

STUCK ON A WORD STRATEGIES

What do you do if you do not know the word?

1. Leave out the word, start again, read to the end and go back and try again.
2. Use your phonics, sound it out.
3. Break the word into syllables:
 - *Every syllable contains a vowel or two vowels, if there are two coming together*
 - *Find the vowel(s) and take the sound that follows it*
 - *Remember that sometimes a sound may be made by two or three sounds coming together, eg. ll, bb, mm, ch, sh, th, wh.*
4. Check if the word looks like another word you know, eg. *should* looks like *could* or *would*.
5. Look at the picture.

(These last two strategies are the weakest.)

PAIRED READING

THE PURE FORM



Your Guidelines

- Try to do Paired Reading at the same time each day.
- Find the time that suits you and your child and stick to it.
- Let your child choose the reading material but be sure it's not too easy or not too difficult.
- Start off with five minutes.
- You can work up to longer times, but only if your child wants to.
- While you are together, your child has to feel he has your full attention.
- Get close up together and make sure you are both comfortable.
- The atmosphere should be warm and snug.

Getting Ready.

- Remember that most children are easily distracted.
- They cannot concentrate when there are lots of interruptions.
- Find a place that is quiet and comfortable.
- If the television is on then turn it off or go somewhere where you can't see or hear it.
- Do not give the rest of the family a chance to interfere.
- If this is not a new story, recap and chat about the characters and story ideas you came across last time you read together.

The Idea.

- Paired Reading has two steps:
 Reading together
 Reading alone

Parents and child can switch from one step to the other.

The idea is for the child to spend more and more of his/her time reading alone.

Reading Together.

- Your child and you read the words out loud together.
- You must be careful not to go too fast.
- Make your speed as fast or as slow as your child's.
- Every word must be read.
- Your child may struggle before he manages to read a word right.
- This shows he is trying.
- Be sure to show you are pleased with his efforts.
- You do not want him to struggle for too long.

Reading Alone.

- As you read together your child may start to feel confident enough to read a little on his own.
- You should agree a way for him/her to ask you to be quiet.
- Of course it won't do for your child to tell you because he will lose track of what he's reading.
- Some kind of sign is best: a knock on the table or a squeeze of your arm.
- Once this signal is given, the parent stops reading out loud.
- Always praise your child whenever he makes this sign.
- Your child carries on reading alone until he struggles, reads a word wrong or leaves out a word.
- His/her mistake will start both of you Reading Together.

If your child:

-struggles for more than 5 seconds, reads a word incorrectly or leaves a word out, then you:

point to the word,
make sure he looks at the word,
you read it correctly,
he then says it correctly and you continue reading together as before.

Points to Remember



1. Be warm and friendly with your child.
2. Do not fuss about words the child may get wrong.
3. Do not 'break the words up' or 'sound them out'.
4. If your child gets the word wrong just say the word and let him say it after you.
5. Praise your child when he gives you the sign that he wants to read alone.
6. Continue to use praise as he reads on alone.



Helping with reading: ages 7 to 11

How to encourage your child to read

Read yourself! Show a good example by talking about the reading you do at work and at home. Let your child know that reading is an important part of your life.

Keep books safe. Make your child their own special place to keep their books in their bedroom.

Visit your library – it's free to join! As well as taking out story books, use visits to the library as a time to find books and CD ROMs about your child's hobbies and interests.

Make time to read. Set aside a time for reading for the family – after school or before bedtime. Encourage independent reading but don't be afraid to still tell a bedtime story.

Don't just read books. Encourage your child to read newspapers, TV guides, comics and magazines. Ask your child to find out information from the Yellow Pages, the Internet, cookery books, etc.

Let your child read with younger children. Encourage them to read to other members of the family.

Keep in touch with school. Make sure your child swaps their home reading books regularly at school and try to make a regular time slot of about 10 minutes to hear them read.

If English is not your family's first language: You can buy dual language books. You can talk about books and stories in any language.

How to help with reading

Be positive! Praise your child for trying hard at their reading. Let them know it's all right to make mistakes.

Give them time. Let them make a guess before you tell them the word. Let them read to the end of the line before correcting their mistakes. It doesn't matter if you have to tell them the word sometimes.

