

## After you have finished reading a book

### what else could you do?

- Pick a descriptive word from the text, think of five synonyms for it? Use a thesaurus to help.
- Draw and label a main character or setting from the book.
- Write a diary entry for a character in the book.
- Write five fascinating facts from an information book.
- Write questions to go with a book you have read, can you write different styles of questions?
- 'Magpie' good descriptions and words to use in your own writing.
- Write a blurb for the book.
- Write an alternative ending.
- Write a newspaper report about an incident from the story.
- Predict what might happen next.
- Tell someone the plot of the story or the main events.
- Discuss what is happening in the pictures.

## Definitions of some terms used in school:

**Alliteration** - The repeated use, for effect, of the same initial letter.

**Blurb** - Information about a book, designed to attract readers, usually printed on back cover. Informs prospective reader of genre, setting etc.

**Digraph** - A digraph is two letters which work together to make a single sound like 'sh' in sh ell or 'fi' sh. A digraph can be made up of vowels or consonants.

**Genre** - Type of book, e.g adventure, science fiction, mystery.

**Grapheme** - A written representation of a phoneme (sound), ie a symbol - b, sh

**Homophones**- Words which sound the same but have different meanings and spellings, e.g. to, too, two

**Phoneme** - The smallest unit of sound in a word e.g.'P' in pin

**Root word** - A word to which prefixes and suffixes may be added to make other words e.g pre-cook - ing

**Trigraph** - A trigraph is a single sound that is represented by three letters, for example: In the word 'match', the three letters 'tch' at the end make only one sound.

**Synonyms** - A word meaning the same as another word, e.g. clever / intelligent.

## Reading at Home



At Horton St Michael's we are very lucky to have a school family that love reading. Together we have fostered a passion for reading amongst our children

To ensure that we continue to do this we want to work together with children, parents and other adults to promote confident readers who read with full understanding and enjoyment.

- The strategies included in this leaflet can be used at all stages of reading development. The most important element is to make time for reading, have fun, be creative and encourage your child to read road signs, shopping lists, posters .... anything, anywhere.
- **Most importantly, make reading a fun experience.**

## Working Together



To be the best that I can be

### Fostering Independence

From the earliest stages of reading we want to foster independence. This means never doing something for your child that they can do for themselves. Let your child:

- Hold the book
- Turn the pages
- Point to the words themselves (If they need to)



### Book Introduction

- Talk to your child about the title of the book.
- Look at the pictures, what do these tell you?
- Ask them to predict what it might be about; discuss the cover and the blurb on the back.
- If necessary, give some information about the content so they have a context to think about.

### Reading the Book

- If your child makes a mistake let them read on to the end of the sentence and allow them the opportunity to self correct.
- If the error does not change the meaning and the text still makes sense, leave it and go back to it at the end.
- Give your child some thinking time to read tricky words.
- Be positive. If they make an error say "Lets work it out together".
- Boost confidence with lots of praise.

### After Reading

There is more to being a good reader than just being able to read the words accurately. It is crucial that your child understands what they have read. Ask questions after reading to check understanding.

### Some prompts you might use when your child stops at a difficult word:

- Look at the picture
- Use phonics first - what sound does the word begin with?
- Read to the end of the sentence, what word would make sense?
- What is the text about? What might fit here?

### Prompts to use when your child has made an error:

- Does that make sense?
- It could be ..... but look at.....
- You said " ....." what letter would you expect to see at the beginning?

### Prompts to support fluent reading:

- I like the way you made it sound like talk when someone was speaking.
- I like the way you used the punctuation to help you when you were reading.