

### **How you can help your child read:**

- If your child has a picture book, take it in turns to make up stories. Be imaginative!
- Help your child notice words in the environment- labels, signs, post, adverts.
- Pick out the rhyming words if there are any and add to them yourself.
- Cover up words to see if your child can guess what they are.
- Encourage your child to break unknown words into phonemes.
- Practice unknown sight words with them regularly.
- Share the reading. Reading to your child is just as valuable as when they read to you.
- Discuss the text- characters and plot.
- Encourage your child to retell the story when you have finished and to discuss favourite parts (with reasons.)
- Remember reading is about understanding, not just decoding.
- Ask questions that will require them to think beyond what the book has told them- How...? Why do you think...?
- Support your child with the reading challenge- reading with them at home and/ or in school.
- Establish a routine for reading at home



**How children learn to read**

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At Lansbury Lawrence we teach children to read using a variety of methods. Confident readers use a variety of different strategies in order to read. Children need to be taught these strategies and rehearse them throughout their school life.

As they become more fluent the balance of strategies will change. The strategies listed below do not follow a linear pattern; children use different strategies at different times depending on the texts they read. Here are some of the strategies we use:

#### **Picture clues:**

A picture book is probably one of the first types of books your child will bring home. Although it may not have any words in it, the pictures focus the child's attention. With encouragement they can start to use the pictures to build up a story. When words are included the children can attach meaning to the words. This is a very important step in helping your child become an independent reader.

### **Phonics**

It is important that children know their phonemes (sounds). They learn that either a single letter or a group of letters make sounds. In year 1 they learn that the same letters (graphemes) can represent more than 1 sound, for example, *ow- blow, snow, glowing* and *ow- brown, cow*.

Using phonics children can break words (segment them) in order to read unknown words. **'Look at the letters, make the sounds, blend the sounds together.'**

### **Word recognition**

Some words in English cannot be read by breaking them down into phonemes. Lots of these are very common words (the, saw, somen etc) so we teach these through instant recall in class games, reading and send these words home to learn for homework. **See the word, say the word.**

**Knowledge of content** - if a child is reading and understanding a word well, they may be able to 'guess' a word purely by understanding the content of the book and the context in which the unknown words was written.