



Helping your child in English at Pixmore



Helping your child with their Reading:

Reading is a life-long skill, one which is critical to children being able to access the curriculum and achieve well. Reading can feed a child's imagination and can open their minds to a world of wonder, curiosity and joy.

As a parent, you can play an important role in helping your child learn to read. Research shows that children who are helped at home make better progress in school.

Choosing what to read

Children will come home with a school reading book but alongside this, you can choose book that appeal to your child, for example, stories or information books on hobbies/interests, such as football or animals. Newspapers, magazines, recipes, games instructions can be read together and still be part of the process of learning to read with enjoyment. Audio books are also great for developing an enjoyment for reading; children enjoy being read to even when they are fluent readers!

Before you start reading...

- Find a quiet, relaxing place away from distractions such as the TV or siblings where possible.
- Sit comfortably in good light and talk to your child about their book.
- Read for about **10 minutes every day**; a regular short time of quality is better than a long session, which happens only occasionally.
- Talk about the cover and title and what the story might be about.
- Ask them to tell you who wrote it or point to the author.
- Look at the pictures and ask them to tell you where the story takes place.
- Be supportive and positive during this time and praise your child for their noticing skills.
- Encourage expressive reading by drawing attention to punctuation.

Strategies to use at home as well as school

Phonics and Early Reading

- ✓ Encourage your child to sound out using the phonic sounds they know and blend unfamiliar words.

If they get stuck on a word, you could:

- ✓ let them read on so they can work out the word themselves from the context
- ✓ point to a picture if it will help them guess the meaning
- ✓ give them the first or last sounds to help them
- ✓ read the word for them (especially if it is a Name or Place)
- ✓ when they are confident with sounds, let them sound out unknown words – break longer words down into syllables
- ✓ do not sound out words which are not phonetic e.g. 'because'
- ✓ When a mistake is self-corrected or a previously unknown word is recognised, **give them positive feedback**.

Reading Fluency & Reciprocal Reading

- ✓ Read a passage with your child. Get them to follow as you read, putting in expression into your own voice to help them develop their understanding. Once you've read it to them, they can then have a go.
- ✓ **Echo-reading** – try reading a short phrase or sentence and asking your child to echo the sentence back to you. Encourage them to put in the same expression as you did. In school, we **read the sentence twice** and then ask the child to echo it back.
- ✓ Ask children to read in their '**Performance Voice**' – imagining they are performing to an audience.

When reading in school we use the vocabulary: **predict, clarify, question** and **summarise** to develop comprehension.

- ✓ **Predict** – ask your child to predict what they think may happen next using clues from what they have already read, or if it is a new book, the front cover and blurb.
- ✓ **Clarify** – once they have read some of the text, ask them if there are any words they would like to clarify. This is an opportunity for your child to ask about any unfamiliar words they have come across. You can discuss

the meaning, ask them to look it up in a dictionary or get them to practise their contextual skills by considering what the word might mean in the sentence.

- ✓ **Question** – ask your child if they have any questions about what has happened in the text. If they can't think of any, use the question stems below to think of your own questions to ask your child. Can they help you to answer the question from the text?
- ✓ **Summarise** – Asking your child to summarise what they have read in a few sentences, is a good way of checking their understanding of what they have read. Initially, they may just repeat the key events but with some practise, they should be able to expand their summaries to make links with earlier chapters/books or the vocabulary they clarified.

Predict	Clarify	Question	Summarise
			
I will think what the chapter is about. I will think what might happen next. I can: <ul style="list-style-type: none"> Use the title Use the headings Use the illustrations Use what I already know Use what I have already read. The last chapter ... In the last part... but ... In the next paragraph ... The headings tell me ... I will read the text to check my predictions. I can change my predictions as the author gives me more information.	I will write down the words or phrases I do not understand. I will find out what they mean. I can: <ul style="list-style-type: none"> Stop and think what the author wants to tell me Re-read or read on to find clues Picture it in my mind Think about what I already know Make sure I am using the punctuation. , ? ! " " . Read faster or slower Look for the base word Try another word which makes sense Use a dictionary 	I will ask questions to help me understand what I have read. I will think of questions while I am reading the text. <ul style="list-style-type: none"> What ...? When ...? Where ...? Who ...? Why is ... important? Why did ... do that? What are the differences between ...? What would you do? What do you think about...? What are the reasons for...? Is ... fact or fiction? How do you know? How do you feel about the character? What part was most interesting? Why? How is the author making us feel excited/scared ...? 	I will identify the main idea in the text. I will say what the page is about in two sentences. I will leave out the small details. I will use headings, titles, and the topic sentence. I can say things like: <ul style="list-style-type: none"> This page is about ... The main point of this paragraph is The main idea is ... The next idea is ... The most important information is ... In this part of the story ... The author is telling me The author wants us to think

Helping your child with Spelling:

By the end of Key Stage 1, most children will be able to regularly spell the 100 high frequency words and the 200 Year 2 Common Exception Words. These are all words, which the children will use almost every day in their writing.

By the end of Lower Key Stage 2 (Year 4), children are expected to be able to spell most of the Year 3/4 Statutory Spelling words. By the end of Year 6 (Key Stage 2), children are expected to be able to spell all of the Year 3/4 Statutory Spelling words and most of the Year 5/6 Statutory Spelling words. This is a very tall order for some of our children.

At Pixmore, we don't set spelling words each week for children to learn and be tested on. However, your child may come home with some spelling words linked to a rule we have been learning and applying in school. Staff would be happy to provide you with copies of the statutory word lists and exception/high frequency words should you like one.

Below are some effective, tried and tested strategies for parents to use at home to support their children with their spelling.

- ✓ Speed writing – write out a spelling word once correctly. Children then have 1 minute to see how many times they can write it out correctly. Do this several times a week and see if they can improve on their scores.
- ✓ Scribble spelling – draw a doodle on a page, making sure it is large enough for your child to write inside each section. For every spelling word, they need to write it as many times as they can in a section of the doodle. Write each spelling word in a different section. This can look really effective if your child writes in coloured pens, glitter gel pens etc. Emphasise that the word needs to be spelt correctly each time.
- ✓ Rainbow Words – write out a spelling word in red felt pen, then write it in yellow, then orange etc and work through the rainbow.
- ✓ Play Hangman – take it in turns to choose a spelling word and guess the letters. Children will get as much from guessing the word as being the one to write in the letters.
- ✓ Play Scrabble or Junior Scrabble with your child. Which of their spelling words has the highest score? Which has the lowest score? Can they make any other high/low scoring words using the spelling rule/pattern they're working on.



