Parents’ Guide to supporting reading at home for Key stage 2
Dear Parents / Carers,

Each child is expected to read at home daily, whether that is to an adult (for developing readers) or independently (for fluent readers). Each child will also engage in focused teaching of reading in a small group with their teacher at least once a week. We call this guided reading.

Reading together at home is one of the easiest but most important ways in which you can help your child. As you share books you are helping improve your child’s reading skills and also showing them how important and enjoyable reading is. This booklet is a short guide to help you.

Reading Books

- Your child will bring at least one book home each week
- Please ensure reading folders including reading books are returned to school every day
- Parent/teacher communication is important to us, please write a short comment in your child’s reading record and we will also comment.

How you can support your child with their reading

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<th>How often?</th>
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<td>Ten to fifteen minutes a day including Saturday or Sunday is usually long enough.</td>
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<th>Role modelling</th>
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<td>Read yourself! Show a good example by talking about the reading you do at work and at home. Let your child know that reading is an important part of your life.</td>
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<th>Make reading enjoyable</th>
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<td>Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.</td>
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<th>Ask lots of questions about the story.</th>
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<td>What would you have done if you were…….? Does this book remind you of anything that has happened to you? Can you guess what is going to happen next?</td>
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<th>Use a dictionary.</th>
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<td>Buy a simple dictionary and use it to check the meanings of new words</td>
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<th>Make the story come to life.</th>
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<td>Encourage your child to read with expression. This will help them read more fluently.</td>
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<th>Spot words inside words.</th>
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<td>Help them to spot words they know within larger more complicated words.</td>
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<th>Let them read their favourites.</th>
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<td>Don’t worry if they only read one kind of book. If they are really stuck, ask the librarian or teacher to suggest something else they might like.</td>
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Read to your child
Read to your child. You can help your child to understand the emphasis of particular parts of the story.

Retell
Encourage your child to retell the story you have just shared. This will give you an idea of how much they have understood.

Too easy or too difficult?
Do not condemn the book as ‘too easy’ or ‘too hard’. Children need a range of reading materials. Any ‘easy’ book helps them to relax with reading. A difficult book can be read to your child. Both are important.

Misreading
If your child misreads a word without changing the meaning, e.g. ‘Dad’ for ‘Father’, accept it. If they hesitate, repeat a word or leave one out, say nothing provided the meaning is not lost. If they say a word which does change the meaning, or they are simply stuck, you can help them by:
a. Pointing to the picture if it is relevant
b. Asking a question to remind them of the context, e.g. ‘Where did they say they were going?’
c. Re-reading the sentence up to the unknown word to remind them of the context
d. Saying or pointing to the first letter of the word
e. Telling your child the word to avoid losing momentum
f. If the word can be read easily by sounding out the letters, encourage them or help them to do this
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Keep books safe.
Make your child their own special place to keep their books in their bedroom.

Visit your library
As well as taking out story books, use visits to the library as a time to find books and CD ROMs about your child’s hobbies and interests.

Make time to read
Set aside a time for reading for the family – after school or before bedtime. Encourage independent reading but don’t be afraid to still tell a bedtime story.

Don’t just read books.
Encourage your child to read newspapers, TV guides, comics and magazines. Ask your child to find out information from the Internet, cookery books, etc.

Let your child read with younger children.
Encourage them to read to other members of the family.

Keep in touch with school.
Make sure your child swaps their home reading books regularly at school.

If English is not your family’s first language:
You can buy dual language books. You can talk about books and stories in any language.

What else can your child read?
- Comics
- Magazines
- Travel brochures
- Instructions or recipes
- What’s on television tonight
- Information books
- Manuals
- Newspapers
- Poems
- Taped/CD/Recorded stories
- Sports Reports
- Shopping lists….

My child won’t read, no matter what I do. How can I help?
- Read to your child as much as possible
- Don’t make an issue out of it
- Talk to your child’s class teacher
- Working together will help
Pause, Prompt and Praise
PAUSE to help them work out the new words
PROMPT by using some of the techniques mentioned
PRAISE them for trying whether they are right or wrong

It is important to use as many clues as possible to help your child when they encounter difficulty.

After Reading
Talking about the book with your child at the end will help your child in their enjoyment and understanding of the book.
• Did you enjoy that book? Why? Why not?
• Who was your favourite character? Why?
• Which part did you like the best? Why?
• Was there any part you didn’t like? Why?
• Would you choose this book/story again?

Which books are best?
2. Books suggested by your child’s teacher
3. Books your child chooses from a library or bookshop that they want to read
4. Never be afraid of re-reading books
Activities you can try at home

Make a scrap book with your child about their favourite star, group or team. Let them cut pictures out of magazines and papers and write their own captions.
Buy a book of crosswords and word-searches and try to solve them together. Make up your own puzzles to try out on family and friends.

Call my bluff: You will need a large dictionary and at the game is more fun with at least 4 players, preferably more.
3 players are chosen to give the first presentation. They must choose a difficult word from the dictionary (which they hope no-one will know) and write 3 definitions for the word. One of the definitions must be true, and the other two should be plausible (but can be funny).
Now write the word on a card or the chalkboard and ask the 3 children to read out their words to the group, giving no indication which is right and which are wrong. Make sure the children adopt a good poker face when giving their definitions!
The audience now votes on which is the right definition. If they guess right, the audience gets a point. If they guess wrong, each of the other 2 presenters gets a point!

Variations:
3 adults or older children can prepare a number of words in advance, and present them to younger children.
Instead of using word definitions, you can write 3 or more "truths" about a character you are studying, or perhaps a favourite celebrity. The audience has to guess whether the "facts" are right or wrong.

Taking an interest in the news
Talk to your child about the articles in your newspaper. Take out a subscription to the children’s newspaper, ‘First News’ for example. [http://info.firstnews.co.uk/our-offers/international-annual-subscriptions/](http://info.firstnews.co.uk/our-offers/international-annual-subscriptions/)

Reading and writing can enable family members to share important life stories.
What you'll need:
Letters from grandparents or other family members.
What to do:
Select a family member whom your child knows well and likes. Ask the family member to write a letter to your child. The letter should tell a story, funny event, or something about your child.
When your child receives the letter, have the child read the letter. Ask your child to write a return letter to the family member, telling a story or something about the family member that the family has told the child.
Repeat the letter with another family member.

Research new words:
I wonder where the word comes from?
I wonder where this word was first used?
I wonder when this word was first used?
Let's Google the word/let’s look it up on wikepedia/let’s research it at the library.

We hope this guide will be helpful. There are many more enjoyable activities you can do. Please ask your teacher for advice and suggestions for other things to do at home or for links to sites that can be helpful too. Have fun reading!
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Useful websites for parents

Reading Rockets http://www.readingrockets.org/audience/parents/
Get Reading http://www.oxfordowl.co.uk/
Reading Shed http://www.literacyshed.com/the-reading-shed.html
Literacy Zone: http://www.primaryhomeworkhelp.co.uk/literacy/
National Geographic Kids: http://kids.nationalgeographic.com/
Free Rice: http://freerice.com/#/english-vocabulary/1427

Finding and choosing books

Booktrust http://www.booktrust.org.uk/books
Mrs Mad www.mrsmad.com
Reading Matters www.readingmatters.co.uk
Teen Reads www.teenreads.com (This site is aimed at teenage readers however more able children may find books here that are suitable too with guidance of parents.)
Love Reading http://www.lovereading4kids.co.uk/