

Shared Reading Booklet



The Discovery School



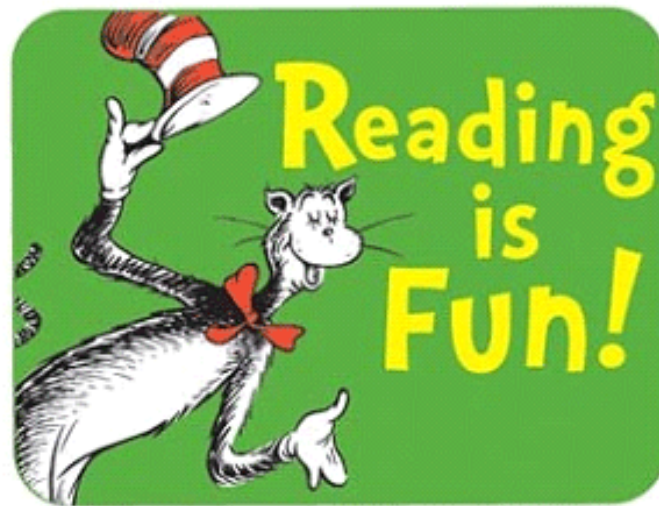
Introduction

This booklet has been designed to offer advice and guidance when sharing stories and reading with children.

Remember - Reading is Fun!

Sharing stories is essential to a young child's reading development.

A shared reading activity gives the child an opportunity to enjoy uninterrupted time with an adult. Children regard this time as very special because they have the personal attention of the adult, whether it be the parent, the teacher, the teaching assistant, or classroom helper.



Beginning reading...

It is important that children possess some books of their own. These should include favourite stories alongside information books to encourage children to extend their own interests.

Let your child see YOU reading. Let them see your pleasure and the importance you attach to reading. Sharing stories with very young children is very rewarding. They love to hear favourite stories over and over again.

They enjoy looking through picture books and reciting favourite nursery rhymes.

Young children should be encouraged to notice print in their environment - street signs, shop names, food packages, maps, newspapers, television programme titles etc.

Questioning children as you share stories gives a useful insight into their book knowledge. You should talk about the pictures and the story. You should ask questions like:

- *What do you think will happen next?*
- *How do you think the character in the story feels?*
- *What would you do if you were that character in the story?*

It is useful for children to follow the text with their finger. This gives the opportunity to learn important concepts about print:

- that print conveys meaning
- that reading goes from left to right
- that reading goes from top to bottom
- that words have to be in a certain order to make sense
- that the words are always in the same order every time you share the story. Most children come to school with some knowledge about books. We build on that knowledge and see the reading process develop.

Parents play an important part in promoting interest in books. Parents can draw children into the world of printed matter through books, lists, even TV listings! Children who have been read to an enormous amount at home will be enthusiastic about books.

Playing games about letters and sounds of letters can work extremely well. Parents must set an example and be seen to be reading themselves - **BE ENTHUSIASTIC ABOUT READING.**

If a pre-school child wants to read - GREAT! This means that when they comes into school they will be ready to begin using the variety of books available in the classroom.

If a pre-school child does not want to read - it would be unhelpful to push too early and would be best to let their

In the EYFS:

CHILD

a partnership approach

TEACHER

PARENT

Each day has a quiet time for listening to a story, often related to a theme or topic. There is a range of fiction and non-fiction in the class to cater for all interests.

Phonics

Phonics is about the sounds that each letter or groups of letters make. Children need to know the letter sounds before they know the letter names. Does your child know the sounds in his name?

Children are encouraged to look at books and take part in the reading activity. In school we encourage and develop pre-reading skills so that children are ready to read.

The children will have met rhythm and rhyme in many of the stories read to them at home or in Nursery. Your child will bring books home for you to share with them. These stories are taken home inside their **BOOK BAG**, along with a **READING RECORD BOOK**. The Reading Record Book is an important link between home and school. Comments are made in this book about your child's reading development. Teachers, Teaching Assistants and classroom helpers may all make comments in this book, but **PARENT COMMENTS ARE VERY IMPORTANT!**

Each time you share the story sent home in the Book Bag, you need to make a comment in the Reading Record Book. It is important that you tell your child what you have written because this gives your child some positive comments which will help to encourage him develop his interest in reading. **We must encourage a positive approach to reading and make your child feel a success in his reading development.** In the Reading Record Book you are welcome to add comments about your child's reading which you have noticed. Such as:

- Sam is able to read some parts of the story without any help
- Sam is able to point to words at random
- Sam enjoyed listening to this story
- Sam liked this story more than the last one!

