

# Unlocking the Pleasure of Reading



A Guide for Parents  
and Parent Volunteers

Reading is a vital life skill, but it is also so much more. A life-long love of Reading can be the greatest gift we give to our children. Part of this is giving them the skills they need, of course, but we also have a part to play in instilling the passion for Reading that can give so much joy and empowerment throughout their lives.



At Lyminster Primary School we combine a structured, step-by-step approach to building up their phonic and blending skills (recognizing letter sounds and putting them together to make words), as well as the bank of words they can read on sight, with a commitment to sharing great and inspiring literature through our well-stocked class and school libraries.



In Early Years, we build on the skills they have already learned at home by teaching them to recognize different sounds and connect these to letters, which we also teach them to form in writing. Eventually, they are ready to start 'blending', so for example by knowing the sounds made by the letters 'c - a - t', they can now learn to read and write the word 'cat'. Alongside this work, they are read high-quality children's books by the teacher and other adults, and they start to 'have a go' themselves with reading books geared towards their ability. They take these books home to share with you.

In Years 1-3, this work continues with the children progressing through reading books carefully targeted at their own ability so they are always being moved on. As well as taking these books home to read, the children also read with their teacher or other adults, either individually or in groups so they can share ideas and learn from their peers. In our 'Fred Time' sessions, the children also read shorter books that are even more specifically targeted at their ability to recognize different sounds and spelling patterns. These books aim to ensure a very solid foundation for their reading is laid. Throughout, teachers continue to read to the children, capturing their imagination, and the children can explore and borrow from our libraries.



In the later years of the school, children who have not yet become fluent and independent readers for whatever reason are given support in a variety of ways, including our 'Freshstart' programme which builds on the 'Fred Time' work in a more age-appropriate way. All children continue to read with their teachers, as well as being exposed to a wide variety of children's literature. Our teaching of English uses books and texts to show the children the skills authors use that they can apply to their own communication.

Our aim with the Family Friday Reading time is to bring home, school and community together even more closely in this vitally important work, providing the children not only with extra practise, but also extra role models. We are incredibly grateful to everyone who has shown an interest. If you think you would like to get involved, and have not yet expressed your interest, please do not hesitate to get in touch with Mr McGinley or Mrs Bennett in the usual ways.

Good Luck, and Happy Reading!

# General Tips

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## For the Early Reader:

- Find a quiet and comfortable space to read;
- Allow the child to hold the book but try to ensure they are doing this correctly;
- Talk about the pictures – they often tell their own story;
- Be an actor – if the book is funny, laugh ... if the book is scary, gasp;
- Follow the children's own interests and allow them to choose – even if the book seems too easy or even babyish occasionally;
- Share your own childhood favourites and talk about these – this is fantastic modelling;
- Use the rhyme and pattern in books to let the children make predictions, for example by pausing before the last word of a line;
- Re-read old favourites with relish;
- Point out all the writing you can see and find.



## For the Developing or Independent Reader:

- Try to avoid placing differing values on different forms of reading – even if the book appears 'easy' this is useful in building confidence;
- Re-reading books is similarly valuable – it takes the pressure off reading the actual words so they can deepen their understanding and develop expression;
- Ask questions about what they are reading – a useful exercise is to ask them to predict what is going to happen next, and explain why;
- Encourage them to talk about their favourite books, authors and genres – this builds their identity as a reader;
- Model for them by letting them see you read;
- Reading to your child, even when they themselves are fluent readers, is always an incredibly valuable exercise.
- Keep your horizons wide: audio-books can also be useful, as can the internet.



# Questions to Ask

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What has happened so far? What do you think will happen next? Why?

Why do you think that has happened? Why did they do that? Why are they behaving in that way? How do you know for certain? Can you show me where you found the clues?

How many different types of writing can you see? Why has the author written this part in larger letters? Why did he tell you about this before he told you about

Can you see/find any interesting words? Why do you like that word? What sorts of words does the writer use a lot? How does this make you feel? Why do you think he does this?

Do you like this character? Why/Why Not? Does the writer want you to like this character? How has he made you dislike him? Can you find the tricks he has used? What does the writer want you to think about this? How can you tell?

What sort of book is this? Does it remind you of any other books you have read? What do they have in common? Where/when is this book set? How can you tell?

**view  
wpo  
int**

**con  
text**

# What do I do when my child is stuck on a word?

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The rule of thumb is...