Spot words inside words. Help them to spot words they know within larger more complicated words.

Let them read their favourites. Don't worry if they only read one kind of book. If they are really stuck, ask the librarian or teacher to suggest something else they might like.

Make the story come to life. Encourage your child to read with expression. This will help them read more fluently.

Ask lots of questions about the story. What would you have done if you were.....? Does this book remind you of any thing that has happened to you? Can you guess what is going to happen next?

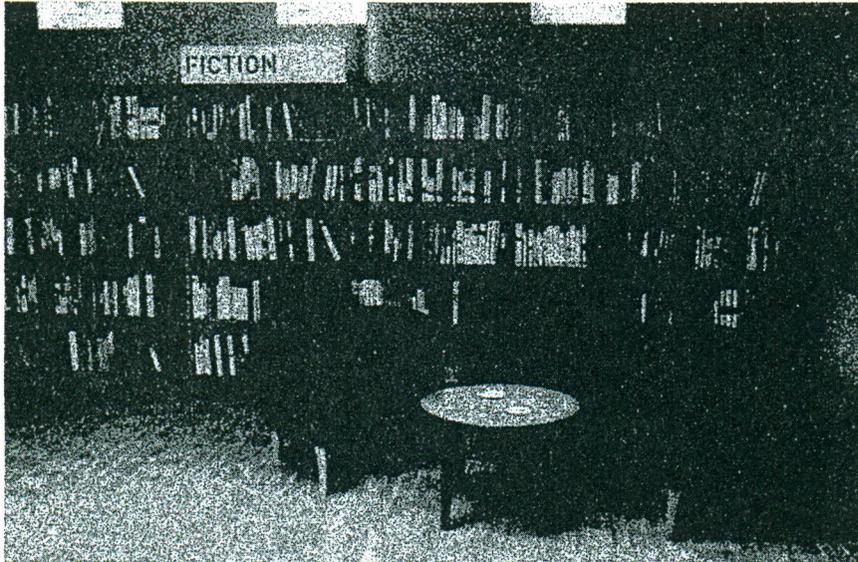
Use a dictionary. Buy a simple dictionary and use it to check the meanings of new words.

Activities to try at home

Make a scrap book with your child about their favourite star, group or team. Let them cut pictures out of magazines and papers and write their own captions.

Buy a book of crosswords and wordsearches and try to solve them together. Make up your own puzzles to try out on family and friends.

For more information contact Reading Is Fundamental, UK (RIF) on 020 7828 2435
or visit our website www.rif.org.uk



GOING TO THE LIBRARY

EVERY CHILD IS ENTITLED TO A LIBRARY CARD AT BIRTH.

They are great places to visit and using the library well will help your child to improve his/her reading and research skills. Computers will be available, as well as the usual books, newspapers, magazines, comics, CDs, DVDs, etc.

Each library has rules and regulations about how many items may be borrowed, for how long, opening and closing times and so on. Someone should always be available to answer questions, offer advice as to appropriate materials or help you locate something.

Children should be encouraged to browse and become familiar with the layout and procedures in the library. Fiction and non-fiction will be available but will be organized differently and the librarian will be able to explain how books are organized.

Children soon develop likes and preferences.

Reading habits which include a wide range of reading is to be modelled and encouraged.

The parent should take time to explain to the child what he or she is reading and be prepared to borrow books for yourself while you are there.

WRITERS WORTH READING

9-14 year olds

Bernard Ashley
Tim Bowler
John Boyne
Theresa Breslin
Betsy Byars
Ann Carroll
Eoin Colfer
Marita Conlon-McKenna
Susan Cooper
Berlie Doherty
Anne Fine
Neil Gaiman
Jamila Gavin
Carlo Gebler
Morris Gleitzman
Leslie Howarth
Paul Jennings
Pete Johnson
Gene Kemp
Dick King-Smith
Elizabeth Laird
Morgan Llywelyn
Geraldine McCaughrean
Anthony Masters
Michael Morpurgo
Michael Mullan
Siobhan Parkinson
Gary Paulsen
Terry Pratchett
Philip Pullman
Philip Ridley
JK Rowling
Louis Sachar
Robert Swindells
Marilyn Taylor
Colin Thompson
Chris Van Allsburg
Martin Waddell
Gerard Whelan