

Reading For Pleasure

Reading should be pleasurable not a struggle or a battle. Parents and Carers should encourage their children to read but at the same time this should be a shared experience that is fun for both parties.

If your child is finding reading a struggle take turns to read only expecting your child to read a small amount at a time. If your child is unable to read a word read it for them do not spoil the story by expecting them to decode it there and then.

Make a note of the words they cannot read and look at them again together at another time.

When reading independently for pleasure the story should be easy enough for your child to read with very few errors. This will boost confidence and encourage your child to read.

Books should be exciting and of the correct interest level for the age of the reader. Nothing is more discouraging than reading a book with an interest level of five or six years if the student is eight or nine.

If, however, your child wants to reread a book they have read many times before, do not discourage this, we all have favourite things and doing this can help to build confidence.





Reading Diary Comments

Listed below are some comments which may help you when writing in the Reading Diary to describe how your child has read to you at home. The more information that you can provide in your child's Reading Diary, the more we can help your child in class!

<p><u>Word reading</u></p> <ul style="list-style-type: none"> • Read familiar words independently. • Found it difficult to read familiar words independently. • Worked out new words using phonics / picture cues / the whole sentence / the first sound of a word. • Struggled to work out a lot of the vocabulary. • Read one word at a time. • Could decode technical vocabulary in non-fiction texts. • Was unable to decode technical vocabulary. 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Showed good understanding. • Did not understand the text. • Able to predict what might happen next in the text. • Struggled to predict what might happen next. • Discussed the story and characters well. • Struggled to retell main events. • Could work out the meaning of technical vocabulary in non-fiction. • Unable to work out the meaning of technical vocabulary. 	<p><u>Expression</u></p> <ul style="list-style-type: none"> • Read with fluency and expression. • Read one word at a time. • Did not take full stops / exclamation marks / question marks into account when reading. • Was able to take into account “ ”. • Was not able to take into account “ ”.
<p><u>Engagement</u></p> <ul style="list-style-type: none"> • Enjoyed reading this book a lot. • Not engaged in this book. • Struggled to concentrate on this text. 	<p><u>Errors</u></p> <ul style="list-style-type: none"> • Self-corrected own errors independently. • Struggled to self-correct errors. • Did not attempt to self-correct errors. 	<p><u>Support</u></p> <ul style="list-style-type: none"> • Found this book hard to read independently. • Able to read this book with some help. • Able to read this book with lots of help. • Able to read this book independently.
<p><u>Genre</u></p> <ul style="list-style-type: none"> • Able to identify the type of text (fairytale, story, information etc). • Struggled to identify the type of text or purpose of the text. • Could use the glossary / contents / index pages appropriately. • Found it difficult to use the glossary / contents / index pages. 		

Reading at home:

- Establish a regular time and place for daily reading, such as before bed.
- Keep a variety of reading materials available (picture books, fiction, non-fiction, chapter books, atlases, dictionaries, magazines, newspapers and join the library).
- Role models - share your own experiences of books (e.g. talking about favourite book) and read yourself - children will want to follow your example.
- Lots of talk! Ask questions encouraging children to think and make predictions about what they are reading.
- Play word games / board games.
- Involve children in reading / writing for specific uses as well as pleasure (e.g. shopping list).
- Respond positively to children's reading and writing.



Advice if reading becomes a challenge at home:

- ❖ Try to avoid confrontation.
- ❖ Offer different reading material (e.g. magazine, internet, Reading Eggs)
- ❖ Encourage reading at different times of the day/week.
- ❖ Buy/borrow books on tape to listen to.
- ❖ Share books with children, read aloud to them, enjoy positive attitude.
- ❖ Share the problem with your child's teacher!

