look for something that would help you.
- You know a word that starts with those letters.

What to say, to help them sound out words

- What sounds can you hear in that word?
- What is the first letter / Where is it?
- Sound out the letters, put the sounds together quickly and say the word.
- Where do we start?
- What is a word that starts with that letter?
- What is a word that starts with that sound?

What you can say, so they find first letters of words.

- Can you hear this letter?
- You said '___'. Was that right?
- What sound does it make?

What you can say so their reading makes sense

- Would '___' fit in here? Does it make sense?
- You said '___'. Can we say it in that way?
- Was that okay? What do you think?
- And here __X__ is asking a question. How would s/he ask a question? (Using a question voice).



What to say so they learn to check a word or sentence.

- Check it. Were you right?
- Does it look right, sound right and make sense?
- You made a mistake on that page. Can you

What you can say so they learn to remember words.

- You need to know that word tomorrow.
- Have you got it in your head?
- I liked the way you read that word. (From their memory).

Examples of questions you can ask them, so they understand the book.

- What did he do that was nice?
- How did Mum trick Greedy Cat?
- Would you like to have Jake for a brother? What do you think Dad is going to do?

What you can say so they read more fluently.

- Let's put this sentence together, and read it quickly. Did your reading sound fluent?
- Put all these words together so that it sounds as quick as talking.
- Make it sound like a favourite book
- Change your voice, when you see these marks ("..." ? ! **bold** words) on the page.

What you can say, so they think about what they're doing.

- What could this word be?
- How did you do that?
- You said '_____'. Is that what the word is?
- You tried to think of that word. That was good
- You found out what was wrong all by yourself, well done.

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A guide that helps you to support your child, so their reading will progress.



