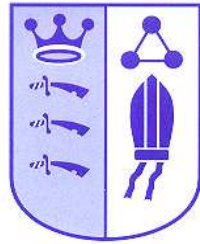


Lime

Holy Trinity
Church of England
Primary School



Support With
Reading at Home



Holy Trinity Church of England Primary School

Support With Reading at Home

Introduction to This Booklet

At this stage in the reading / learning process, your child has become a fluent reader.

We are concentrating on the following areas in school:

- ✦ Reading longer books that are divided up into chapters.
- ✦ Reading information books to gain knowledge for a purpose.
- ✦ Reading play scripts of greater length to others.
- ✦ Reading a wider range of environmental print, such as newspapers, magazines, letters.

Discussion on all the above types of literature is important so that your child is aware of their purpose



WHAT YOUR CHILD IS DOING

Reading for enjoyment.

Becoming aware of which information books to select when researching a topic.

Using a contents page and an index page independently to locate information.

Scanning to find important points.

Taking notice of punctuation when reading.

Reading with intonation (understanding that speech marks, italic words, or bold type require a different tone of voice).

Becoming aware of why characters act the way they do.

Beginning to consider the underlying meaning of a story.

Using the library system independently.

Becoming aware of how books are divided into chapters.

Using previously acquired skills to tackle the reading of unknown words.

WHAT PARENTS CAN DO

Choose books at the local library that are divided into chapters and also, information books on a subject that interests your child.

Share instruction manuals, recipes etc., with your child, reading them together at the appropriate time when they are needed so the purpose can be seen.

When reading longer fiction books divided up into chapters, ask your child to talk about what has already happened and what might happen next. (This is good for developing recall and prediction skills).

Ask your child to explain to you why characters do certain things.

Encourage your child to use a dictionary to look up the meaning of new words that appear in books. Discuss this together because this will help to develop comprehension skills.

Discuss the underlying meaning of a story. i.e., the underlying implications.

Allow your child to see you as a positive reading rôle model by reading a variety of texts for enjoyment in front of them.

WHAT SCHOOL IS DOING

We are:

Giving your child opportunities to read longer books to a range of audiences;

Encouraging your child to develop confidence in reading as part of a group. This enables your child to consider the importance of reading aloud with expression and encourages silent reading. (following the text whilst others read and knowing when to read again).

Identifying new and unfamiliar words and discussing their meaning with your child.

Identifying the characteristics of good quality literature (interesting vocabulary, a range of adjectives, alliteration etc.) and encouraging your child to use this as a model for their own reading.

Developing your child's research skills by providing opportunities for a range of information books to be used to find specific knowledge.

Discussing with your child why characters react in a certain way.

Asking appropriate questions to enable your child to think about what is implied in a story.

Your child has now acquired reading skills that can continue to develop with your help and support. Remember to carry on making reading times relaxing and enjoyable.

May your child's love of reading always remain.

