

Before Reading

What is the title of the book?
Who is the author?
What do you think the book will be about?
What do the pictures on the cover tell you about the story?
What type of book is it? (fiction, non-fiction, poetry) How do you know?
What would you like to find out by reading the book?
What questions do you have about the book?

During Reading

Find a word that you don't know. What does it mean?
How should you read the word if it is written in capital letters?
What do you do when you see a full stop / exclamation mark / speech marks?
Who are the main characters?
How does the character behave?
(find examples in the text)
How does the character feel when ... ?
Where does the story take place?
What pictures and images can you see in your mind as you read?
What do you think will happen next? What do you think will happen in the end?
What information have you found out?
Which is the most important piece of information?
Why has the author used this word?

After Reading

Can you summarise the story or information?
What did you like/dislike about the whole text? Why?
Would you recommend this book for someone else to read? Why? Why not?



not at age related expectations.

We are currently using the Read Write inc programme as our main phonics and reading scheme up to Year 2 as well as targeted phonics support for those children in Year 3 and 4 who are not at age related expectations.

We use the RWI Fresh Start programme to support those children in Year 5 and 6 who are not achieving age-related expectations

In Key stage 1, children take home a phonically decodable book they have been reading in class as well as two books linked to the sounds they have been looking at in phonics. They are also able to take home a story to share at home from the school library. Visit the website for more information on the Read Write inc programme - you will find it under the class pages section.

KS2 reading books are colour book banded and are selected from a range by Collins Big Cats

**Sandylands Community Primary School,
Morecambe**

If you have any questions or queries regarding the way in which we organise our curriculum, please feel free to pop in and speak to any member of staff.

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A guide to supporting your child in reading



Where learning is for life

Reading and Phonics

Reading to your child



In the early stages of reading, children learn to “behave like a reader”, by copying what they see and learning how a book works.

Sharing and repeating favourite stories together encourages

children to join in.

As children become increasingly independent readers, don't stop reading to them. You can model and encourage correct pronunciation, good expression and reading at the right pace.

Reading Together

In the early stages of reading, read the books with your child moving your finger along the line and pointing to the words so that they may follow the line of print. Discuss the pictures in the book and concentrate on the story line. Some early books have no words so you and your child can construct a story using the pictures as a guide. Draw their attention to the details in the illustrations and encourage them to predict what might happen.



Listening to your child read

Remember that little and often is best, five minutes, five times a week is a sensible basis.

In Key stage, each week your child will bring home a familiar phonically decodable book linked to the Read Write inc programme which they have been reading in class. Alongside this book, they will bring two more books home which are linked to the sound they have been learning in their phonics group.

Your child will also have chosen the 'share' book that they have brought home. If it appears they have read it before and enjoyed it enough to read again, that is fine.

If it is too difficult or too easy, have a go at reading it together, as pleasure in reading is a strong motivation. If your child has chosen a book which they don't like it, there is no reason they should have to finish it. Choose another book to read instead.

Never let your child stumble over a word for more than a few seconds. If they do not know a word help them to work it out using clues in the text e.g. use their phonic knowledge, look at the illustrations, read ahead to make a reasonable guess at the missing word so that the sentence makes sense in the context of the story. If your child makes a mistake, allow them to continue for a little way and correct themselves. If they don't notice the mistake, then prompt them to check if what they have read makes sense. Don't correct small and unimportant mistakes, where the meaning of the text has not been altered e.g. substituting “a” for “the”. This will ensure the flow of the story is maintained.

Independent Reading

Remember that the most lasting form of motivation is your child's own realisation that what they are doing is enjoyable and useful to them at this moment in time. Provide children with the opportunity to read independently for their own purposes and enjoyment right from the beginning.



Always make reading fun! Praise your child as much as possible and never allow anxiety or a feeling of failure to develop.

Helping your Child to Read

Remember to discuss what your child is reading and ask them questions to ensure they understand what they are reading. This will help them to develop the skills they will need in future life in order to be able to read for a purpose, and of course for pleasure!

Encourage them to find examples directly from the text they are reading when discussing and answering questions about it.

