



## HELPING CHILDREN UNDERSTAND WHAT THEY ARE READING ABOUT

A good reader understands what the writing is about and is either enjoying the story or learning something. As well as reading the story, talk about the pictures. If there's a picture of a dog in the book talk about a dog you know. Talk about the characters in the picture and how they might be feeling.

**Make up your own story to go with a picture. Ask lots of questions about the story.**

**Empathise with the characters.**

*What would you have done if you were ... ?*

*How would you feel it... ?*

*Does this book remind you of anything that has happened to you?*

*Can you guess what is going to happen next?*

*What do you think the author feels about ... ?*

### Phonic games to play at home

1. I Spy: Say 'I spy with my little eye something beginning with s' ... etc. Child has to find something beginning with that letter.
2. Mood sounds: Say a letter sound and ask the children to repeat it. Ask the children to say the sound as if they were angry, happy, frightened etc.
3. Gobbler Game: Use a cereal box to make a person, e.g. Gordon the Gobbler. Have a large hole for his mouth and ask your child to find objects around the house that begin with a letter sound.
4. Rogue Sound Game: Show a variety of objects to your child. All of the objects have to have the same initial sound except for one item. Children identify which is the rogue item. E.g. sun, sausages, cup, scissors.
5. Actions speak louder than words: Without saying the sounds aloud, perform the actions instead. Can your children guess which sound you are making? Try making a word e.g. c\_a\_t using only actions.

Visit the Jolly Phonics website to listen to the letter sounds!

[www.jollylearning.co.uk](http://www.jollylearning.co.uk)



## LEARNING TO READ

A guide for Parents





## Learning to Read

The greatest gift you can give children is to read to them from a very early age.

*You don't have to be an expert.*

There's no magic in supporting children's reading, just lots of patience, time and affection, plus a little skill.

Be an actor!

Look interested.

If it's a frightening book, look scared.

If it's funny, then laugh.

If it's a mystery book, look puzzled.

Give the impression that you are happy as long as they are doing their best.

Always end on a 'high note'.



## TIPS FOR ENCOURAGING CHILDREN WHEN THEY ARE TRYING TO FIGURE OUT A WORD OR GET STUCK

Always give readers a few seconds to have a think first, unless it's a really unusual word or a name.

**Picture Prompts**—try looking at the picture - there a clue?

### DECODING STRATEGIES

(Look at the word you are stuck on closely)

- Look at the picture for a clue
- What sound (called 'phonics') does it begin with?
- What word would make sense?
- Can you cover part of the word and see if you recognise the bit that's left?
- Are there any pairs / patterns / sets of letters you recognise?
- Try reading the sentence again from the beginning.



**What to do if a child makes a mistake when reading to you—when do you stop him or her?**

1. **If what he or she has read makes sense, let him / her carry on until there is a suitable break—end of a sentence or page.**

Say something like: *'You read really well and it made sense, but look at that word. You said \*\*\*\*\*. Check it again.'*

2. **If it makes no sense, stop straight away.**

Say: *'You're doing well but that doesn't make sense. What sort of clues will help us sort out the word?'*

### PRAISING A CHILD DURING READING SESSIONS

Children will accept constructive criticism if it's got something positive before and after.

The best kind of praise is that which tells the child exactly what has pleased you. For

example:

- I liked the way that you checked the pictures for clues.
- I liked the way you realised that didn't make sense and checked again.
- I liked the way you read with expression.
- I liked the way that you didn't give up.
- I liked the way that you covered part of the word and read it a bit at a time.