**Parent/Carer**

**Guide to Reading at Home**



Introduction

At Overton, we understand the role of Reading within our English Curriculum, but also in the wider world. Reading and literary experiences are woven throughout our wider curriculum and at home. This guide sets outs some helpful tips that can be used to help children to read at home.

Benefits Of Reading for Pleasure.

• Reading attainment and writing ability

• Text comprehension and grammar

• Breadth of vocabulary

• Positive reading attitudes

• Increases emotional intelligence.

• Greater self-confidence and self-esteem

• Pleasure in reading in later life

• General knowledge

• A better understanding of other cultures

Promoting An Enjoyment of Reading.

Make books part of your family life – Always have books around so that you and your children are ready to read whenever there’s a chance.

Join your local library – Get your child a library card. You’ll find the latest, blu-rays and DVDs, plus tons and tons of fantastic books. Allow them to pick their own books, encouraging their own interests.

Match their interests – Help them find the right book - it doesn’t matter if it’s fiction, poetry, comic books or non-fiction.

All reading is good – Don’t discount non-fiction, comics, graphic novels, magazines and leaflets. Reading is reading and it is all good.

Ask questions – To keep them interested in the story, ask your child questions as you read such as, ‘What do you think will happen next?’ or ‘Where did we get to last night? Can you remember what had happened already?’

Read whenever you get the chance – Bring along a book or magazine for any time your child has to wait, such as at a doctor’s surgery.

Read again and again – Encourage your child to re-read favourite books and poems. Re-reading helps to build up fluency and confidence.

Rhyme and repetition – Books and poems which include rhyme and repetition are great for encouraging your child to join in and remember the words.

Developing Vocabulary

Building vocabulary and understanding Learning to read is about listening and understanding as well as working out print. Through hearing stories, children are exposed to a rich and wide vocabulary. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read. It’s important for them to understand how stories work as well. Even if your child doesn’t understand every word, they’ll hear new sounds, words and phrases which they can then try out, copying what they have heard.

Most importantly, spend time talking with them, doing simple activities (cooking, making something, building a model). As you talk about what you’re doing, you are helping them to learn new words. Later, when they see words written down, they have already heard them and know what they mean.

Developing Comprehension

Reading comprehension simply refers to the ability to understand written word. This does not mean that this process only happens when pupils are reading aloud. It is their ability to understand and interpret the information that they are presented with.

It is therefore important to ensure that discussion plays an equal role in the reading process. There are different strands to reading, these can be categorised into ***vocabulary, inference, prediction, explanation, retrieval and summarise/sequencing.***

Included are some question stems to support you in discussing reading material.

Vocabulary:

What does this… word/phrase/sentence… tell you about… character/setting/mood etc?

What other words/phrases could the author have used?

Retrieval:

What did he/she look like?

Can you find the part of the story which states… ?

Sequence:

What happened first/last in the story?

Can you describe the order in which events occurred?

Inference:

What makes you think that?

How do you feel about…?

Explain:

What effort do the words …. have on the reader?

How do the words… have an effect on the reader?

Predict:

What do you think is going to happen next?

What will…. do next in the story?

The Role of Phonics in Reading

With phonics, children are taught to read by learning the *phonemes (sounds)* that represent particular *graphemes (individual or groups of letters - written).*

With this knowledge, children can begin to read words by learning how to *blend* the sounds together. Unlocking how this alphabetic code works means they can learn to *decode* any word.

For example, when taught the sounds ‘t’, ‘p’, ‘a’, ‘i’ and ‘s’ early on, children can read words such as it, is, tap, tip, pat, sip and sat by blending the individual sounds together to make the whole word.

These words can also be broken down (*segmented*) into their phonemes for spelling. For example, the word ‘sat’ has three phonemes, ‘s’, ‘a’ and ’t’ which the children learn to write with the three graphemes (letters) ‘s’, ‘a’ and ‘t’ that they have been taught.

