



# Hearing your child read

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# Why should I hear my child read?

Hearing your child read is one of the most important things you can do.

Reading unlocks the pathways to many things in life. If your child cannot read, they will be unable to access most of the curriculum in school.

Reading should be an enjoyable experience and one that fosters enjoyment of reading for life.





# Top tips for hearing your child read

1. Try to make reading **part of your everyday routine** with your child. Set a time in the day when you will do reading – it might be as soon as you get home from school, it might be straight after they have eaten, or it might be just before bedtime. Children like routines. Make sure you find a quiet space with no distractions – tv off, no siblings, not doing something else at the same time.
2. Make reading **enjoyable**. Sit with your child, cuddled together, in a comfortable position. Reading should be a delightful experience that fosters closeness and conversation.



## Top tips continued.....

3. Give your child **lots of praise** – don't keep telling them they have got words wrong.

Praise phrases : “I loved the way you got the first sound right.”

“Well done for sounding that out, just try the middle sound again”

“Good try, but let me tell you what that sound is.”

“That’s amazing, you recognised that fishy word!”

“Well done for re-reading that sentence to help you to understand it.”





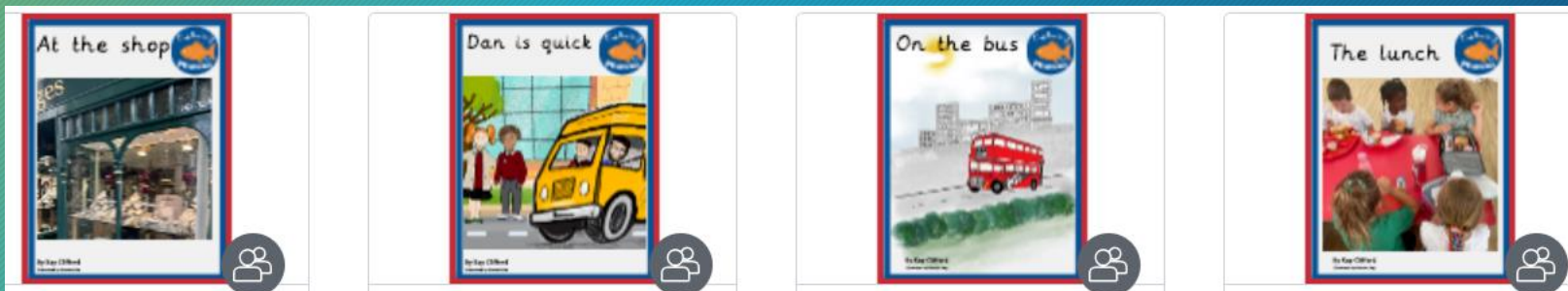
## Top tips continued.....

4. **10-15 minutes** is enough time.

If your child is reluctant or doesn't want to read, find something else to do and try again later.

You could read a 'reading for pleasure book'. It is just as important for your child to be read to, as it is for them to read to you.

Or take it in turns – I'll read a page, you read a page.







## Top tips continued.....

### 5. Talk about the books you read.

The Fishing for Phonics books gives you prompts for what to ask your child at the bottom of each page.

There is usually an activity or re-tell of the story at the back of the book too.

There is more to reading than just decoding the words. Just as important is understanding what has been read. Therefore, questions are important, as is making predictions, sharing ideas and discussing their favourite part of the story.

Go back on the bus.



Ask your child:

Where are they going back to?

What are the two things they bought from the shops?

What would you buy from the shops?

