

**St. Gerard's Nursery.**



**Helping your child  
to read.**

**We hope this booklet will help you with some of the questions you may have about reading with your child.**

At St. Gerard's we recognise the importance of reading. As children come into the nursery we want them to see themselves as readers. Our aim is for them to develop into 'real readers' - that is, children who can read fluently and see books as a source of pleasure.

In the nursery the children are surrounded by books. They have been chosen because they are good stories, easy to remember and have predictable, natural language. They are the sort of books that children love to listen to and soon try to make up their own story using the pictures.

The children have the opportunity to choose books to read on their own or with a friend. During the summer term the children are also involved in paired reading with a child from a junior class. The older children come over to the nursery and share books with the children on a one-to-one basis.

#### Other reading

Children soon become aware of print in their environment such as the 'M' for 'Macdonalds', and can be encouraged to look for other words such as the name of their favourite breakfast cereal. By doing this children will come to see a purpose for reading and writing. They may also be encouraged to look for letters in their name.

#### **Helping with reading at home**

During your child's year in nursery, they will have the opportunity to bring home one of the nursery's books each day. This will be a book that your child has chosen.

At this stage it is not intended that your child will read this book to you. Instead we hope that you will read this story with your child, bearing in mind these points:

- Make sure your child can see the print and pictures.
- Point to the words as you read them.
- Draw your child's attention to the pictures there is often additional story in them.
- Allow plenty of time before you turn over the page. If your child has not heard the story before a valuable question is "What do you think will happen next?" If your child has heard the story before, it is an ideal opportunity for them to remember the sequence of the story - "What happens next?"
- Let your child read the story to you afterwards, even if this is reciting by heart, or making the story up from the pictures. If your child has already heard this book, they may be able to read it to you in this way without any prompting from an adult.

It is important that children learn to behave like readers at this early stage. All their attempts must be praised and they should not be told that they "can't read".

Later on

After our child has had a lot of books read to them and has shared many stories with you, the teacher and other children, you may find their behaviour begins to change during story sessions. You may find your child beginning to pick out letters and words in the book, reciting text accurately and trying to match the spoken words with the text by pointing with a finger. Let your child do as much as possible, being ready to help when you are asked to.

Each child will be given a book bag and this must be brought everyday so that children have the opportunity to change their books.

## Reading Diary

We ask all parents to keep a reading diary of their child's attitude and behaviour towards books. *The teacher will have completed diaries to give parents an idea of what is expected of them.* We ask that this reading diary is written in each time you read with your child and be kept in their book bag. It then becomes a record of your child's reading progress as they show a developing interest in books, increased confidence when telling a story independently and a beginning of an awareness of letters and words.

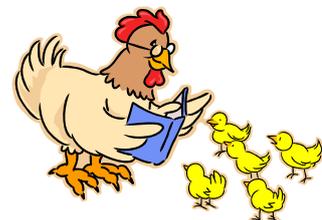
## Library

The library is a valuable resource for different books and a regular visit will encourage a life-long habit. Help your child choose and take care of the books. Look for authors like: John Burningham, Pat Hutchins, Shirley Hughes and Eric Hill. Their books particularly meet the needs of early readers.

## READING WITH YOUR CHILD

### SOME IDEAS TO HELP .....

**Read to them every day.**



- ◇ Just before they go to bed is a good time ... but not in front of the TV!
- ◇ Be enthusiastic about the story ... or choose another.
- ◇ Allow the child to choose whenever possible. Yes, they will often choose their favourite over and over again ... this is quite natural.

- ◇ If you try to change the story, or leave bits out they will tell you very quickly!

### **Before you read you may like to:-**

- ◇ Read through the story yourself first. (It's a big help if you know the story well ... it helps you to lead up to the exciting bits and encourage joining in).
- ◇ Decide (even practise) the bits to read like a giant or ant.
- ◇ Decide good places to stop and ask; "What do you think will happen next?"
- ◇ Decide which pictures to stop and talk about.

### **During the reading:-**



- ◇ Show your enjoyment ... laugh, smile, look scared, look sad, sound excited, etc.
- ◇ Run your finger along the line under the words as you read.
- ◇ Invite the child to turn the pages over ... you may need to guide their hand first.
- ◇ Talk about the pictures ... "Can you see the wolf hiding?"

### **Difficulties or mistakes ...**

If your child comes to a difficult word and stops, you may like to try *some* of the following ideas ...

- ◇ Ask them to look at the first letter of the word
- ◇ Encourage sounding out each letter to build the word and blend the sounds together if possible e.g. c-a-t
- ◇ Ask them to look at the picture for clues

- ◇ Ask them to miss the word out and read to the end of the sentence. Then go back to the beginning of the sentence and make a guess. They could use the first letter of the word to help them
- ◇ Ask them to look for any words they might know
- ◇ Ask them to think about the story
- ◇ Ask them to look for patterns in words eg *ing, -ed, ight*

If they still do not know, then tell them the word. You can go back later to reread the tricky bit. Try to keep the story flowing so you can both enjoy reading together. It is more important for your child to know what the book is about, rather than read every word correctly.

**Try to be positive and praise your child for their effort and achievement, even if they do not read the whole book fluently**

**After reading:-**

- ◇ Talk about similar experiences your child might have had. "Do you remember when you ..." "It's just like when you ..."
- ◇ Talk about the story afterwards. "Which bit did you like?" "Wasn't it funny when ..."

**If you child enjoyed the story:-**

- ◇ Read it again
- ◇ Find another in the series
- ◇ Find another by the same author



◇ Find another on the same topic

Books read to children can help enrich and extend these. As well as the 'book language' children learn at this time, those who are read to regularly, develop a positive attitude to and a love for reading.

This positive feel and love of books is a powerful incentive to children to learn to read for themselves ... which after all is what we really want.

### **Do's**

Do give lots of praise.

Do find a quiet place to read.

Do try to read every day.

Little and often is best.

Keep the session short and fun.

Do stop if either of you gets fed up or angry.

Do fill in their reading diary.

Do talk to us about your child's reading.

Do enjoy reading with your child.

### **Don'ts**

Don't have the T.V. on at the same time.

Don't get cross or shout.

**Thank you for your support.**

