

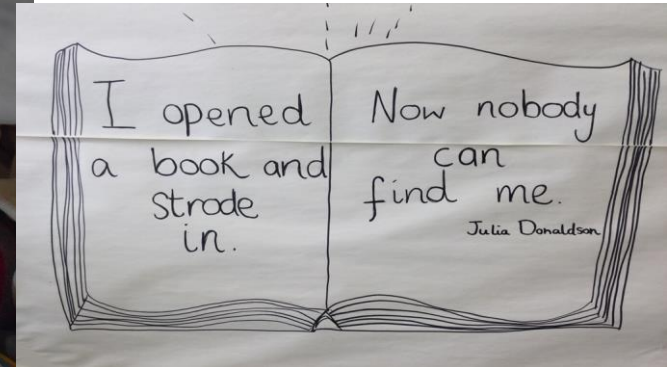
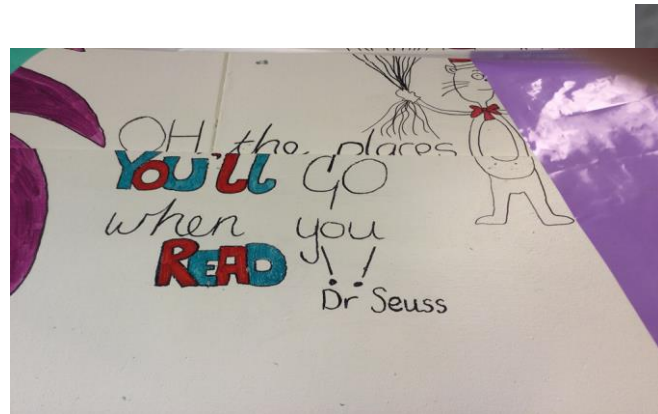
If teachers are listening to my child read at school then why do I need to listen to my child read at home?



By age 2, a child's brain is as active as an adult's and by age 3 the brain is more than twice as active as an adult's – and stays that way for the first 10 years of life ( Literacy project)

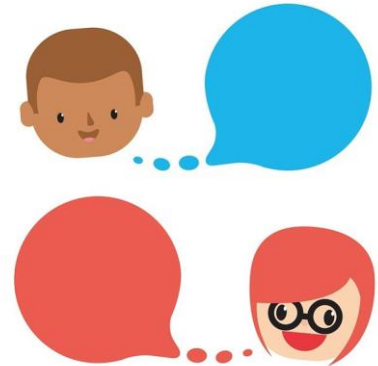


According to the Department of Education, the more students read or are read to for fun on their own time and at home, the higher their reading scores, generally

