

BANCHORY-DEVENICK SCHOOL



Raise a Reader - A Parent's Guide to Reading

The best way to instil a love for and interest in literature, quite simply, is to read with your child. Reading provides a gateway into a world full of wonder, information and excitement, whilst also giving a real opportunity for close bonding. If you can help your child to love books from an early age, then it stands to reason that the process of learning to read will follow more easily.

With older children, it's important that they see that reading matters to you. If you don't enjoy books and literature, then how can you expect them to? Let them see you reading: books, magazines, newspapers, your Kindle etc. If you're really committed, you may even choose to read one of their books, so you can talk about it together.

Babies-Toddlers

| Read with your baby/toddlersnuggle, cuddle and share a story. | Make books readily accessible (e.g. in the toybox) for your little one to 'read,' play with and chew. | Read and share rhyming books and nursery rhymes. | Feel free to go 'off piste.' Be descriptive rather than sticking exactly to the text'Look at the cat. See how big and fluffy it is. It looks cuddly, just like Granny's cat.' |
|---|---|--|--|
| Think about the tone of your voice. For now, it's all about the sing-song quality and the connection between books, pictures, sounds and fun. | Provide books of different textures for your little one to touch and feel, or ones that have squeakers, flaps, shiny mirrors etc. | Choose simple books with colourful illustrations and toddler friendly subjects: animals, vehicles, children etc. | |

Pre-Schoolers

| | Let your child turn the pages of the book as you read (helps then understand that a book progresses page by page). | Follow the words with your fingers (helps your child understand that text is read left to right). | Look at the pictures and talk about what the story might be about. |
|--------------------|--|---|--|
| During or after | Look for books with | Read books with | If your child is ready, you |
| reading, talk | bright, funny | strong rhymes and | could start talking about the |
| about what the | illustrations and | encourage your child | way the letters sound (not the |
| story was about, | clear uncomplicated | to complete a rhyme, | letter names). If you're not |
| and what your | text. | e.g. 'Rain, rain go | sure what the letters sound |
| child liked/didn't | | away, come again | like, there's lots of phonics |
| like. | | another' | clips online you could refer to. |

| Look at the front c | over of | Talk about Che | | eck your child Give positive r | | reinforcement for a |
|---------------------|------------------------------|----------------------------------|---------------------------------|--------------------------------|-----------------------------------|----------------------|
| the book. Quite oft | en this | the pictures under | | erstands what good guess. | | E.g. If your child |
| will include the r | nost | in the book | in the book they a | | reads 'I have | e a flannel to clean |
| difficult word in | the | before you | ore you readingTell me | | my face' instead of 'I have a | |
| book'My Dog's C | alled | start reading. | start reading. what just | | flannel to wash my face' they are | |
| Wellington.' Being | armed | This will help happened, why did | | pened, why did | reading with good understanding. | |
| with this informati | on, will | aid their do that, | | You can always go back and ask | | |
| make reading the | book | understanding | understanding what do you think | | them to have another look at the | |
| much easier i | f | of the story might happen ne> | | nt happen next | word wash when they have | |
| Wellington's name o | oppears | as they read. | | etc? | finishe | ed the page. |
| on most of the po | ages! | | | | | |
| Keep the reading | Help y | our child learn their | | Keep looking f | or books that | |
| sessions short | key words. These are words | | ords | your child wi | ll enjoy…ones | |
| (about 10 minutes) | that can't be built up using | | sing | that will c | atch their | |
| and don't even | phonics, but just have to be | | o be | imagination or make them | | |
| think about | learnt, e.g. he, she, what | | at | laugh. Expose them to | | |
| starting if your | etc. Focus on the key words | | ords | riddles and rhymes, silly | | |
| child is hungry, | that | that are in your child's | | poems and plotsanything | | |
| tired or upset etc. | sch | hool reading book. | | that will make | them engage. | |

