



Reading TO Your Child

Research shows that reading to children of all ages helps to develop their literacy, especially writing. Here is a small selection of books that you may like to read to your child at bedtime. You should be able to reserve them free from South Chingford Community Library.

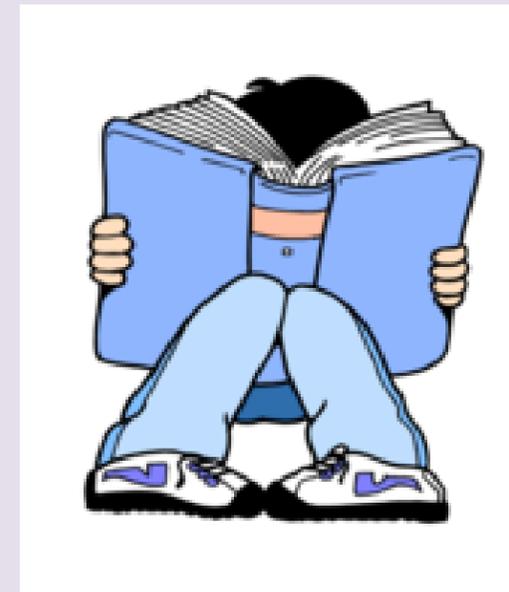
1. **A Caribbean Dozen** by John Agard & Grace Nicholls
2. **It was a Dark and Stormy Night** by Allan Ahlberg
3. **Fog Hounds Wind Cat Sea Mice** by Joan Aiken
4. **The Sea Piper** by Helen Cresswell
5. **Dragon Poems** by John Foster & Korky Paul.
6. **Brother Eagle, Sister Sky** by Susan Jeffers & Chief Seattle.
7. **The Worst Witch** by Jill Murphy.
8. **The Firework-Maker's Daughter** by Philip Pullman
9. **The True Story of the 3 Little Pigs** by John Scieszka
10. **Greek Myths for Young Children** by Marcia Williams
11. **The Suitcase Kid** by Jacqueline Wilson
12. **The Giraffe, the Pelly and Me** by Roald Dahl
13. **The Unluckiest Boy in the World** - by Andrew Norriss
14. **The Queen's Nose** by Dick King-Smith

Please let us know if there are any books you particularly recommend.

For other suggested books please visit www.booktrust.org.uk

Helping Your Child with Reading

Year 4



Many children in Year 4 seem fairly independent readers, but it is just as important as ever that you listen to your child read, and discuss the book.

The aim of home reading is to help your child read for **MEANING**, to **UNDERSTAND** what they read and to **ENJOY** the experience. Inside are some reminders and tips about what to do.

The Reading Session

Regular, daily reading is the key to reading success. Most of the time your child will read aloud, but two or three of these sessions a week could be your child reading silently to him- or herself.

- Remember: a good **10 minutes** is much better than a difficult half hour. A little reading goes a long way!
- Plan a quality, **quiet time** to read together.
- Your child should be able to read approximately **9 out of every 10 words** in the book. The book may be too difficult if he or she can read less than this.
- **Talking about the book is as important as reading it.** Talk about the story, characters, main ideas etc. See the **School Book Mark** for more detailed ideas.
- Reading both **fiction** (stories) and **non-fiction** is good. Again, see the **School Book Mark** for more ideas. Encourage your child to read a range of different books.
- Model the process by **reading yourself**.
- Encourage your child to read with **expression**, taking note of full stops, exclamation marks and question marks.

Reading Difficult Words

A word may be difficult because your child can't read it or understand it or both. Encourage your child to **have a go**, and praise him or her for doing so.

In school children are taught **a range of strategies** they can use to help them work out unknown words.

For example:

For Words that are Difficult to Read:

- Use **phonics!** If your child knows the phonics (sounds) and can blend the sounds in (**sound out**) the word, then encourage this as the first strategy.
- Use the **picture** as a clue (this is not cheating!).
- Look for **words inside** a longer word as a way to tackle it.
- Use the context. Ask your child to **skip** the difficult word, read the rest of the sentence and then **go back**.

For Words that are Difficult to Understand:

- Use the **context**. You might need to read the whole sentence or the whole paragraph and try to guess the meaning.
- Use a **dictionary**, the glossary in the book or an on-line dictionary.