

Supporting Reading



Getting Started

Younger Readers

Young readers gain confidence if they know the storyline and some of the words before they begin reading. Therefore you can 'warm up' the book by doing one of the following:

- Looking through the book and talking about the storyline and characters.
- Making predictions about what they think might happen.
- Commenting on the pictures and linking them with the words on the page e.g. "He's playing in the garden. Let's see if we can find the word 'garden'."
- Reminding them of words they already know. e.g. "you read 'because' last time. Let's see if we can find it on the page."
- Using 'book talk'. Talk about the author, illustrator, cover, the beginning, the end, words, sentences and features on the page, for example speech bubbles and pictures.

Older Readers

With older children it is still important to talk about what they are going to read before they begin:

- Make sure that you 'warm up' the text briefly at each reading, even if they are in the middle of a story.
- Look at the blurb together, to see what the book is about.
- Discuss what 'genre' the book is e.g. science fiction, adventure, mystery, non-fiction etc.
- Finding out who the author is and discussing if they have read anything by that author before.
- For a less confident reader, you could read the first paragraph or page of a new book in order to introduce the vocabulary and style.

Listening to children read

Encourage children to use expression and intonation as they are reading. Can they give characters different voices? Help the child to add emphasis to particular words e.g. in bold type or CAPITAL LETTERS and use the punctuation e.g. exclamation marks and questions marks to add emphasis in the correct places.

Difficult Words

When you listen to a child read, you can help in a number of ways. If he/she comes to a difficult word, then you can try one of the following methods:

- Sounding the word out in individual sounds e.g. c - a - t and then blending them together, in syllables e.g. un - der - stand - ing, and / or in chunks e.g. st -
- Going back to the beginning of the sentence and having another go.
- Missing out the word and reading on to the end of the phrase or sentence before having another go.
- Looking for words in words e.g. 'old' in 'cold'.
- Providing the word for him/her.
- Using a mixture of methods e.g. sounding out the beginning of a word, reading on and then going back to read the word.
- If a word is read incorrectly, you can sometimes let the child carry on to see whether he/she corrects the error. If the child carries on without self-correcting, you could help him/her by

re-reading the sentence the way they read it and gently saying, "That sounds a bit funny, doesn't it?" You could then look together to see which word might not be right.

Reading for Meaning

When you are reading it is useful to check the child understands what they are reading by:

- Linking the events in the book to something the child may have experienced.
- Retelling parts of the story, explaining a specific section or making connections between different parts of their book.
- Exploring words and vocabulary, talking about the meaning of words.
- Encouraging 'Pause and Picture'. You stop every so often and ask the child to put a picture of what happened in their minds. This is particularly useful later on when there are no pictures to go with the text.
- Asking questions after the reading about what has happened in the story.
- By talking about how the characters might have felt.
- By 'hot-seating'. You take it in turns to pretend to be one of the characters and then ask the character questions about what happened in the story.
- Answering 'Who, What, Where, When, Why and How' (inference questions), particularly when the information isn't obvious. Simply asking the child, and thinking about what the answers might be based on what is known so far, can help draw an inference. This is otherwise known as "reading between the lines."

Work on the text (Younger Readers)

You can help a child to look at words more carefully with the following activities:

- After reading, play 'I-spy' on the text.

e.g. *I spy with my little eye a words beginning with 'p', 'sw', etc.*

I spy with my little eye a word that has got 'and' in it.

I spy with my little eye a word rhyming with 'at'.

I spy with my little eye the word 'there'. How many times can you see that word?

- After reading, choose a word from the story that has some words which rhyme with it. Then together think up rhyming words for the word you have chosen.

Praise

Remember to praise the child, not just for good reading but also for correcting an error, reading more than usual, reading with expression. Rather than just saying 'good', try to tell them the reason you are praising him/her.

