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VILLAGE SCHOOL  
A school at the heart of the community



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Learning and growing together

# Reading Guide for Parents



Research shows that people with good literacy skills are more likely to have higher self-esteem, better health, better jobs and higher wages than those with poor literacy skills. They are more able to take advantage of the opportunities that life may offer them.

The key to developing good Literacy skills is regular reading. Here are some guidelines to help you with your child's reading at home.

We are often asked if we listen to your child read every day and the simple answer to this is yes. In Early Years and Key Stage 1 the children will read during phonics sessions as well as from texts and books. In lessons throughout the school children regularly read aloud from the board and from any text we may be working from. However, due to time constraints we are unable to listen to your child 1-1 daily. Your support at home is key to your child's reading progress.

Here are a few tips to help you:

- Set a good example and let your child see you reading
- Encourage your child to read books which interest them
- Re-reading books helps your child develop their vocabulary, learn to retell a story and understand how a story is structured (Early Years)
- With younger children it is important to include a bedtime story into their bedtime routine
- Take it in turns to read parts of the story and tell them one thing you enjoy about listening to them read
- For younger children ask them to 'tell' the story using the picture clues. As they become more proficient in decoding text ask your child to find words beginning with 's' or all of the 'l' words
- When your child can read by themselves, allow them to read to you every day. Share reading with them to promote confidence and to hear fluency. Encourage your child to use expression when they read
- Ask your child to predict words from the context they are in
- Allow your child to read to the end of the sentence without interrupting. This may help them to recognise contextual errors and correct mistakes
- Remember reading isn't just books but could be a set of instructions, a comic, how to make a model or the TV listings
- Ask questions like the ones in this booklet or even ask your child to question you to check if you were listening!
- Visit the library

### **Questions to Ask Foundation Stage Readers**

- What is your book about?
- Who is the story about?
- What is happening in the pictures?
- What do you think will happen next? Why?
- How will the story end?
- What do you do if you don't know a word?
- Can you tell me about the difference between a letter, word or sentence?
- Can you read this word? Say the sounds...now blend them together. What does it say? (e.g. p-e-n pen) Tell me about the character...?
- What is your favourite part of the book and why?
- Do you have a favourite character? Why do you like this character?

### **Questions to Ask Key Stage 1 and 2 Readers**

- What is your book about?
- What has happened so far in your book? Tell me about the character/plot...?
- What do you think will happen next? How will the story end?
- What do you do if you don't know a word?
- Do you have a favourite character/part of the book? Why do you like this character?
- What does the author mean by the phrase...?
- Which words do you think were the most effective to describe character/event? Why do you think the author chose these?
- Do you think this event could really happen?
- Can you explain what kind of person this character is?
- How does the story relate to them? Can your child answer questions without referring to the story?

***Ask questions where the answer is not in the story, it is your child's opinion and thoughts.***

- Have you ever...
- If you could...
- If you were going to...
- In your opinion...
- Do you agree with.....? Why?
- Do you know anyone who.....?
- How do you feel about.....?



**Remember, we all learn more when we enjoy  
what we are learning.  
A good 10 minutes of Reading is better  
than a difficult half an hour.**

### **Completing your child's reading record**

- Write details in your child's planner telling us the sounds or key words that your child needed help with
- Record new vocabulary that your child has learned
- Include comments on fluency and expression. Which words could your child read from sight?
- Was your child able to segment and blend to read new words? (younger pupils)
- Was your child able to work out new words by using initial sounds and picture clues? (younger pupils)
- Ask if your child enjoyed the story and what they liked or disliked
- Include answers to any of the questions you asked them
- Include what page they have read to

### **Completing the "Next steps" of the reading record**

Please write if you feel that your child needs to re-read the book

Add words or sounds that your child struggled with

Examples could be: X struggled to remember the word 'was' or Y needs to use punctuation when reading aloud e.g. pause where there is a full stop

**Thank you for your support**