PRAISE WHAT THEY CAN DO!

THINGS TO DO:

- DO encourage your child to use the PICTURE CLUES.
- DO read the story TO your child if they are unwilling or unable to read it to you. In this way they are still participating in the reading activity.
- DO encourage your child to POINT to the words, moving their finger under the words as they say them. This will give them the concept on ONE TO ONE CORRESPONDENCE.
- DO encourage your child to HAVE A GO at unknown words.
- **DO encourage your child to use LETTER SOUNDS.**
- DO encourage your child to GUESS the unknown word by reading the sentence and thinking of a word that will fit in. In this way he will be using the CONTEXTUAL CLUES.
- DO praise your child when they SELF CORRECTS their own mistakes.
- DO remember that all you do at home is enriching and building upon the reading done at school.
- DO try to listen to your child read every day for around 5 or 10 minutes. Your contribution is invaluable to your child's reading development. Even if it is one or two pages of their home readers or playing reading games.



THINGS NOT TO DO:

- DON'T EXPECT your child to know all the words in the story. You must provide words they do not know so that the meaning of the story is not lost.
- DON'T DEMAND that your child reads individual words by isolating words from the story.
- DON'T WORRY that your child is memorising the story. This is an inevitable stage that all children go through. It shows that they are sequencing the text and is beginning to understand that those words will remain the same each time they open that books.
- DON'T COVER THE PICTURES and ask your child to read the story using the text alone. Many books place equal emphasis on the picture and the written word.
- DON'T EXPECT your child to read the whole book in one sitting. It is better to listen to them read a few pages and it be a good quality read, than for them to struggle through the whole book at once.



THE DEVELOPING READER

Once your child has begun to read independently they will still require your support.

Reading times at home must continue so that you can praise them and offer them encouragement.

Allow your child to correct their own mistakes wherever possible. This means giving them time before offering to correct the mistake for them.

Accept that they will still need your help when they are faced with more challenging text. At this stage, your child may not be pointing underneath the words as they read them.

They may now be scanning the text and speeding up their reading. Pointing at the words now would only slow this process down!

Using a Book Mark to cover up the next line of text would also slow this process down.



THE STRUGGLING READER

If your child is struggling with a particular story:

- SUGGEST that you read alternate pages with them.
- ASK if your child dislikes this story and value their reply.
- TALK to your child's teacher who is carefully monitoring and assessing their reading progress.
- GIVE THEM TIME to think about the text.
- SUGGEST that they uses the PICTURE CLUES to support them.
- SUGGEST that they read the whole sentence and PREDICT the word.
- SUGGEST that they looks at the INITIAL LETTER SOUND and "have a go."
- SUGGEST that you supply the word they needs and move on with the story.
- Understanding and enjoying the story is most important - so give your child all the support they need.

THE FLUENT READER

READING ALONE - Your child will now be more willing to read alone and doesn't need to "be heard read aloud", if this detracts from their pleasure in reading.

SHARED READING - in school, they will still have regular opportunities to share reading activities with teachers, Learning Support Assistants, classroom helpers and other children.

PARENTAL SUPPORT - your contribution at this stage is just as important as before. You need to show your child that you are interested in their reading and will need to encourage them to discuss their reading and ask them questions about the text.

EXTEND THEIR READING RANGE - encourage them to use the library to extend their reading skills. Let them ask the Librarian to recommend good books.

READING SCHEMES

In our school we have a range of home reading books which link to the Phonics Scheme (FFT: Success for all).

We have a range of fiction/non-fiction texts and poetry so the children get a wide variety.

The books your child will receive will link to the letters and sounds they have learnt in the Phonics/Reading sessions.

Your child will be frequently assessed to ensure the books are supporting and challenging their reading skills.

In our scheme there are:

- Big Cat Books
- Oxford Reading Tree Books
- Dandelion Books
- Songbirds Books



We believe using a variety of books gives our children the opportunity to experience a range of literature.

The books begin with no text at all and these books help children to look for picture clues to make sense of the book and can be used as a discussion to develop their spoken language.

The books then move onto words and then continue into simple sentences and four lettered words. As the children move through the scheme the books progress as their skills progress. All books include tricky words which they children need to learn by sight as they are not phonetic.

All books include a beginning, middle and end to develop children's understanding of story structure.

A Phonics, Reading and Writing workshop will take place at the beginning of the school year which will give you more information about our Phonics Scheme and how to support your child at home.

Book suggestions for your child: <https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/100-best-picture-books-to-read-before-you-are-5-years-old/>