



Western House Academy

Guide to Helping Children

Read with Confidence.

This booklet is designed to help you hear your child read effectively. The start emphasises confidence in reading and then moves through to comprehension skills that are vital alongside successful word reading.

To help your child achieve their full reading potential, it is really important you are sitting with them and hearing them read (using the guidance in this booklet) at least five times a week until they are in Year 3 and then at least three times a week after that. Sometimes, the focus for your child might be slightly different to the guidance given here so please keep talking to the class teachers.

If you need any further support or guidance, after speaking to the class teacher, please speak to me.

Mrs L. Irvine – English and Phonics Leader

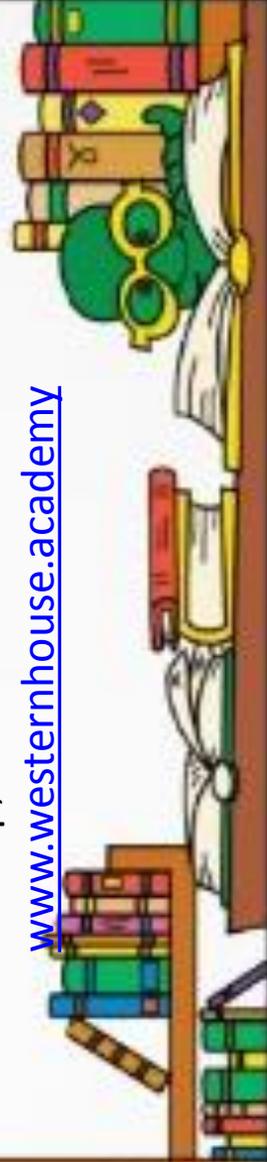
Reading With Confidence

1. Before reading together, adult to scan the text in the book and write down any new or tricky words on little cards/whiteboard.
2. Show those words to the child, sound them out and ask child to repeat word. Explain meaning and repeat word.
3. Then look at the front cover of the book. Talk about what you can see. Read the title. Do you know what it means?
4. Open the book, but before the child starts to read, talk about what is happening on each page.
5. On this page (right) the tricky words are **made** and **cake**. Use the word cards from steps 1 and 2, revisit the words and remind the child what they mean.
Ask: Can you see these words on this page?
6. Then encourage the child to read the sentence.



Initially, reading like this is a lot of effort but doing this daily will ensure a confident word reader in no time at all. For more help, see

www.westernhouse.academy



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Moving Forwards With Reading Early Readers (Pink – Blue Reading Levels)

Alongside confident word reading, children need to have an understanding of what they are reading. They also need to be able to retrieve information from the text they have read. Here are some steps to follow that will really help develop your child's comprehension skills.



Begin by looking at each picture on each page, one at a time. Ask:

- What can you see?
- How are the characters feeling? (Fiction)
- How can you tell?
- Why do you think that is happening/they are doing that?
- What do you think will happen next?

Go through the entire book like this, before you read the text.

Then listen to your child begin to read the first two pages. If your child struggles, use the handout 'Reading with confidence' to help.

After your child has read the first two pages, leave the book open at those pages and ask them to retell you what they have read.

If they struggle, point to pictures on the page and ask them what they see.

If they still can't tell you, ask them to re-read it but stop after every sentence and ask them to tell you what has just happened.

Reading like this is tiring so until the child is more confident at doing it, only recap two pages in every book. In time you can build up to four then six etc.



Moving Forwards With Reading Confident Readers (Green – Gold Reading Levels)

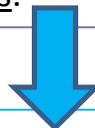
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After you have completed the tasks in 'Moving Forwards With Reading, Early Readers' and your child shows more confidence in reading and comprehension, it's then time to move on to comprehension in greater depth.

Once a child is a green+ level of reader, their word reading skills don't need such rigorous practice but their comprehension and retrieval skills do. Retaining what we have read is very hard when reading out loud so I suggest that for every 5 times you hear a child read, 3 of those should now be comprehension based reading.

Comprehension Based Reading

Begin by asking the child to read P1 – 4 (for example) in their head (not out loud).
Then ask the child to tell you what they have read, without looking at the pictures.



