



Golden Rules



- ✗ DON'T think that because your child can make their way through lots of books without too many mistakes that they have mastered reading. Fluent reading takes many years of practice and involves many real books.
 - ✓ DO keep reading TO your child as well as listening to them. It will help them remember how interesting and enjoyable books are and will keep them motivated to read themselves.
 - ✓ DO find things for your child to read which centre on their non-school interests. Try to help your child understand that reading is something we do for fun and not just at school.
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- ✗ DON'T criticise or pressurise your child if they're not that keen on reading. Instead try to find reading material about their hobbies or interests which might encourage a reading habit. But if they are still not interested — take a step back for a while.
 - ✓ DO take your child to choose their own books at the library or book shop. Try to make it a special event.
 - ✓ DO let your child use the internet to learn more about their interests but....
 - ✗ DON'T allow them to have unsupervised internet access.

HELP YOUR CHILD WITH READING



YEAR 3



Reading TO your child

Even though your child is starting to read on their own, it's just as important to keep reading to them in a relaxed and settled environment with no pressure on them to perform. Learning to read can be a struggle and it is important to remember that books are fun and enjoyable. Listening to stories remind us all of this.



Practice at home

Your child brings home books to read and your support with this is vital. Even though they may be reaching the point when they can read independently, it is still important to take the time to read with your child. The opportunity to discuss books and storylines is extremely important if they are to understand what they read.

Focus on meaning

When you read at home it is a great opportunity to focus on what a book is about. Encourage your child to make predictions, to consider the hidden meaning in texts, the characters and how they feel. Can they describe the mood of a scene and pick out the words or phrases that demonstrate this?

Patterns in words

Some words have unusual spelling patterns such as 'eight' or have letter strings that can be pronounced in lots of different ways such as 'ough' in bough and cough. When you come across a word like this, perhaps start a word list on the fridge looking out for this pattern in other books, on cereal boxes and so on.



Comics and magazines

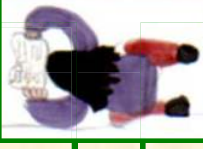
Why not help your child to order their favourite comic from your local newsagent and let them collect it every week? They will be continually motivated to read something new.

Your child will be able to do many of the following:

- Begin to use different ways to read unfamiliar words, including blending sounds.
- Begin to read more fluently and with expression.
- Recall basic information and pick out the most obvious points from texts.
- Look for information in print and on a website.
- Get the literal meaning from a text and start to make some inferences.



READING IN YEAR 3



How can you help your child make progress?

- Read books regularly together and ask them to:
- predict what will happen next in a story,
 - describe how they feel about what actually happens in the story,
 - point to particular parts of the story that they like.
- Encourage them to read a range of texts, for example, fiction and information books, comics and poems.