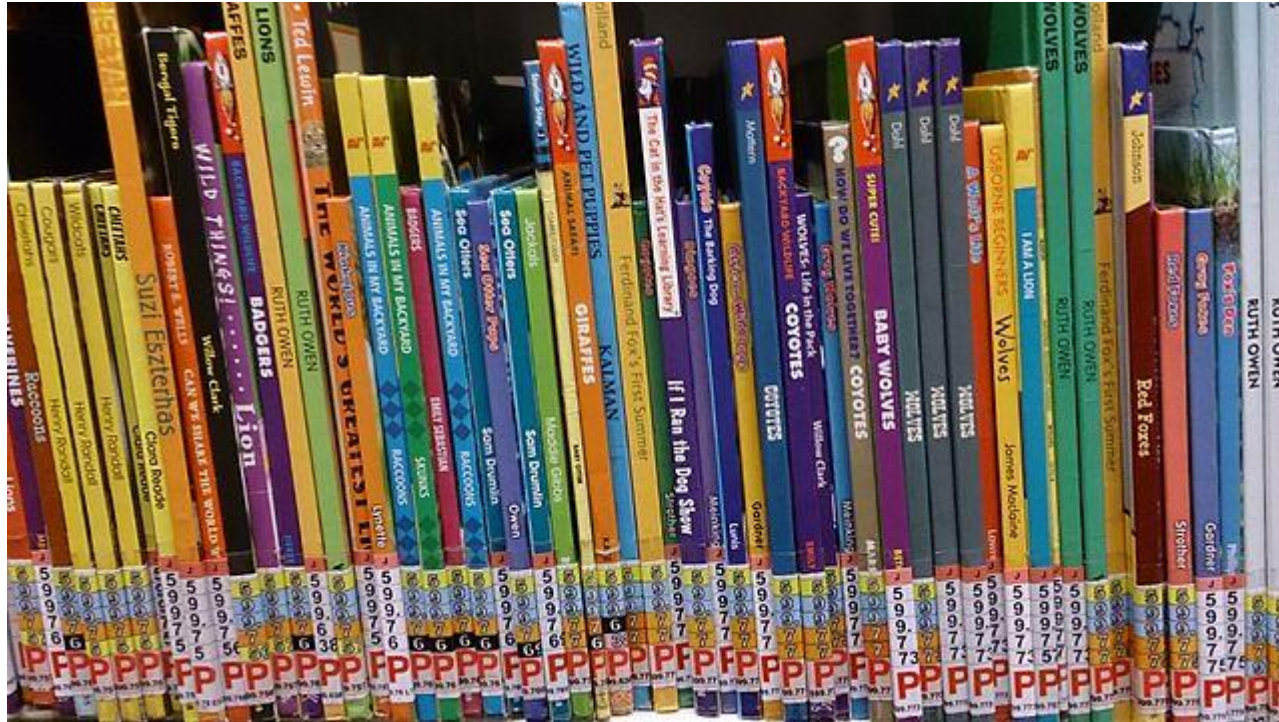


Books for children actually contain 50% more words that children are unlikely to encounter frequently than regular conversation, TV or radio.

Use new words in writing and in conversations:



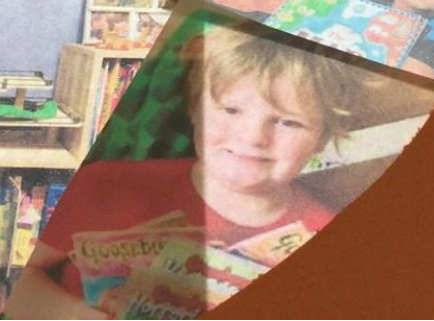
- Reading is encouraging half of children (50.2%) to dream about the future ( NLT)



If your child can read then they  
will be able to access the rest  
of the school curriculum.

Great success with our “shelfies”.

Thank you to all who emailed the class teacher a “shelfie” during lockdown. We can see that lots of reading happened and we want to keep it that way.





Don't forget the town library has free books plus audio. The librarians are really knowledgeable about books for your child's age and ability. Tell them the things that your child likes and they will try and match a book to them.

# How you can help your child with reading:

Set aside a time each day when it is just you and your child. This only needs to be for 10 minutes. It does not need to be at bedtime but it does need to take your full attention.



## Listen to the reading:

Your child only needs to read a few pages to you - not the full book. The important part is that they are having your full attention, you are listening to just them and you are both enjoying it.



**Keep positive and encourage:**

**I liked it when ....**

**I noticed you were .....**

**I could hear you used .....**



Encourage them to sound out the words themselves.

You could discuss the title and wonder what the book might be about.

You could do a “walk through” where you look at the pictures and discuss what is happening, before you try and read it.

Discuss what has happened after you have read together.

# What if you have a reluctant reader?

Find the best time for your child - this might not be before bedtime as they are tired.

Make it a fun time - find somewhere comfy for you both and have a snack together.

Read a page each.

Don't jump in when they are stuck with a word. Make an agreement first so that the ground rules are set - what your child wants to do when they need your help. This could be a tap on the shoulder for when you're needed. Other than that, let them try and sound the unfamiliar word out.

Go to the library together to choose a book - make this a regular fun activity. Don't forget the audio books.

Involve other members of the family - grandparents can read over zoom.

# The do's!

Do turn the television and radio off.

Do make it a daily habit to read.

Do praise.

Do give your child time to sound out unfamiliar words.

Do stay patient.

Do show your child that this is a special time.

Do read a story to your child aswell - one that is harder than they can read.

## The don'ts

Don't force your child to read if they are too tired - read to them instead.

Don't be distracted by anything else e.g mobile phones.

Don't tell your child off for getting stuck on a word.

Don't expect all of your children to be the same at reading.

Don't compare your child with other children - they will learn at different rates.

Don't give up - reading is too important.

# How important am I ?

Parents are the **#1 influence** in their **children's lives**.  
Parents don't always believe this – in a Parents Empowered survey, parents placed themselves last in the line-up of **influences** on their **children** – after friends, teachers and media.

( Uplift families 2014)