



A guide to reading with your child

“The more that you read, the more things you will know.

The more that you learn, the more places you'll go.”

(Dr Seuss, author)

Reading is a very important part of the curriculum and reading with your child at home is essential to ensure that they continue to make good progress. This is a guide on how to support your child to read their book independently and fluently, while ensuring they understand the text.

Read and Repeat

The ACET scheme encourages the children to complete a ‘Read and Repeat’ cycle to support their fluency development. The book they bring home will only contain graphemes they have been taught in Phonics lessons and will allow them the opportunity to consolidate their knowledge.

- When your child is reading their book for the first time, assist your child to decode any new or unfamiliar words through identifying the sounds they contain and blending them together. Be aware of any ‘tricky’ or ‘high frequency’ words the text contains and ensure your child reads these by sight
- If your child has found a sentence difficult and needs to ‘break down’ a number of words, encourage them to read the sentence again, this time at a quicker pace
- When your child is reading their book for the second, third and fourth time, the focus should continue to be on accuracy and fluency until they can read the book fully independently
- You should support your child to understand any punctuation the book contains and how this should affect their reading. For example, pausing at a full stop or comma, changing the volume or tone of their voice if a word is in **bold** or using a ‘character voice’ when they see speech marks/ inverted commas
- When your child is able to read the book confidently you should begin to have discussions about the story or information and ask them comprehension questions.

Questions

Prediction Questions:

Look at the front cover. What do you think the book is about? What do you think will happen next? What do you think will happen at the end? What do you think _____ will do?

Retrieval Questions:

Who is the main character in the story? Where is the story set? Can you find the page where it says this? What’s your favourite bit of the story? Show me.

Sequencing Questions:

What happened at the beginning of the story? What happened next? What happened at the end of the story? Can you retell the story in your own words?

Vocabulary Questions:

What does this word mean? Can you think of another word that means the same as this? Why do you think the author used this word? What adjective did the author use for this object?

Inference Questions

Why did _____ say that? What do you think that means? How do you think this will end? What do you think...? Why does ___ feel ___? How do you know?

Recording Comments

Where possible, respond to your child's reading in their reading record/ school planner. This could be their answer to one of the comprehension questions above, a new word they have learnt, or any words they have found tricky to decode. Doing this gives your child's teacher further evidence to support your child's reading attainment.

Example comments for Reading Records:

Had forgotten the ___ sound or word ___

Found the word _____ a little tricky to decode.

Used their phonic knowledge to read some of the unfamiliar words

Identified and read the tricky words.

Read _____ fluently.

We enjoyed the part of the story where...

Could retell the story in their own words.

Told me about the beginning, middle and end.

Identified the main character.

We talked together about why _____ had happened.

We discussed why _____ felt like this.

Will try to _____ next time.

Predicted what the story was about by looking at the front cover.

Told me how they wanted the story to end.

I said a word and they found the correct page with it on.

I asked a question and they found the correct page to answer it.

We read the story together, taking it in turns to read a page.

Told me an alternative ending.

Told me about the setting of the story.

Found some rhyming words within the story and thought of some more.