

# Supporting Reading at Home

*How to help your child in Year 1 and 2.*

# Reading for pleasure and meaning

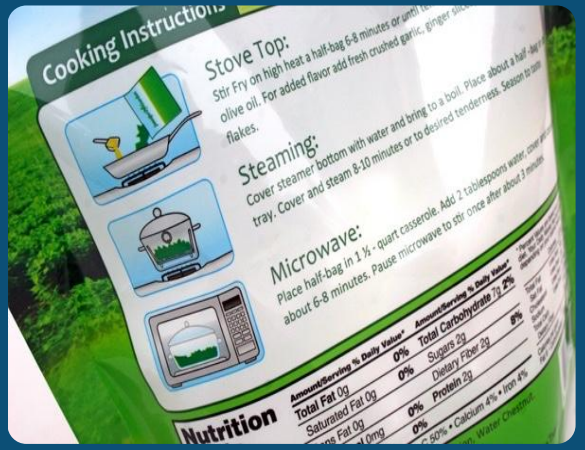
**A love of reading is the biggest indicator of future academic success.**

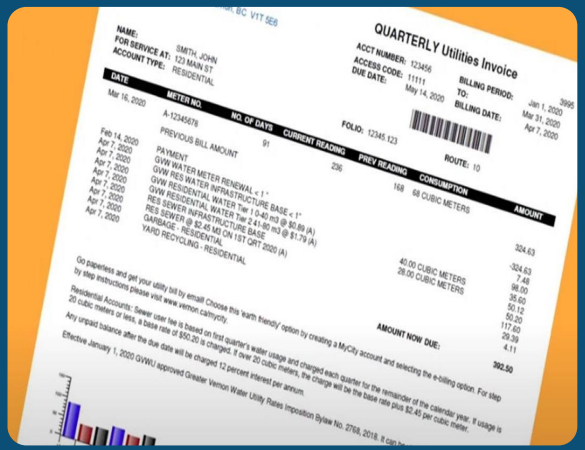
**OECD (**The Organisation for Economic Co-operation and Development)

# How many times have you already read today?







# Year 1

Your child will now have lots of experience of early reading skills (particularly decoding) and will be building up a range of other reading skills. The next step is all about gaining **more confidence and understanding (comprehension).**

Here are some top tips to help you get a good balance of reading for enjoyment and skills practice.





# Tip 1: Read everyday




- **Even if it's for a few minutes. Every little helps.**
  This could be your child reading to you or you reading to them. It's still just as important now as it was when they were younger to enjoy a wide range of reading books with your child, as well as those they bring home from school.

- Equally, it could be could be road signs on the way home, your shopping list on the fridge, a newspaper article or an advert in a magazine.

# Tip 2: Talk about books, words and pictures

- Before reading a book together, always talk about the title, the pictures and the information on the cover (front and back).
- If it's new, ask what your child thinks the book might be about.
- If it's an old favourite then talk about the bits you love most!



# Not that book again!

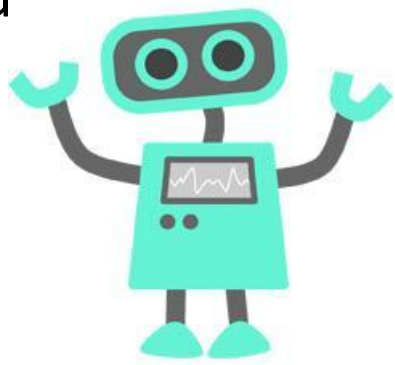
- Don’t worry if some banded books get chosen again and again. This is a positive thing as it allows your child to practise different skills such as expression and pace.



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# Tip 3: Reading with expression

- **Does your child sometimes read aloud like a robot?** Sometimes their expression might sound stilted on the first read of a sentence or a page. The best way to help is to re-read it to them with expression or ask them to re-read it again. The second time should sound more 'natural.'



- Listen as I read with and without expression.

- When your child starts to use expression consistently, then show them how you can use different voices and vary the volume for effect such as 'the big bad wolf' You will soon see that your child will then try these skills when reading to you!



The second pig's house was built out of sticks and slightly stronger.





The big, bad wolf knocked on his door. "Little pigs, little pigs, let me come in," said the wolf. "Not by the hair on our chinny chin chins!" the pigs shouted.

# Tip 4: Retell stories or events

- There will be stories that your child will know really well. Read these together adding in lots of expression and different voices for different characters. Get your child to join in with the repetitive refrains, such as, *'They pulled and they pulled!'* and *'Fee, fi, fo, fum...'*
- Extend by changing elements of the story. Do they notice? Does it make the story even more fun?
- Try 'my turn, your turn.'