<u>First Level (Primary 2 – Primary 4)</u>

| Put | If this is the first time | | During reading, have | | Give your child time to try and figure | |
|-------------------------------------|-----------------------------------|-------------------------|--|---|--|--|
| aside | your chil | your child has read the | | o use | out any tricky sounds, letters or | |
| quality | book, loo | k at the cover | their finger to point | | words. If they're still stuck after | |
| time to | and tit | e. Is there a | to the words. Ask | | about 20 seconds, then it's time to | |
| hear | blurb on | the back? Give | lots of questions, not | | step in. Encourage them to sound the | |
| your | them t | time to flick | just about the story, | | word or letter out and then look for | |
| child | through t | he pages and do | but also about the | | other examples in the rest of the | |
| read | a 'picture walk.' Can they | | text itself (look for | | book before they continue reading. | |
| their | make any links to other | | high frequency | | Perhaps they can spot the challenging | |
| school | books they have read: | | words, words with | | letter on a cereal box the next | |
| reading | themes, characters, | | particular sounds, | | morning or use magnetic letters or | |
| book. | k. authors, illustrators, or | | and words that mean | | playdough to 'write' the word. | |
| | to real life? | | the same as | | | |
| Encourage | e them to | As your child | gets older, Altho | | ough the school-books are important, | |
| look for | clues in | encourage the | m to pick out don't forget to allow time for readir | | forget to allow time for reading just | |
| the tex | the text which good vocabula | | ry from the 🔰 for pleasure. Younger children will st | | easure. Younger children will still want | |
| might h | might help. Is texts they rea | | id. Encourage | you to | read with them, but older children may | |
| there an | there anything in them to use the | | e surrounding | be beginning to want their independence. To | | |
| the pictures? Does text to deciph | | ner what the | find out if a book is too tricky, let them read | | | |
| the word they have word means. Car | | n they use the | they use the the first page. If they get stuck on m | | | |
| used actually make word or phrase | | in a sentence | than 5 words, let them choose another be | | | |
| sense wi | sense within the of their | | r own? | to try, and don't forget, even the older | | |
| sentence | sentence they have | | | childre | en can still enjoy snuggling up with you | |
| just i | just read? | | | | for a bedtime story. | |

Second Level (Primary 5 - Primary 7)

| Continue to hear your child read school reading books if required | Talk to your child about any new / unfamiliar words they come across. Get them to use | Encourage your child to read independently for at least 20 minutes 3 times a week and talk |
|--|---|--|
| OR | their new word in the context of a sentencesilly or over dramatic sentences always go | to them about what they have read. If you can read your book at the same time, then so much |
| Encourage your child do a 'Read Theory' comprehension task once a week. | down well here! | the betterremember, if they see that reading is important to you, it's much more likely to be |
| Encourage a love of reading - use libraries, audio books, bookshops, use I-Pads and the internet. | Encourage your child to read a variety of texts: news articles (e.g. Newsround website), poems, comics, magazines, novels, non-fiction (e.g. National Geographic Kids), recipes, even tv guides and subtitles etc. Let them see you doing the same. | important to them! Although your child is older, read aloud to/with them can still be a very special experience. Reading with you, gives them an opportunity to access longer and richer texts they may struggle with by themselves. |

Useful Websites and Links

Oxford Owls - https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/reading

• Book lists • E-books



Reading Eggs - <u>http://readingeggs.co.uk/</u>



Epic - https://www.getepic.com/

• Digital book and videos for children ages 12 and under



Aberdeenshire Library and Information Service - <u>Kids - Aberdeenshire Library and Information</u> <u>Service - OverDrive</u>

• Digital lending library



The Week Junior - <u>https://theweekjunior.co.uk/</u>

• News magazine for 8-14 year olds



First News - https://www.firstnews.co.uk/

• The UK's national newspaper for young people



Bookzilla - https://www.scottishbooktrust.com/reading-and-stories/bookzilla



(Please note: Some of the above, do require subscriptions).