



Helping your child with Reading

Parents are the first, and most vital, teacher any child has. While schools in Scotland give children a great education, learning doesn't start and stop at the school gates.

Doing fun things with your children is one of the great things about being a parent. It makes you and your children happy and helps build stronger bonds.

You can make a huge difference. Research shows that children do better at school and throughout life when parents take part in their learning.



Helping your child with reading

Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to put aside some time for it every day.

Think of ways to make reading fun - you want your child to learn how pleasurable books can be. If you're both enjoying

talking about the content of a particular page, linger over it for as long as you like.

Books aren't just about reading the words on the page, they can also present new ideas and topics for you and your child to discuss.





Fun ideas to encourage good reading habits for Pre-school to Primary 2

Some fun activities everyone can take part in.

- ☺ Snuggle up and read with your child every day. Have a special place to keep your books.
- ☺ Take your child to the library, letting them choose their book
- ☺ Let your child act out the story.
- ☺ Talk about interesting words and what is happening in the book.
- ☺ Talk about reading from left to right and show your child, by using your finger, how to trace the words.
- ☺ Show your child how much you love reading and use expression and humour when reading to them .
- ☺ Say rhymes and sing rhyming songs. Let your child fill in the rhyming words at the end of the line.



Fun ideas to encourage good reading habits for Primary 2 to Primary 7

- ☺ Make regular visits to the library, letting your child choose their books and use their library card.
- ☺ Be a good reading role model—show how you like reading and use a dictionary.
- ☺ Talk about the story, using the pictures, include characters, setting, and plot.
- ☺ Talk about words which are the same but have different meanings (jam on your toast, a traffic jam).
- ☺ Give your child time to sound out words they don't recognise straightaway.
- ☺ Ask your child to write your shopping list, then read and find things in the shop.
- ☺ Be detectives and find examples of text in the local area, street names, shop names, information signs.
- ☺ Play games with cards, Top Trumps, pairs, snap.



Reading in school

Accelerated Reader P2—P7

Pupils read a book, take an online quiz, and get immediate feedback. Children respond to regular feedback and are motivated to make progress with their reading skills.

Pupils develop reading skills most effectively when they read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated. This is their 'Zone of Proximal Development' (ZPD). Small successes, like reaching or exceeding the recommended 85% or above in reading practice quizzes, builds confidence and engagement with reading. As pupils are retested, their ZPD ranges increase and broaden so they continue to read suitably challenging literature.

Reciprocal Reading Strategies

One of the strategies used to develop learners' reading skills are the four Reciprocal Reading Strategies. These strategies promote higher order thinking, develop listening and talking and encourage transferable skills which ensure the learner access to all areas of the curriculum.

Predicting

Pupils use clues in the title of the book, the cover, text, pictures to predict what they think will happen next. They will make connections with prior knowledge.



Clarifying

Pupils use clues in the text, vocabulary knowledge, dictionaries and thesaurus to find the meaning of unknown words and concepts.

Questioning

Pupils generate questions which will bring discussion among the learners and promote higher order thinking.

Summarising

Pupils identify the key points of text, both fiction and non-fiction and use these to summarise what they have read.

In using these strategies, pupils are encouraged to lead and organise reading activities and discussion by assuming these roles..

- ◆ The Leader
- ◆ The Predictor
- ◆ The Clarifier
- ◆ The Summariser
- ◆ The Questioner



Shared/Paired Reading—Literacy Buddies

Shared or Paired Reading is an interactive reading experience that involves older children reading books to younger pupils. The text is read with fluency and expression and the reader models how we read, the process and the strategies we use.

Some of the benefits of Shared/Paired Reading are

- ◆ Improves confidence in older pupils, who learn to act as role models.
- ◆ Older pupils develop their skills in reading aloud and questioning.
- ◆ Reluctant Readers have an opportunity to change their attitude and see reading as a fun and meaningful pastime.
- ◆ Younger pupils discover books in a fun way and have chances to form relationships with older pupils.
- ◆ Pupils have a chance to participate in learning activities together, strengthening relationships and giving responsibility to older pupils.

This year, P6/7 pupils are paired with P1/2 pupils as Literacy Buddies and P5/6 are paired with the Nursery Pupils.

Some useful websites

<http://www.educationscotland.gov.uk/parentzone/learningathome/supportingliteracy/index.asp>

<http://playtalkread.scot/read>

<http://www.readwritecount.scot/read/>

<http://www.scottishbooktrust.com/blog/parents>

http://www.oecd.org/pisa/pisaproducts/Parent%20Factor_e-book-new%20logo_FINAL_new%20page%2047.pdf