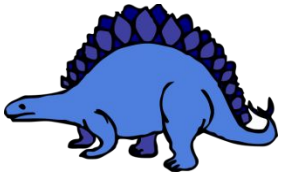
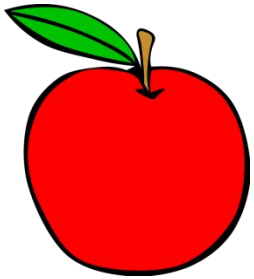


# Tip 5: Sound it out

- If your child gets stuck on a word, try phonics first. Get your child to say the letter sounds. Remind them to look for diagraphs so if the word was team they would say t-**ea**-m not t-e-a-m.
- Once they have worked out all the sounds, encourage them to say all the sounds quickly to try to hear the word; this is called **blending**.
- If the word can't be sounded out, then it's best if you say it quickly and move on. If the book is at the right level then this should not happen too much. You will sometimes find this happens at the start of a new book band level.

# Tip 6: Clap and chunk

- Clapping out syllables or chunks in words and names can also help with reading longer words: *Di-no-saur!* Ap-ples! and ba-nan-as*!*
- You can also point out that some words are made up of two words, so *wind* and then *mill* makes *windmill*.

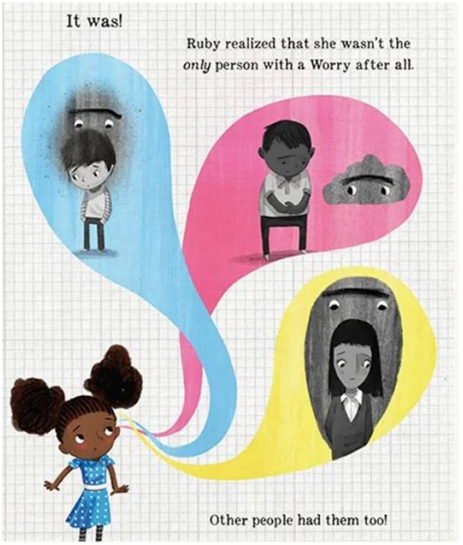


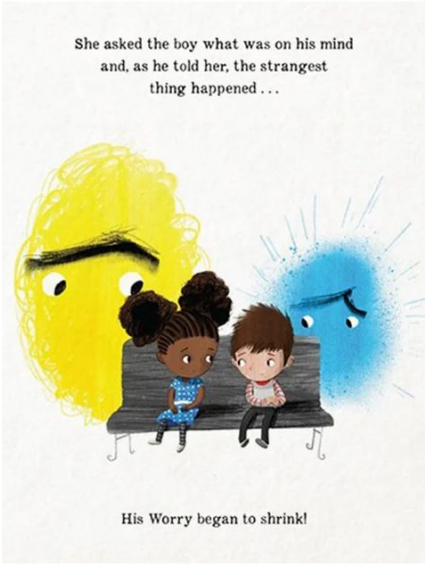
# Tip 7: Don’t be afraid to back track

- It’s sometimes good to get your child to re-read a sentence or even a page if it has been tricky to work out. This helps with meaning, flow and confidence – even as adults we all have to do this sometimes!

- Use the illustrations to help make the meaning clear.

- If your child likes to read really quickly, help them to spot the punctuation. Make sure they pause and take a breath at every full stop. What other punctuation marks do they recognise? You could make it a game.



The Little Red Hen
said to the duck and
the pig and the cat,
"Who will help me
plant the wheat?"






"Not I," said the duck.
"Not I," said the pig.
"Not I," said the cat.

"Then I will plant
the wheat myself,"
said the Little Red Hen.
And she did.



# How does this move on in Year 2?

Don’t give up on talking about picture books, sharing short chap books and even sharing bedtime stories and information books wi your child.



**But** begin to choose what to read together and exchange views.

# Tip 1: Take the lead




- Try reading slightly more difficult books that you have at home together – you read one page and your child reads the next, or you read the main information and they read the captions.

- Hearing you read fluently and seeing you read for information will help them to see what reading can be.

# Tip 2: Encourage an opinion

- Talk about books when you've finished reading together.
- Talk about the characters and what happens in a story, or what specific bit of information was most useful, but also get them to give you their opinions too.
- Let them tell you if they don't like a book, and why. It's OK not to like some books but great if they can explain why!



# Tip 3: Make links

- As well as talking about the book itself, make links between events or information in the book and your child's own experiences: *'Do you remember when we did that ...?'*. Get them to ask questions too: *'Is that how Grandad does it too?'*.





