



Latchmere Academy Trust

A parent/carer guide

How to support your child with reading

- 1) Love, love, love reading. Talk positively about reading at home. Talk about how much you are enjoying the book you are reading at the moment. Talk about books that you read as a child. As much book love as possible creates the right vibe about books and reading.
- 2) Set aside quality uninterrupted time to read **with** your child. In reception and year 1, you may be reading an age appropriate phonics book. Children need to practise with these books in order to become a fluent reader. In KS2, it's still extremely important to read with your child.
- 3) Set aside quality uninterrupted time to read **to** your child. Your child is able to understand texts that are harder and more complex than what they may be able to read on their own. More challenging texts read to a child can help to expose them to more complex vocabulary, sentence structure, themes and story structure.
- 4) Read non-fiction to or with your child. Non-fiction contains subject specific vocabulary – words like monarchy, photosynthesis, hieroglyph, tectonic plate for example. Non-fiction teaches us about the world in a different way to fiction and gives us a huge body of knowledge. Read with a non-fiction voice – think David Attenborough documentaries!
- 5) Make the shared reading experience a **nice time together**. Talk about the book being read. Ask questions about characters and their motivations. Perhaps relate the story or character to something similar that has been read before or seen in a film. Show a genuine interest in the book and what has just been read.
- 6) Visit bookshops and libraries or organize bookswaps with friends. Books are **free** in a library – take advantage of that! Libraries can order books in and make recommendations.
- 7) Watching TV? Put the subtitles on. It's more exposure to reading.



Understand educational jargon with reading

Phonics – a method of teaching how to read that emphasizes the relationship between letters and sounds.

Fluency - reading fluency is defined as reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).

Automaticity – reading accurately at an appropriate speed.

Prosody – reading with appropriate stress and intonation leading to variation in volume, smoothness, phrasing and pace. The reading sounds interesting and engaging.

Comprehension – the level of understanding a text. A range of skills are involved such as retrieval (finding information directly from a text such as the name of a place); inference (putting a number of pieces of information together to work out what is not being directly stated). Other comprehension skills are fact and opinion, summarizing, predicting and justifying.

Tiered vocabulary – Tier 1 vocabulary can be thought of as basic words that are used in everyday conversation (flower, bench, lunch). Tier 2 vocabulary can be thought of as ambitious words, such as ‘emerge’, ‘analyse’, ‘peculiar’ and ‘context’, that learners are likely to come across in a variety of contexts and across all subjects. Tier 3 vocabulary is subject specific: the language which scientists, historians and mathematicians use for example (denominator, microscope, genome).