**PAUSE**, *give your child a few seconds to think...*

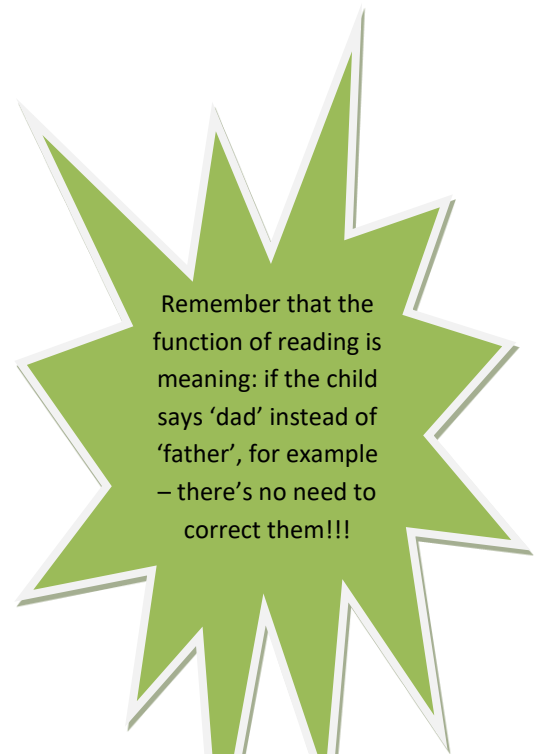
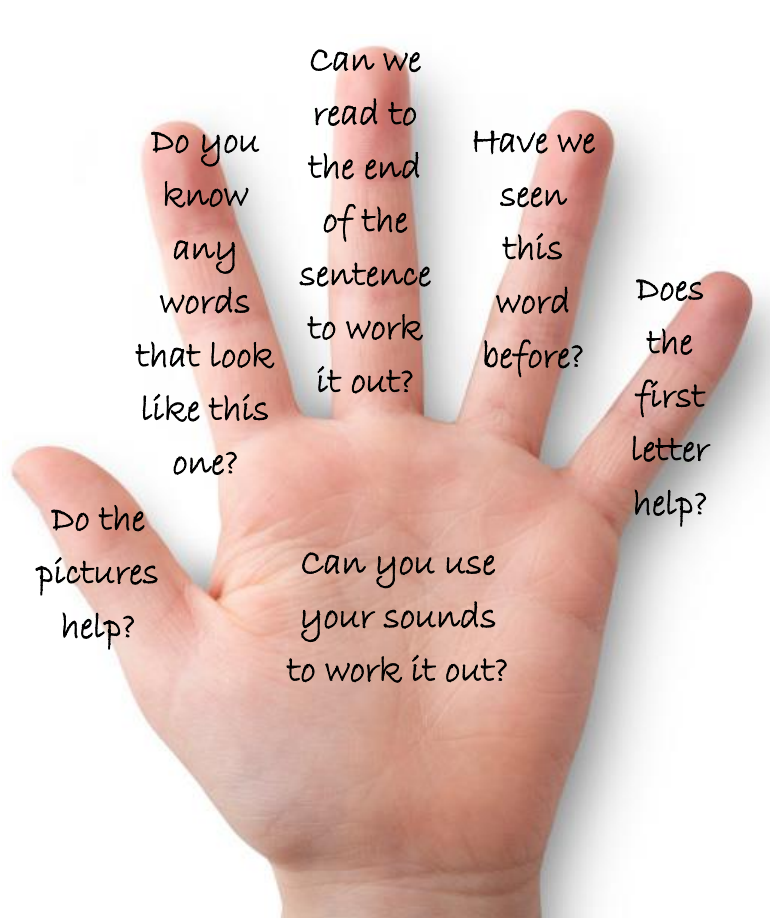
**PROMPT** *use the 'Helping Hand' below to remind them of strategies...*

*and* **PRAISE** *even if they don't get the word right!*

But remember...

**When in doubt, just give them the word!**

It's usually better to keep the flow of the reading going, so that they don't lose confidence, and with so many words in the English language that can't be worked out using letter sounds alone, decoding an unfamiliar word can be a mammoth task for a child!



Where can go  
for more help

## and advice?

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Please remember that we're here to help! Your child's class teacher would be only too happy to talk to you about strategies or where your child is on their learning journey.

The following websites may also prove useful:

**A Story For Bedtime** [www.astoryforbedtime.com](http://www.astoryforbedtime.com)

**BBC Parenting website** [www.bbc.co.uk/parenting](http://www.bbc.co.uk/parenting)

**Booktrust** [www.booktrust.org.uk](http://www.booktrust.org.uk)

**The Child Literacy Centre** [www.childliteracy.com](http://www.childliteracy.com)

**DfES Parents Centre** [www.parentscentre.gov.uk](http://www.parentscentre.gov.uk)

**Help them read** [www.helpthemread.co.uk](http://www.helpthemread.co.uk)

**Help your child discover ...**

[www.dfes.gov.uk/parents/discover/](http://www.dfes.gov.uk/parents/discover/)

**Parent Link** [www.parentlink.co.uk](http://www.parentlink.co.uk)

**Read Together** [www.readtogether.co.uk](http://www.readtogether.co.uk)

**Silly Books** [www.sillybooks.net](http://www.sillybooks.net)

**Ask Chris** <http://askchris.essexcc.gov.uk>

**Bookheads** <http://www.bookheads.org.uk/>

**Books, Reading and Writing** [www.braw.org.uk](http://www.braw.org.uk)

**Cool Reads** [www.cool-reads.co.uk](http://www.cool-reads.co.uk)

**First Choice Books** [www.firstchoicebooks.org.uk](http://www.firstchoicebooks.org.uk)

**Guys Read** [www.guysread.com](http://www.guysread.com)

**Mrs Mad** [www.mrsmad.com](http://www.mrsmad.com)

**Reading Matters** [www.readingmatters.co.uk](http://www.readingmatters.co.uk)

**Teen Reads** [www.teenreads.com](http://www.teenreads.com)

**Love Reading** [www.lovereadng.co.uk](http://www.lovereadng.co.uk)