Children will also be taught to read words – such as ‘once’, ‘was’ or ‘have’ – which don’t follow the phonic ‘rules’. These words are usually referred to as ‘tricky words’. They’ll build up a stock of these tricky words that they can recognize straight away

There are 44 phonemes in the English Language – these can be separated into 6 Phonics Phases.

An overview of each Phase:



Phonics in Reading

When reading, you can support the reader using phonics. You can support by helping to sound out unfamiliar words by asking pupils the sounds they can see/hear in the word. This helps them to be able to build skills to decode unfamiliar words that they come across!

Overview of Phonics Terminology

Phoneme (spoken sound):

A phoneme is the smallest unit of sound in a word. There are approximately 44 phonemes in English. Phonemes can be put together to make words.

Grapheme (written sound):

A grapheme is a way of writing down a phoneme. Graphemes can be 1, 2, 3 or 4 letters long. E.G. p sh igh ough

Digraph

Two graphemes making one phoneme.

A consonant digraph contains two consonants. sh ck th ll

A vowel digraph contains at least one vowel. ai ee ar er

Trigraph

A trigraph is 3 graphemes making one phoneme. igh

Split Digraph

A split digraph is a digraph in which the two letters making the phoneme are not adjacent e.g. make

GPC (Grapheme Phoneme Correspondence):

This is the relationship between a phoneme and grapheme.  Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

Segmenting:

Is identifying the individual phonemes in a spoken word. (e.g. him = h-i-m) and writing down letters for each sound to form the word.

Blending:

Is identifying the phonemes in a written word e.g. c-u-p and merging them in the order in which they are written to pronounce the word -cup.

Decoding:

Decoding breaks a written word into parts that are verbally spoken.

Encoding:

Encoding breaks a spoken word down into parts that are written or spelled out.

Phonemic Awareness:

The ability to hear, focus on and manipulate sounds in a spoken word. For example, a child with good phonemic awareness will be able to tell you which sound to change in the word ‘cat’ to make it ‘cot’.

Fluency:

Automatic word recognition to free up headspace for comprehension. While reading this blog post, you aren’t sounding out each word because you are a fluent reader.

Vocabulary:

A bank of word knowledge. Vocabulary is an unconstrained skill, which means that there is no limit to learning.

Comprehension:

To take meaning from text. By teaching phonics, we are giving them the key to the physical ability to read, but we then need to lift the words off the page and take meaning from the sentence/passage.

Pictures/Symbols

For our non-speaking pupils, the reading process will involve the use of objects/pictures of reference or symbols. Using objects/pictures of reference symbols allows non-speaking learners to interact without speech. Some pupils might require objects/pictures of reference or symbols during the reading process. An object/picture of reference is a whole physical object, or part of an object, that you hold or touch or a picture of an object to represent or identify: a person, an object, a place, an activity or an idea.

Over time, a connection develops between an object/picture and what it means. Other pupils may use symbols to represent the aforementioned subjects. When pupils use these communication devices, it helps them to recognise and understand things that are happening in the world around them. Pupils will exchange their key objects/pictures/symbols for things that they want or need as their way of communicating.

During reading, having access to accompanying objects/pictures or symbols will allow the reader to be able to engage fully with the book that they are reading. For example:

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We know that reading with children encourages their development of language and reading. One of the most beneficial aspects of shared reading is the dialogue between the adult and child, as they discuss the book that they are reading.

Although non-speaking pupils won’t be able to have a verbal conversation about the book, they can very much engage non-verbally with the book and the reader.

Nonverbal interactive reading

As you read with your child, give him opportunities to interact nonverbally. Here are some activities you can share as you read:

\* Run your finger just under the text as you read. Then ask your child to do the pointing.

\* Ask your child to turn the pages at the right time.

\* Give your child some story props so he can act out the story as it unfolds.

\* Take turns imitating what the characters are doing.

These and similar activities will help your child engage with a book without relying on spoken language.