



Ways to support my child's reading

My Year 1 child is learning to...	How I can support them?
<p>develop a love and enjoyment of reading a range of texts</p> <p>develop the motivation to read</p> <p>relate reading to their own experiences</p>	<p>Find time to share and talk about books at home.</p> <p>Read to them at home - little and often is key.</p> <p>Be a reading role model - find time to read in front of your child - books, magazines, audio books</p> <p>Read texts more than once so that your child can join in with familiar parts.</p> <p>Talk about how parts of books you are reading relate to things you may have done or experienced.</p>
<p>continue to use their phonics skills to decode words until this becomes automatic and they develop fluency</p>	<p>Encourage them to spot 'special friends, Fred Talk, read the word' for words they are unsure of.</p> <p>Break longer words into chunks (these are called multisyllabic words—words with more than one part to them)</p>
<p>read with increased fluency (speed) and expression</p> <p>To spot punctuation in books they are reading and develop an understanding of why they have been used (!,?.)</p>	<p>Encourage your child to read their reading book more than once so that they can read it more accurately and fluently the next time. Encourage your child to raise their voice for a question or exclamation and pause at the full stops.</p>
<p>retell stories and think about events that took place and characters involved</p>	<p>Talk about books they read to you AND books you read to them.</p> <p>Ask them to retell texts they are learning in their Talk for Writing lessons in school</p> <p>-what were the characters called/like?</p> <p>-what happened after that?</p>
<p>make inferences about the thoughts and feelings of characters and reasons for actions</p>	<p>Ask questions as you share books - how do you think...is feeling now? - what will they do next? -why do you say that?</p>

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'Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006) '