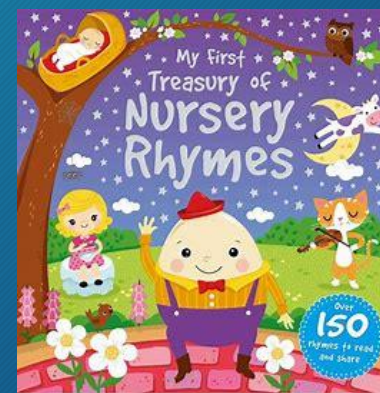
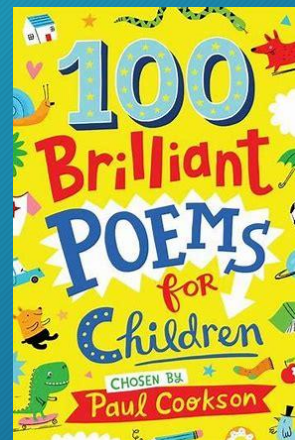
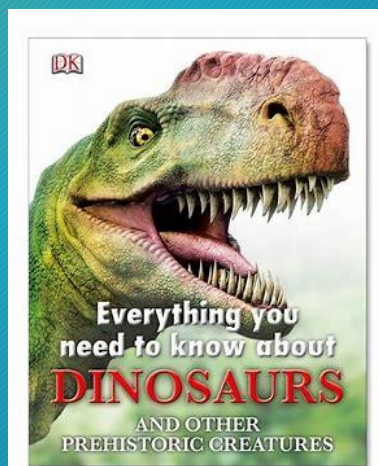
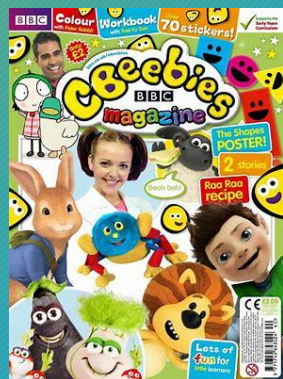




## Top tips continued.....

### 6. It's ok to read other books too.

You don't have to just read the books in your child's book bag. Children need to read and listen to a variety of different texts – comics, magazines, non-fiction, poetry, rhymes, and text on-line (but the latter should be supported and guided by you, not just leaving them to get on with it)







## Top tips continued.....

### 7. **Little and often** is the best policy

It is far better to read a little bit every day, than to make your child sit and read for a long period of time once or twice a week.

Your child should be reading everyday in school and as a parent you should **read with your child every day too.**

The only way they will get better at reading is **to practise it regularly.**





## Top tips continued.....

### **8. Develop your child's confidence**

By reading every day your child will become familiar with the text, and this will help them to feel like a reader.

They will become more confident that they can read the book and start to want to read it more.

Remember 'success breeds success'. If your child is struggling because they have only read the text once or twice with you, they will lose the flow of reading, they will not understand the text and they will struggle with words. Then they become reluctant readers.





## What do we do with the books?

First, discuss the front cover of the book –

What do you think it is going to be about? How do you know that?

Can you read the title?/Let's read the title.

Who is the author/illustrator?

What is an author/illustrator?

Where is the picture?

Point to the words.

How many words can you see?

Remember this word because it will be seen a lot in the text.







# What do we do with the books?

Then look at the **phonemes** we will be using in the book. Check the children can read them.

We also read the **fishy words** together – words that you cannot sound out.

We talk about the **capital letters** and how some are different to the lower case letters.

Phonemes you will practise:

o d g a s i t

 Fishy words you will read:

go I a to

Capital letters to learn:

G S D I A

Teach the children to add the 's' to dig  
dig → digs





## What do we do with the books?

Next let the children start segmenting and blending the words.

The trick here is to let them sound out all the words.

Help them to notice the fishy words and remind them of repeated words that they shouldn't be sounding out time and time again.

Let them slowly read the sentence with all the above.

Then ask them to read it again, trying not to sound out any words.

Do this 3 or 4 times until they know the sentence well.

All the time ensure they are **POINTING TO THE WORDS**.



## What do we do with the books?

It is really important that the children point to the words they are reading.

- This helps you to see if they are understanding that what they are saying links to the words on the page.
- It helps you to see that they understand where one word starts and another finishes.
- It helps them to track what they are reading.





## What do we do with the books?

If a child is struggling with words we do the following:

- Let them sound it out (segment and blend)
- If they don't successfully blend, say "You just said sh-o-p. What does that sound like?" Then let them try again.
- If it is a fishy word and they cannot remember it, just tell them so that they can get the flow of the sentence.
- If they misread a word, wait until they get to the end of the sentence and repeat what they said. Then ask them if it makes sense. Go back and read the sentence again.
- It is vital to **always ask the child to re-read the sentence, so they hear it fluently and understand what they have read.**