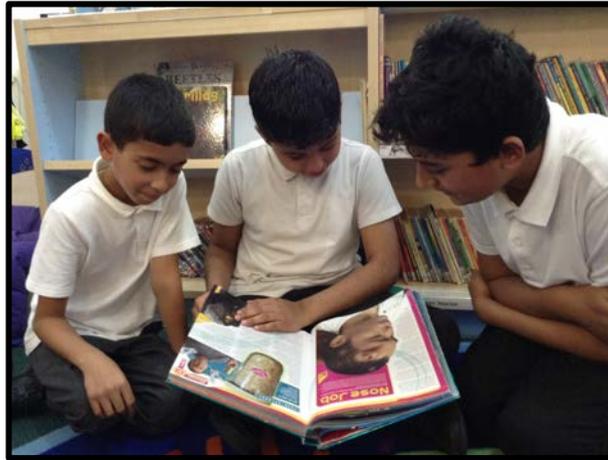




## How Children Learn to Read at Farnham



At Farnham Primary School, our aim is to support children along their way to becoming lifelong readers. The purpose of this booklet is to provide you with information which will enable you to support your child's reading at home.

Learning to read takes time. Decoding the text and being able to read the words on the page is only the first step. Children need time to understand what they are reading and to enjoy books. Given the time to learn at their pace, children will develop resilience as readers and develop the lifelong skills they need to make them confident in their reading abilities.

### Early Reading

During their first few years at Farnham, children are taught to read through daily phonics lessons which teach children the sounds needed to be able to read words.

### Strategies for Helping with Decoding

As you know, one of the vital first steps of early reading is to be able to 'sound out' words and blend sounds together in order to read them. This is called 'decoding'. During the early stages of learning to read, children are given books which they are able to decode using phonic strategies that they have been taught at school. As they become more confident readers, they will continue to use these strategies and develop many others.

Some of these strategies are listed below:

- ‘Blending’ or ‘sounding out’ whole words, particularly in the early years:
  
- ‘ch – o – p’, ‘p – l – ay’, ‘t – r – ai – n’
- Recognising common endings (-ing,- ed, -er, -tion, -able) and prefixes
  
- (un-, de-, in-)
- Finding the root word within more complex words (*discovery*, *subway*, *incoming*, *discontentment*)
  
- Using syllables to break words down into more manageable chunks (**mis-con-duct**, **en-count-er-ing**, **ex-tra-or-din-a-ry**)
  
- Recognising words ‘at sight’ (fluent readers read most words like this)
  
- Using the context of the word or picture clues.
  
- **TOP TIP: It’s a really good idea to stop and re-read the sentence, if you have paused to decode a word, so that you do not lose the sense of the text you are reading.**

### Guided Reading in Years 2-6



Guided reading is an important element of your child’s ability to analyse and respond to different types of texts, both fiction and non-fiction.

In Year 2 and 3 this will be a mixture of helping children to read and decode words, helping them to read fluently, and also being able to answer a range of simple questions about the text.

In Year 4 the children will be expected to read individually and then work with the teacher to analyse and discuss the text they have read. They will be expected to find words and phrases from the text to support their answers and be able to explain their choices.

In Year 5 children will be expected to analyse texts in greater detail using the skills of inference and deduction to fully explain how a writer uses words and phrases to create mood and atmosphere. They should also be able to make links between different books of the same genre and look for themes across these books.

In Year 6 the children should be comfortable reading a range of genres and be able to discuss in depth links and themes within books as well as across books. They should be able to discuss their opinions about books and back these up with quotations and evidence from a book or range of books.

Children in Years 5 and 6 are also expected to be able to discuss books by authors and compare with other authors, the style and purpose. Texts will range from short sections of a book, to reading and studying whole texts. This will depend on the child's reading level and the focus of the teacher for that session.

### **Reading across the Curriculum**

As well as dedicated guided reading time, children will also be expected to read and discuss a range of texts related to their work in other subject areas such as literacy or theme work. They will be expected to use and apply the skills they have learnt in guided reading when analysing these texts. They may do this independently, in pairs or in groups working with their teacher.



## **Top tips**

- Ask lots of questions about the book before reading, during and afterwards. Questions should range from literal retrieval of information to hypothesising about ‘whys’, possibilities and opinions.
  
- Try to hear your child read every day.
  
- Little and often is more beneficial than a long session once a week.
  
- Limit how long you are reading for - the amount of reading time should match your child’s span of attention.
  
- Choose your timing carefully - it’s best not to embark on a reading session when your child is tired.
  
- Mix lots of different types of book – an interest in a certain genre is brilliant but breadth and balance create a stronger reader in the long term.
  
- A bedtime story read by you or together is still the most valuable reading activity at home. Aim to model expression, voices, response to word layout or punctuation. Puzzle over events or actions together. Discuss the book together as partner story detectives!

## **Supporting Reading at Home**

### **Questions to ask before reading:**

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story might be about? What might happen in the story?

- What do we call the writing on the back of the book? (the blurb) or What does the blurb tell us?

### **During the reading of the book:**

- What is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How will the story end?
- Could there be another adventure after this one? What might the character do next?
- What sort of character is...?
- How could you describe him? (e.g. friendly, kind, mean etc.) Why?

### **At the end of the book:**

- Did you like this book? Why? (Encourage your child to develop their opinion about books by encouraging them to explain their reasons.)
- What was your favourite part and why?
- What was the most exciting/interesting part of the book? Can you find it? Why have you picked this part?
- What sort of character was.....?
- Why did that character do....(give an event or action in the story)?
- What happened in the story?

### **Supporting an independent reader at home**

- Independent readers still need your support to develop as readers. There are ways to support independent readers at home.
- Discuss books with your child – try reading the same book so you can talk about it.
- Ask your child to prepare a section to read aloud to you.
- Encourage your child to ask you if they come across new words.

**“Parents can instil a love of reading long before a child goes to school and deepen that love of reading as the child grows up**

## Strategies to try at home

### General Strategies to try at Home



- Talk about the book with your child before reading - you could introduce any words to them you think they will struggle with.



- Encourage your child to read a section again to make sure it makes sense and to improve the expression.



- Most children read using phonics, individual sounds **s, a, t, n, l, p**, then put them together.  
**I + T = it    S + a + t = sat**



- If they are finding a book difficult, don't ask your child to sound out every word - focus on words you know that your child can decode.



- Sometimes read with your child (paired reading) or take it in turns to read a page.



- Draw your child's attention to repeated words - encourage them to read them by sight, instead of sounding out.



- Encourage your child to talk about what they are reading as they are going along, not just at the end - can they predict, comment, explain what's happening?



- Keep reading sessions short and enjoyable - reading should never be a chore!

