



# Frodsham St Luke's Catholic Primary School

## How to support your child with their Reading



We have put this guide together to help you support your child with their reading at home!

**"CHILDREN SHOULD LEARN THAT READING IS PLEASURE, NOT JUST SOMETHING THAT TEACHERS MAKE YOU DO IN SCHOOL."**

*-Beverly Cleary*



### Things to remember:

- Children should be reading every day
- The amount of time your child reads for should not exceed their attention span
- Encourage your child to take their time and not rush through texts. This will ensure they have a great understanding and allows them to enjoy the journey of reading
- Books should be brought into school every day
- Enjoy reading!

### Early Reading:

- Encourage your child to always locate title and know that the left page comes before the right
- Children should learn to recognise when to turn the page and do so independently
- Match spoken words to written words
- Use a few known words to check their own reading
- Solve simple CVC words by blending phonemes from left to right
- Encourage your child to check for meaning, *i.e. does the word make sense? Does it sound right?*
- As they become more confident, children should begin checking and modifying their own reading
- Ask your child to search for information in the print to predict, confirm or attempt new words while reading
- Ask your child retrieval questions, *i.e. what was the name of the boy? Where did the boy go?*

**Book Bands:** Lilac, Pink, Red, Yellow and Light Blue

Oxford Level	Book Band
1	Lilac
1+	Pink
1	Lilac
1+	Pink
2	Red
3	Yellow
4	Light blue
5	Green
6	Orange
7	Turquoise
8	Purple
9	Gold
10	White
11	Lime
12	Lime +
8	Brown
9	
10	
11	Grey
12	
13	Dark blue
14	
15	
16	
17	Dark red
18	
19	
20	

*A book is a gift you can open again and again.*  
—Garrison Keillor



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**Book Bands:** *Green, Orange, Turquoise, Purple, Gold, White, Lime, Brown, Copper, Topaz, Dark Blue, Emerald, Dark Red, Sapphire and Diamond*

- Encourage your child to read longer and more complex sentences independently
- Remind your child to pay attention to punctuation to support their fluency and expression
- Encourage your child to blend phonemes with little support
- Your child should aim to tackle more complex words using vocabulary, phonic knowledge and syllables
- Discuss the plot and characters
- Ask your child retrieval questions, *i.e. what was the main character's name?*
- Ask your child inference questions, *i.e. what time of day was it? How do you know?*
- Encourage your child to give opinions relating to the text and use evidence from the book to support this
- Your child may begin to spend more time reading silently
- When reading non-fiction, ask your child to use indexes, contents and glossaries
- Regularly ask your child to define vocabulary, if they are unsure encourage them to use the context to determine meaning
- To check for understanding, ask your child to summarise each chapter/ section

**Book Bands:** *Dark Red, Sapphire, Diamond, Grey, Ruby, Emerald, Black and Free Readers*

- Your child may wish to read to themselves silently more often, but they should still be encouraged to read aloud when possible
- Encourage a discussion around the characters within a text and how they relate to each other
- Ask your child to create questions about what they are reading
- Your child should be more confident when making predictions during their reading, making references to the text
- Ask your child to summarise what they have read
- When searching for information, encourage the skill of 'scanning'
- Your child should pick out some of the ambitious vocabulary and explain its effect, *i.e. why has the author used **cascading** and not **falling**?*

