



## Tadworth Primary School



### *Our expectations and some tips to help with reading (from learning to read to becoming a free reader)*

You will be aware of our commitment as a school to putting reading at the heart of every child's education. Fostering a love of books and learning how to read is best achieved by school and home working together. What follows are a range of ideas and strategies which you can use at home to support your child with their reading along with our expectations as a school.

*'Children are made readers on the laps of their parents.'*

Most important of all, is to not just see reading as something which your son or daughter does to you. Reading to your child (from when they are two years old) has so many benefits. The following points relate primarily to pre-school aged children and clearly demonstrate just some of the reasons why we should be reading regularly to our children. Reading to your child helps to develop:

- **a stronger relationship with you** - instead of being seen as a chore or a task, reading is a nurturing activity that will bring the two of you closer together
- **academic excellence** - studies have shown that students who are exposed to reading before school and in the early years are more likely to do well in all facets of formal education
- **basic speech skills**
- **the basics of how to read a book**
- **better communication skills** - by witnessing the interactions between the characters in the books you read, as well as the contact with you during story time, your child is gaining valuable communication skills
- **logical thinking skills**
- **acclimation to new experiences.** As your child approaches a major developmental milestone or a potentially stressful experience, sharing a relevant story is a great way to help ease the transition
- **enhanced concentration and discipline**

And most important of all, **children find that reading is fun!** Early reading helps children view books as an indulgence, not a chore.

*'You cannot open a book without learning something.'*

*Confucius*

*Enjoy and Achieve*



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#### **Our expectations for reading at home:**

- Children should read to an adult for 10-15 minutes a day
- Please keep a record (daily) in the home/school diary to say what your child has read and how they are progressing against their reading target

#### **How to go about listening to your child read:**

- Ideally, sit to the right of your child as this helps them to gain directional control and scan text from left to right
- If the book is familiar, your child should be reading at a good pace with fluency and expression. You might say, *'Make it sound like your favourite book/a story you would love to listen to'*. It is very important, whilst children are learning to read for them to re-read books that they know as this helps develop fluency, confidence and expression
- If your child has a favourite book that they can read fluently, they could read this instead to help them to 'warm up' before reading their new book
- For unfamiliar books:  
Start by having a look through the book  
Discuss the pictures  
Ask what might happen in the story?  
Identify any tricky words  
Have a go at reading the book
- If your child gets stuck: Can they use the pictures to help? Ask them what would make sense? Sound out the word e.g. c – a – t. Break the word into smaller parts – in / side. If the word is hard – tell them the word
- Don't correct every mistake but do make sure that what they are reading makes sense
- Use lots of praise to motivate your child
- If your child reads confidently with good pace and fluency, focus on developing comprehension skills

As a school, we don't follow just one scheme of reading books. We try to pick the best from the different ranges on the market. Many of the books that the children bring home have pointers already inside the cover (front or back) to help get the most from the book. Remember, we want children to develop a love of reading, so visit the library, read a range of books (not just school reading books) and read to your child.