



Get Reading at Rudyard!



To help promote a love of reading we ask that you try to read to your child each day or as often as you can. This could just be a quick story before bed or whenever it suits you, **there is no need to record this type of reading in your child's reading diary- please just make a note of 'focused reading'- see below**. Hearing stories read aloud supports children's vocabulary and awareness of sounds and rhyme, so please don't stop this even when your child can read for themselves!

Focused reading:

As children begin to take on the role of reader, we support this by spending time talking about illustrations and events, noticing rhyme, repeated words and phrases, looking for letters and building up to reading simple words and sentences. We will read with your child at least once a week individually or in a small group, and you can do lots to support this at home too.

Of course, at first we do not expect children to be able to read the words themselves, but here are some ideas of how we start to build the skills needed for reading:

- 'Book Talk' - take a good look at the front cover, what do you notice? Ask your child if they have seen something like this before, what do they think the book might be about? Have a little talk about it! This gets children tuned in to the vocabulary that might be in the book and hopefully gets them excited to read and begin making predictions and links.
- Point to the title and read it, ask your child to repeat it and explore what it might mean, does it give you any more clues as to what might happen? You can model making a prediction, perhaps explaining why you think that.
- Look through the pictures together, ask your child to tell you about what they notice
- Ask your child to carefully turn the pages and notice the words, use your finger to model tracking along under the words as you read from left to right. This helps your child to see that the words have meaning and start to build some recognition of letter shapes and direction of text.
- As you read, stop and explore a few words from the book that might be unfamiliar. Model e.g 'I wonder what *vast* means?' Think of examples or comparisons and talk together to help build your child's understanding and vocabulary- sometimes the pictures or sentence gives you a clue
- After reading, can you remember what happened? Lots of the reading books that come home will have example questions in that you can use to support understanding



Race into Reading!



Each child will have their own bee to move up the stem to the flower on display in their classroom. Please make a note in their diary of when they have taken part in '**focused reading**' at home and we can move their bee up the stem. When they reach the flower we will place a raffle ticket in the special mention's assembly box for a chance to win a book!

Tell us what you have discovered or looked at with a quick note in the reading diary!

Reading should be an enjoyable experience for all! Keep it quick and fun and if your child is very tired, enjoy reading aloud to them and try to find another time to practise their reading with you instead.