



ST THERÈSE OF LISIEUX
CATHOLIC PRIMARY SCHOOL

Tips for Supporting Your Child with Reading at Home

There are lots of simple things you can do at home to help your child learn to read.

- Learn how to say the sounds click on this link to hear an audio guide.
(https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae)
- Encourage children to use expression when reading, especially for the voices of different characters.
- Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?
- You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail.
- Read together every day, even for just ten minutes.
- Who is the Author? Who is the illustrator?
- Can you read any unfamiliar words? Can you segment then blend the word?
- Who are the main characters? Who is your favourite? Why?
- Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a...? How many ... can you see?
- Ask questions about the story as you read it: e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?
- Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.
- Go to your public library regularly. Find the books you loved as a child to read together.
- Use reading to inspire drawings or write a new story based on the book.
- Have a special place or a certain time when you read together.
- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. For older children, you could use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).

- Make predictions. What do you think will happen next? What makes you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

Key Words & Meanings

Phonics: using the sounds made by individual letters and groups of letters to read words.

Decoding: using your phonic knowledge to sound out and read words.

Grapheme: a written letter or group of letters, like 's', 'a', 'she' or 'air'. Some graphemes are single letters like 'a'; others are digraphs like 'ai'.

Digraph: two letters that make one sound together, like 'sh', 'ai', 'oo'.

Phoneme: the sound a letter or group of letters make – e.g. the word 'mat' has three phonemes, 'm', 'a' and 't'. The word 'through' is longer, but it also has three phonemes, 'th', 'r' and the 'oo' sound in 'ough'.

Sounding out: using your phonic knowledge to help you say each sound within a word, e.g. 'r-e-d' or 's-au-ce-p-a-n'.

Blending: running the sounds in the word together to read the whole word, e.g. 'r-e-d, red', 's-au-ce-p-a-n, saucepan'.

High-frequency words (also known as 'common exception words'): the very important, very common words which we use a lot, but which aren't always decodable using phonics. This includes crucial words like 'the', 'one', 'where', etc. Children are taught to recognise these words on sight – a few of these words are introduced and learnt at a time.