



**A Parent's Guide to  
Reading at Home  
KS2**

“The more you **read**  
the more **things** you know.

The more that you **learn**  
the more **places** you’ll go.”

-Dr. Seuss



**DON'T LET YOUR CHILD GET LEFT BEHIND**



**SUPPORTING READING AT HOME IN KS2**

Spring Gardens Primary School is strongly committed to promoting reading and instilling a love of books to all our children. Parents and carers always appreciate information about how they can best support their children at home, so we have put together some tips and advice in this booklet.

## WHY READING MATTERS

When children have fallen behind in reading by age 11, the impact can last for the rest of their lives. They are less likely to go on to secure good qualifications. Their chances of getting a good job and taking themselves out of poverty are severely lowered.

Young children who enjoy reading independently will have had the door opened to new discoveries and wide interests, to knowledge, creativity and confidence.

Parents, carers and anyone with a child in their life can make a huge difference by reading for just **ten** minutes a day.

**'Reading well' by the age of 11 means that children should not only be able to read the words that are written down, but they should also have a wider understanding of the meaning behind stories and information and be able to talk about them and comment on them.**

## DON'T LET YOUR CHILD GET LEFT BEHIND

- Every parent/ carer has a crucial role to play in helping their child to read
- Research shows that this makes a huge impact on your child's progress, especially if you start when your child is young
- Being a good reader will help your child to access many areas of the curriculum e.g. maths problems
- To be good at writing, you need to be a good reader



## Ten Reasons Why You Should Read With Your Child

- **Creates a bond**-Spending time reading to your children will bring you closer together
- **Expands vocabulary**- The more children read, the more words they learn. This will continue to help them with their writing as they move through the school and even when they get to high school.
- **Improves attention span**- Reading helps children concentrate for longer.
- **Increases self-esteem** - Stories with happy endings make children feel better.
- **Increases academic success** - Every child is taught the same way at school - it's the extra learning at home that can give them an edge.
- **Teaches social values** - Children can learn from the way that characters in stories treat one another.
- **Helps build empathy** - Story books help children imagine what it must be like to be someone else.
- **Encourages curiosity** - Every time they turn the page, there's something new to see or imagine.
- **Encourages independence**- Once children learn to read, they can start reading books all by themselves.
- **Your child will become a reader for life** - They may forget how to ride a bike, but they'll never forget how to read!

## Encouraging Reading

- Read yourself - newspapers, magazines or books
- Value books and keep them safe
- Show enthusiasm for books and reading
- Talk about your favourite books
- Visit the library
- Make time for reading together - not just at bedtime
- End each day with bedtime reading
- Help your child to understand and enjoy reading
- Be patient and unhurried - show that you're happy to spend the time together

### Let them read favourites

Sometimes children are happy to read their favourite books over and over again. This is great for increasing their confidence and ensures that they have an enjoyable experience. The children who read regularly at home often progress quickly and it helps them in school with all aspects of their learning.



## Phonics

Children use their phonics skills to read unknown words by saying **sounds** rather than letter names. We ask the children to 'say the sounds and read the word'. Please encourage sounding out and blending as one of their reading skills for working out unknown words.

## High Frequency Words

There are frequent, everyday words that children need to know. Some examples of these are 'the' and 'said'. With regular reading, children become familiar with these words quite quickly.

## Fluent Readers

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth.



To become good readers children need to develop skills in **seven key areas** and it can be useful to think about these when reading with your child.

**Decoding:** this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess. It's also important to remember that just because your child can read a word, it doesn't necessarily mean that they understand what it means, so it might be useful to check now and then, and to then model how to use a dictionary to find the meaning.

**Retrieval and recall:** early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

**Inference:** reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

**Structure and organisation:** as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way, will support children's development in this area. Making links between the purpose of the text and its organisation is a useful place to start.

**Language:** specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

**Purpose and viewpoint:** Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

**Making links:** as adults, we are constantly making links between ideas and experiences. Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.

**Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material? The greatest encouragement for your child is to see you - their most influential role model - reading.**