# Tip 4: begin to look for spelling patterns

- Similar to year 1, it's still good to begin with a phonics first approach when your child gets stuck on a word. Then get break it into chunks or to read the whole sentence again, focusing on the meaning.
- But you may also want to encourage your child to look for spelling patterns.
- In year 2 they are taught these spelling patterns

| |
|---|
| Words with **soft c**, e.g. **c**ity ,ra**c**e + suffixes **s, ing** |
| Words with **soft g**, e.g. **g**entle, bri**dge**, cabba**ge** + suffixes **s, es, ing, ed, ly** |
| **Unusual plurals**, e.g. kni**ves**, potato**es**, bab**ies**, sheep, women |
| Short vowel doubling + suffixes **ed, ing, er** |
| Words ending in **le**, e.g. cuddl**e**, battl**e** + suffixes **ed, ing, er, s** |
| Words ending with **il, el, al**, e.g. pup**il**, parc**el**, med**al** + suffix **ly** |
| Words ending in **en, an, on, in** + suffixes, e.g. gard**en**, ir**on**, wom**an** + suffixes **s, es, ed, ing, er, ly** |
| Words ending with suffixes **tion, sion**, e.g. attent**ion**, televis**ion** |
| Words ending with **ent, ant** e.g. transpar**ent**, import**ant** |
| Words ending with **ence**, e.g. pati**ence**, and **ance**, e.g. extravag**ance** |
| Words ending with **ous, cious, tious**, e.g. fam**ous**, deli**cious**, cau**tious** + suffix **ly** |
| Words ending with **schwa**: **ure, or, our**, e.g. nat**ure**, act**or**, col**our** + suffixes **ed, ing** |
| Words ending with suffixes **ible** and **ibly, able** and **ably**, e.g. horr**ible**, horr**ibly**, comfort**able**, comfort**ably** |
| Words ending with suffixes **ful** and **fully**, e.g. cheer**ful**, thank**fully** |

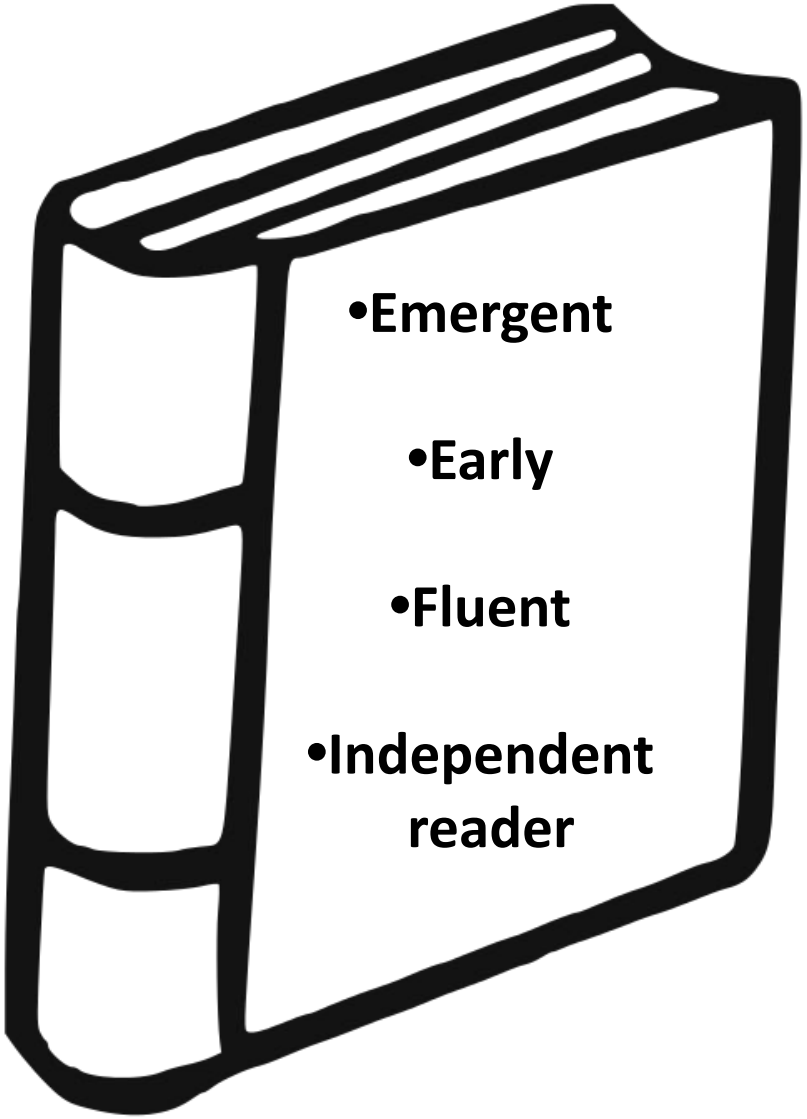
# Tip 5: Quiet time and silent reading

- As well as reading books aloud together, encourage your child to **sometimes** read alone and sometimes silently. This isn't as easy as it sounds, but it shows that your child is reading more effortlessly. Show how you read your own book or newspaper silently.