If the child is unsuccessful, ask the child to read again and tell them to slow down. If still unsuccessful then you will need to read those pages out loud to the child and ask them to re-tell you. Keep practicing this skill throughout the book and until the child is confident in re-telling you what they have read, they should not move onto a new reading level.



If the child is successful, start to ask them questions e.g.

1. What
 2. Who
 3. Where
 4. When
 5. How
- See next sheet for examples

Ask them what they think will happen next. Why? Can you use information from what you have read so far to prove it?



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Look at the texts on the pictures below. Here are some examples of questions you could ask. **Fiction.**

P8.

What did Mel win?

A prize/a coconut

How do you know?

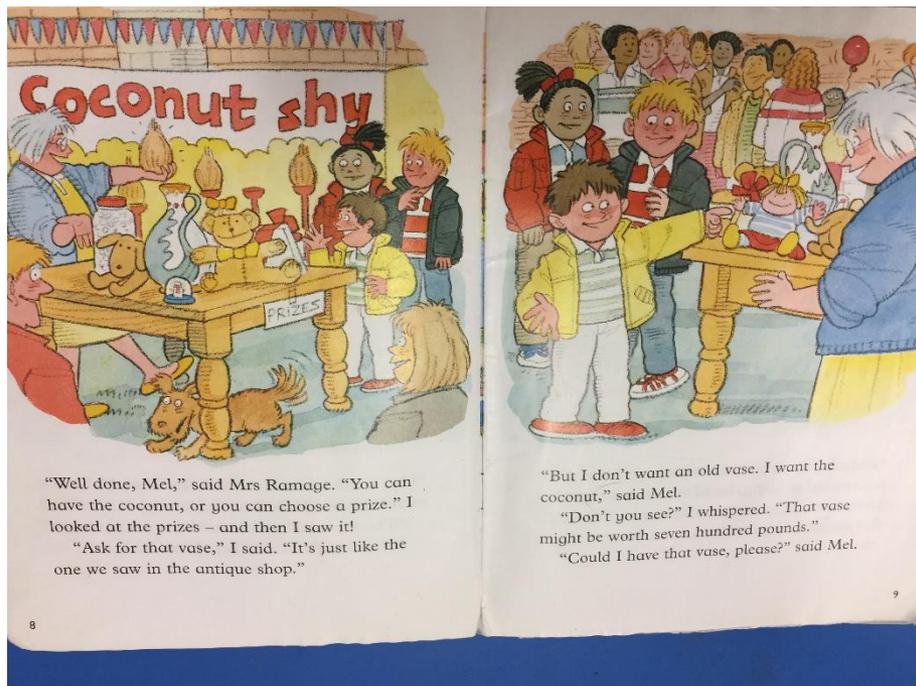
Mrs Ramage said she could choose a prize.

What phrase tells you that Mel won?

Well done, Mel.

Why did he say 'ask for the vase'?

It's just like the one they saw in the antique shop.



What word can you find that means old?
Antique

P9.

Do you think Mel wanted the vase?

No

Why not?

She said, 'I don't want an old vase'.

How does he persuade Mel to choose the vase?

He says it might be worth seven hundred pounds.

Why did he whisper to Mel?

Because he thought the vase might be worth seven hundred pounds and he didn't want the lady to know.

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Look at the texts on the pictures below. Here are some examples of questions you could ask. **Non Fiction.**

The race begins and ends in France. It sometimes goes through other countries as well. The race always goes through some mountains. The mountains are the French Alps, and the Pyrenees.



What places are named on this page?
France, French Alps, Pyrenees, Avenue des Champs-Elysees and Paris.

How do you know these are places?
They all have capital letters.

Where does the race always go through?
Through some mountains.

Why does it need to go through mountains?
Because cycling over a mountain would be too hard.

What word tells us how often the race goes through other countries?
Sometimes.

Where does the race start and finish? (Note different words used with the same meaning as those in the text).
In France.

Name one of the mountains.
French Alps OR Pyrenees.

What word tells us that there will be a winner at the end?
Race.