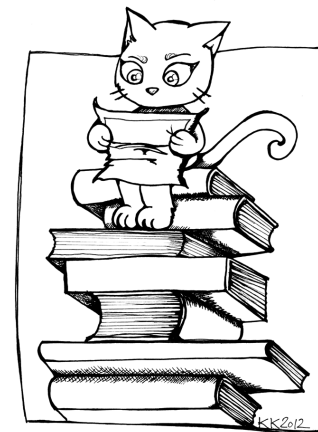
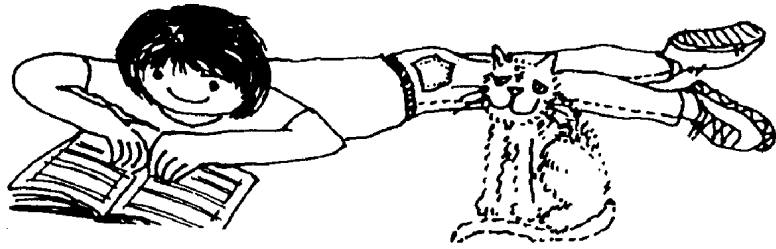




# **Helping with Reading in School**

**A guide for adult helpers**



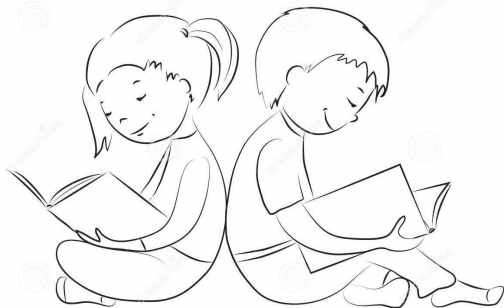


**T**hank you very much for coming into school to read with the children. Your help is invaluable in developing children's reading skills and greatly appreciated by all staff. We hope that you will get as much enjoyment from this activity as the children with whom you work.

Whilst sharing books with children we try to help them realise that reading is an enjoyable activity. Some children love to read to as many people who will listen, whilst others find reading hard work and may be reluctant. This is where we need to be encouraging, making the activity as enjoyable as possible.

On the next few pages we have given some ideas to help you with children at different stages of reading; we hope you find them useful.

Let's read!



## Thank You

Thank you again for your support.

Reading is to the mind  
what exercise is to the  
body and prayer is to  
the soul.

Matthew Kelly

## Fiction Texts

When reading a story please encourage the children to use appropriate expression in their voices to show what is going on. This could include putting on a voice if a character is speaking in a sad or shocked tone or using intonation if there is a question.

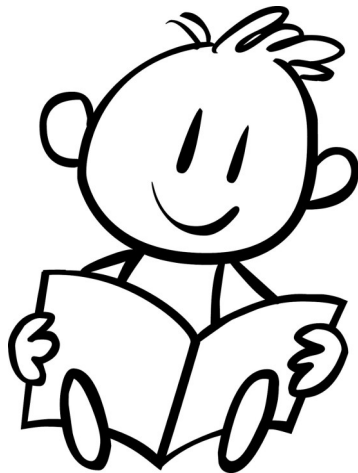
They may need you to demonstrate, don't worry about sounding silly we do it all the time in school.

## Non Fiction Texts

When reading a non-fiction text with a child please draw attention to features such as:

- The contents page
- The index
- Headings
- Pictures and captions

The children might be able to tell you their purposes, but if they are stuck please help them out.



## Reading in Nursery and Reception

**E**arly reading is about sharing the enjoyment of books. It is important to try and recreate the warm, cosy environment of home, so that the child feels confident and at ease.

Listed below are some of the things to be aware of when you listen to children read. There are things you might discuss with the child before and as they read to you.

- Help the child to talk about the pictures and make up a story if the book has no words
- Discuss the pictures on each page before encouraging the child to attempt to read any text
- Ask the child to point to each word as he/she reads the text
- Support the child in their reading by supplying the words they are unable to read

Please make a note of the strategies you used in the child's reading diary.

## Reading in Year 1 and 2

In Years 1 and 2 teachers are required to develop children's comprehension skills as well as their love of reading.

Reading comprehension is split into content domains.

1a	Draw on knowledge of vocabulary to understand texts
1b	Identify/explain key aspects of fiction and non fiction texts, such as characters, events, titles and information.
1c (Y2)	Identify and explain the sequence of events in a text.
1d	Make inferences from the text.
1e	Predict what might happen on the basis of what has been read so far.

When hearing children read the teacher may ask you to ask the children questions from a specific content domain. In the front of the reading folder is a list of possible questions for each domain to help you.

In the reading folder please record the title of the book, write a simple comment about their reading and record either a ✓ x or a ? as to how they answered their question. In the diary please just record the pages read and your signature.

As children become more confident readers they will develop and be taught a range of strategies to help them recognise words such as:

- Looking for picture clues
- Reading on to the end of the sentence to work out the unknown word
- Using their phonics to segment the word before blending it back together.

Please encourage the children to use these strategies if they become stuck.

## Reading in Key Stage 2

Reading in Key Stage 2 builds upon the skills learnt in Key Stage 1. Some children may still need help to decode words using their phonics or need to use the pictures to gain meaning. In many cases children may now be fluent readers and will need little adult support.

However it can be the case that children can read but won't understand what they have read, for these children developing their comprehension skills is vital. Key Stage 2 teachers may also ask you to ask the children questions from one of their content domains. A list of possible questions is in the front of every reading folder as a guide.

2a	Give/explain the meaning of words in context
2b	Retrieve and record information/identify key details from fiction and non-fiction
2c	Summarise main ideas from more than one paragraph
2d	Make inferences from the text/Explain and justify inferences with evidence from the text
2e	Predict what might happen from details stated and implied
2f	Identify/explain how information/narrative content is related and contributes to the meaning as a whole
2g	Identify and explain how meaning is enhanced through choice of words and phrases
2h (Y5 and Y6)	Make comparisons within the text

In the reading folder please could you record the title of the book, write a simple comment about their reading and record either a ✓ x or a ? as to how they answered their question. In the child's diary please just record the pages they have read and your signature.