

If reading becomes a challenge at home

Reading with your child at home can easily become stressful and frustrating if you feel that your child is not learning to read as fast as you expect. We would like all of our children to enjoy reading rather than viewing it as an effort, hard work or something they don't enjoy. To help with this you might:

- offer alternative reading material, e.g. internet, magazines etc;
- read at different times of the day or week;
- share reading activities and interact with the text together;
- share the problem with your child's teacher; we are here to help!

Attainment in reading

Below is a table to help you to understand the 'banding' system that we use at Lammack. We hope that over the school year, the children will progress through the colour bands shown for their year group. Some children may progress beyond these expectations whilst others may need additional support to reach the bands shown. Your child will be reading books that are appropriate to their ability and needs in order for them to make progress. Your child's book band is based on their teacher's continuous assessment and will be changed as and when appropriate.

<u>Year</u>	<u>Book Band</u>
Reception	Phonic Phases
Year 1	Phonic Phases
Year 2	Turquoise, Purple, Gold, White, Lime
Year 3	Lime, Copper, Topaz, Ruby
Year 4	Ruby, Emerald, Sapphire
Year 5	Emerald, Sapphire, Diamond, Pearl
Year 6	Diamond, Pearl, Free Readers

**Together we can help
your child to develop
their reading**

**Lammack
Primary School**

Year 1 & 2
Reading Information

*"The more you read, the more
things that you'll know. The
more you learn, the more places
you'll go." Dr. Seuss.*

WORKING TOGETHER

We believe that parents play a vital role in helping their child learn to read. School and home working in partnership creates the perfect setting for encouraging a love of reading. We appreciate the commitment parents give in helping their children to become confident readers.

REMEMBER...

Print is all around us. Even when time is scarce, you can read with your child e.g. signs in the street; labels in the supermarket; the TV page in the newspaper; and recipes.

If children are losing interest in reading, it may be that they are more interested in magazines, information texts or comics. These interests should be encouraged, as should regular visits to the library. Try to help your child to discover the 'wide world of reading' and to enjoy texts of all kinds. Don't restrict your child's reading materials to only books. It is good for children to read a wide variety of texts.

It is also important that children see adults around them reading for a variety of purposes. This gives the message that reading is important in everything we do. To ensure that your child's reading development continues to move forward, we would encourage parents to question them about what they are reading.

Encourage and praise your child for their efforts. Make comments when they have finished reading their book (e.g. Well done! I like the way you...).

Please ensure that, after your child has read with you, their reading record is completed. Your child should bring their reading book and reading record to school every day.

What can I do to help my child?

Hearing your child read should begin with talking.

If your child is starting a new book, look at the cover. Ask them, "What do you think will happen in the story?"

If they have already started reading their book, discuss what they have read so far. You might ask them:

- What has happened?
- Who are the main characters?
- Who are the good/bad characters?

Questions to ask when they have finished their book

1. Did you enjoy the book? Why?
2. Who were the main characters? Who was your favourite? Why?
3. How could you describe this character?
4. Can you retell what happened in the story?
5. Was there anything about the book that you did not like?
6. Could you re-read your favourite part?
7. Could you think of another ending?
8. Did you come across any unusual words? Can you find them?
9. Are there any words you did not know the meaning of?
10. Why do you think...? (e.g. something happened)