



## Learning to Read at Stanford Infant School



Exploring and Learning Together, Inspiring Each Other

### STANFORD INFANT SCHOOL



It is important to note that it is not how quickly a child moves through the colour system but the level of understanding they share of the books they read that is the most important.

reading wall
Star Plus - lime/brown +
white
gold
purple
orange
green
blue
yellow
pink
red
Rigby Colour

Colour System

- Useful terms when reading with your child**
- Adjective**—a describing word, for example big, brilliant, fast, brave, etc.
  - Adverb**—a word that describes the verb, e.g. the children ran quickly.
  - Antonym**—a word in opposite meaning to another word, e.g. fast is the antonym of slow
  - Blurb**—this is the short piece of writing on the back cover that usually gives you a brief overview of what the book is about
  - Character**—the subject(s) within the story, e.g. people, animals, etc.
  - Compound Word**—a word made up of two shorter words, e.g. pan+cake=pancake
  - Connective**—sometimes known as a conjunction; words that link or connect other words, phrases or clauses, e.g. I am enjoying this leaflet because it is interesting!
  - Expression**—use of voice or change in volume, etc, when reading to make it more interesting
  - Glossary**—an alphabetical list of technical terms from within a non-fiction text, usually at the back of the book
  - Main Clause**—this must contain a subject and a verb and be able to stand alone as a sentence
  - Noun**—a word used to name a person, animal, place, thing, or abstract idea
  - Paragraph**—a number of sentences all about the same idea. Paragraphs are usually separated by a missing line or with the first sentence indented
  - Pronoun**—a word used instead of a noun, for example: I, he, they, she, we, you
  - Punctuation**—is the marks used to aid understanding and correct reading whether silently or aloud, e.g. "Is this the way to do it?"
  - Setting**—where the story is taking place, e.g. at home, in the garden, at the shops, on an island
  - Speech Mark**—punctuation marks placed either side of a word or phrase to show that someone is speaking, e.g. "this is a great book" said the children
  - Synonym**—a word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example, shut is the synonym of close
  - Verb**—a doing word, e.g. walk, run, learn, sat, jump, read, etc.

## Reading at Home

As parents/carers you play a vital role in helping your child develop a love of reading. It is really important that you spend time with your child on a regular basis sharing books and helping them understand what has been read.

This leaflet has been produced to support you in helping your child develop a love of reading for pleasure.

On the following pages you will find Top 10 Tips for reading with your child as well as some key questions you can ask your child about what they have read. We hope you will find this guide useful and informative and that it supports you with your child's home learning.



### Top 10 Tips for Reading at Home

Learning to read takes lots of practice; all children will be able to read when they are ready and the following tips will allow you to make reading at home an enjoyable experience.

- Set aside a quiet time** to share a book. 10-15minutes a day or several times a week is usually long enough; you will know when is the best time for your family.
- Model reading yourself**—whether recipes, packets of food, Newspapers, letters, emails or your favourite books. Try your own family 'Dropping Everything and Read Time' - 'Dear Time' for 5 minutes.
- Choose your battles**—If your child is tired or not in the mood for reading, stop and try again at another point. The use of a timer may help, or sharing the reading by taking it in turns to read a page each.
- Variety is the key**—children will enjoy sharing lots of different reading material, from fiction/non-fiction texts, magazines, comics, poems, computer programs, etc.
- Reading can take any form**—if practising words find a creative way in: create treasure hunts with key words.
- Talk about what they are reading.** Just as important as being able to read the words on the page, is being able to understand what they have read. Always talk to your child about what they are reading; the pictures, the characters, etc. The questions in this leaflet will help get you off to a flying start.
- Visit the Library**—we are fortunate to have two local libraries in our City. Enjoy spending time choosing new books together is a reading rich environment.
- Be positive!** Boost your child's confidence for even the smallest achievement. If they struggle say "let's try it together".
- Make reading an enjoyable experience**— It really doesn't matter how you read with your child, as long as you both enjoy the experience.
- Keep on sharing** - even when your child is capably able to read alone. They gain so much from the shared experience.

### Key Questions

- ◆ *What do you think this book is going to be about? Why?*
- ◆ *Why do you think the author has chosen this title?*
- ◆ *What do you think might happen next?*
- ◆ *What are the pictures telling us?*
- ◆ *How does the author make you want to keep reading the story?*
- ◆ *How does your voice change when someone in the story is speaking?*
- ◆ *Where and when did the story take place? How do you know?*
- ◆ *Have you been in a similar situation to the character in the book?*
- ◆ *Who are the key characters?*
- ◆ *Can you describe what is happening in the story?*
- ◆ *What is your favourite part of the story and why?*
- ◆ *Can you find any amazing adjectives?*
- ◆ *Can you think of another story that is similar to this one?*