# Watch your child grow



# Developing Comprehension



## Retrieving

Finding direct facts: who, where, and what happened?



## Vocabulary

Pausing to celebrate and explain intriguing vocabulary.



## Inferring

Reading between lines: how does the character feel?



## Predicting

What clues suggest what might happen next?

# Developing Comprehension

So, **what kinds of questions** can I ask my child**?**



**Here are some helpful prompts…**

# VIPERS

**V**ocabulary



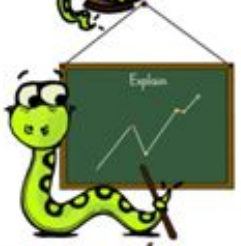
**I**nfer



**P**redict



**E**xplain




**R**etrieve



**S**equence



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**Vocabulary**




Which of the words best describes the character/setting/mood?

What does the word ……. mean in this sentence?

Can you think of any other words the author could have used to describe this?

**Infer**

Why was……. feeling……..?

Why did …… happen?

Why did ……. say …….?

Can you explain why…….?




**Predict**

What do you think this book will be about?

What do you think will happen next? What makes you think this?

What is happening? What do you think happened before?



**Explain**

Who is your favourite character? Why?

Why do you think all the main characters are girls in this book?

Would you like to live in this setting? Why/why not?

Is there anything you would change about this story?

Do you like this text? What do you like about it?




**Retrieve**

What kind of text is this?

Who did.....? / Where did.....? /When did.....?

What happened when.....?

Why did ..... happen?

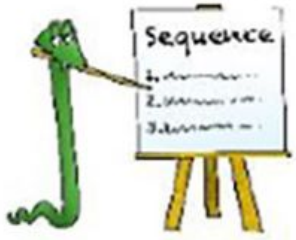



**Sequence**

What was the first thing that happened in the story?

What happened after .....?

Can you summarise in a sentence the opening/middle/end of the story?



# Building Daily Reading Habits



Research consistently shows that **ten to fifteen minutes** of calm, focused reading every day creates greater long-term progress than one long weekend session.

Create a snug environment free from mobile phones, televisions or distracting screens. Protect this time as a warm connection ritual.

**Tip**

Re-reading a favourite book builds effortless fluency and confidence.

# Creating Lifelong Readers

*"Reading for pleasure is the single most important indicator of a child's future success."*

Organisation for Economic Co-operation and Development (OECD)

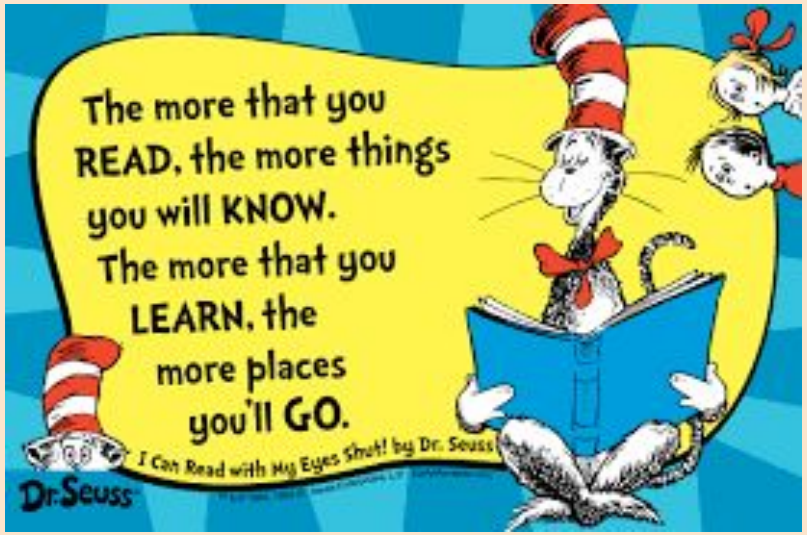
*Beyond school books*



Reading pleasure stems from autonomy and exposure. Let children choose their own library books, comic strips, non-fiction magazines or audiobooks.

Seeing adults read for pleasure in everyday life models reading as a rewarding leisure activity, not merely classroom homework.

# Reading for Pleasure




*All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.*

*Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.* (*National Curriculum*).

# Finally…Read, read, read - everything and anything!

Supporting Parents, Carers and Families | BookTrust

The benefits of reading | BookTrust

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