

Newfield Park Primary School



Reading Together (Year 1 and Year 2)

September 2021

Why read?

Sharing books and stories is fun! Not only does it improve a your child's reading and comprehension skills, but it can also help to build special memories and moments with your child, whatever their age! It also helps children:

- Understand the world around them
- Develop social and emotional skills
- Improve in school at a range of subjects, not just English!
- Build confidence with communication
- Strengthen their bond with you and other family members.

Reading with your child.

Many children enjoy books and reading. However, if your child is a reluctant reader, then the 'you read a page/paragraph, I read a page/paragraph' strategy may be the way forward. This helps children to understand the content whilst rehearsing decoding and word building skills. You will also be role modelling valuable skills to your child as you read aloud eg/ expression, intonation and use of punctuation to name but a few! Children are also more likely to read if they see you reading! You can:

- Read books together
- Tell each other stories
- Talk about pictures in books (even with older children... you will be amazed at how much can be gained from this activity. Pictures can be used to explore settings and characters and can help give clues in more challenging texts.)
- Share stories even when you don't have a book in front of you. Why not retell a family favourite?

What shall we read?

You can read anything! Try out a range of texts. Share stories, poems, newspapers, plays, factual texts... anything that interests them! For example, if your child is an avid football fan, then there are many magazines, biographies and skill development books that may be of interest to them. Some children like to read the same book again and again. Familiar books are comforting and can help to build confidence.

- Find your local library and see what your child likes
- Ask teachers, librarians or other parents to recommend books

- visit the Book Trust website booktrust.org.uk/bookfinder
- Try downloading texts on tablets, Kindles or iPads or use storytelling apps...some children prefer this, just discuss and ask the same questions as you would with a printed book (Use of 'Airplane Mode' may cut down on any unexpected costs)

How shall we read?

Find a quiet place with no distractions. Turn off televisions, radios, computers and tablets. You don't need to make sure your child gets every word right, it is ok to make mistakes. Talk about the pictures and give hints or remind them to use their 'sounds/phonics' to work out unfamiliar words. Show your child that you are enjoying the text just as much as they are. For the budding actors among you faces, gestures, animal noises and character voices make the text come alive and will enhance the enjoyment for your child!

When should we read?

Reading for just 10 minutes per day with your child, has been scientifically proven to have a huge impact, ensuring an average of 1.27 million words read per year and 104% increase in word exposure.

- Take books with you so you always have a story to share. Read on the train or the bus together
- If you are outside, you can always use the day's events to make up a story later on
- Bedtime is the perfect time to read together. It helps to create a routine and can make going to bed something your child looks forward to. It is a special time for a parent and child to share.

Questions to ask when reading.

Here are some ideas for questions you might like to ask when reading, and give a flavour of the range of questions we would use in school. PLEASE do not feel that all questions have to be asked each time you share a book and do not feel under pressure to ask questions that you don't feel comfortable with. The most important thing is to **enjoy books and the reading experience** with your child.

...listening to, discussing and expressing views about a wide range of poems, stories and non-fiction texts

What was your favourite part of this book?

Can you find a page in the story/part of the poem you didn't like?

Can you choose a character from the story that interests you, and say why?

What made you choose this book? What sort of book is it? How can you tell?

What is the author's view of this subject/events in this story? How can you tell?

...discussing the sequence of events in books and how information is linked

What is the main event in this story?

What was happening at the beginning of the story?

Can you find words which tell you the order things happened in?

Can you think of another way to begin this story?

Were you surprised by the ending? Is it what you expected?

...becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

What happened in the story?

Who do you think is telling this story?

Can you retell part of the story?

How could you use your voice to make the story more interesting?

...being introduced to non-fiction books that are structured in different ways

How is this book organised? How is this different to stories and poems?

...recognising simple recurring language in stories and poems

Can you recognise any patterns in the way words are used in this text?

How do stories often begin? Can you think of a different way to begin this story/paragraph?

...discussing and clarifying word meanings, linking new meaning to those already known

Is this word like any others you know?

Does it sound the same? Does it mean the same?

...discussing their favourite words and phrases

Can you find any amazing adjectives?

Can you find a powerful verb? Why has the author chosen this verb?

Can you find a description of a character or setting that you particularly like? Why do you like it?

...continuing to build up a repertoire of poems learnt by heart, reciting some with expression

How can you use your voice to make the meaning clear?

Can you make your voice louder/quieter or weaker/stronger?

Can you join in and remember this poem?

...drawing on what they already know, using background information and vocabulary

What do you already know about this topic?

Have you ever been in a similar situation? What happened? How did you feel/ behave?

...checking that reading makes sense to them as they read and correcting mistakes

Do you recognise any of your phonics (sounds) or tricky words on this page?

Did that make sense?

Can you work out this unfamiliar word by reading the words around it or using your phonics (sounds)?

How does the punctuation help your reading?

...making inferences on the basis of what is being said and done

Why did (a character) behave in this way?

Can you choose a character from the story that interests you and say why?

How does this character feel at this point in the story. Why do you think this?

Can you find evidence in the text and illustrations to help you?

...predicting what might happen on the basis of what has been read so far

Based on the cover, this section, this chapter, what do you think the next chapter/page/section will be about?