



Supporting Early Reading



The environment

If possible find a quiet space so that your child can focus.

Keep the session short.
10 minutes is enough.

Have your child's phoneme mat available for them to refer to.



Before Reading

If the book is new and your child hasn't read it to you before, look at the book together and do an introduction. A book introduction should help your child feel more confident at tackling the book.

Look through each page and discuss what is happening in the story. In the early books the picture really tells the story far more than the line of text. The story won't be much fun if the

child doesn't follow the storyline by looking at the pictures.

Ask your child to locate certain words on the page e.g. "Can you find the word Nan?" etc.

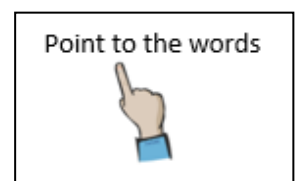
Explain the meaning of any unknown vocabulary e.g. 'He zips up the path'. "Here, the word zips means he goes really fast."

Look at the inside cover - Do a recap on the sounds in the book by locating the sounds on the phoneme mat and read the tricky words.

During Reading

Ask child to point to the words as they read. Try to let your child point rather than doing

it for them. Children find it difficult at first, but it's a skill they need to learn. Children can stop pointing to every word from yellow books onwards.



Solving unknown words

If your child gets to an unknown word encourage them to 'sound it out'



If your child doesn't know a particular phoneme, find the grapheme (letter) on the phoneme mat. This might support them in remembering the corresponding action and sound. If they still can't remember, show them the action and tell them the sound.

Use a piece of paper or whiteboard to write the word they are struggling on. Writing the word out of the book often helps a child focus on that word. Draw sound buttons underneath to support sounding it out.

Model sounding out and blending the unknown word rather than just telling them.

Fluency and expression

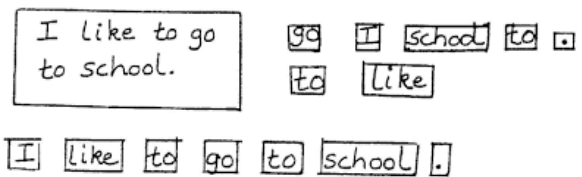
Encourage your child to re-read sentences for fluency. In school we say "Make your reading sound like talking."

Model expression and intonation and ask your child to repeat the phrase or sentence back in the same way.

At the end of the book

Ask one or two of the questions at the back of the book. Don't ask all the same questions each time as the child will get bored.

After reading, you could also write a sentence from the book onto a piece of paper, cut it into individual words and ask your child to re-order it. This encourages close looking at the words.



Praise, praise, praise!

Most importantly – have fun and keep the reading session enjoyable! Give your child lots and lots of praise, even if they struggle. Praise will make them feel successful and is likely to keep them feeling positive about reading and encourage them to keep practising.

