

Reading TO Your Child

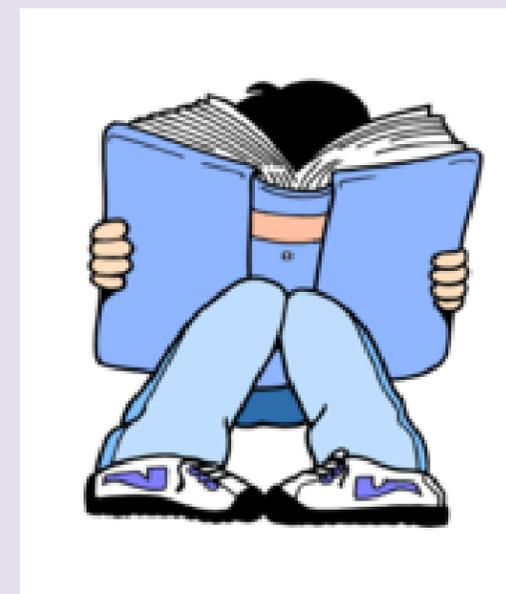
Research shows that reading to children of all ages helps to develop their literacy, especially writing. Here is a small selection of books that you may like to read to your child at bedtime. You should be able to reserve them free from South Chingford Community Library.

- 1, **Listen to this Story: Tales from the West Indies**.by **Grace Hallworth**. *A gifted storyteller. Exciting, varied stories.*
- 2, **Fairy Tales** by Terry Jones. *Dragons, witches and other characters in new adventures. Superb pictures.*
3. **Fantastic Mr Fox** by Roald Dahl. *Fantastic characters and lots of suspense.*
4. **The BFG** by Roald Dahl. *A fast, witty, inventive story by the master.*
5. **Matilda** by Roald Dahl. *See how Matilda beats the bullies, with the help of some magic.*
6. **How to Train Your Dragon** by Cressida Cowell. *A laugh-out loud story of a Viking adventure.*
7. **Flat Stanley** by Jeff Brown. *Another classic, funny and original.*
8. **The Battle of Bubble and Squeak** by Philippa Pearce. *A wise and suspenseful story about some children's battle to keep their pet gerbils.*
9. **The Julian Stories** by Ann Cameron. *Light-hearted yet deep tales of Julian and his African- American family.*
10. **Beaver Towers** by Nigel Hinton. *An engrossing story about a boy who gets blown away with his kite and has some hair-raising adventures.*
11. **Toby's Millions** by Morris Lurie. *Toby finds a fortune, in this fast-moving and funny story.*
12. **Horrible Histories: The Rotten Romans** by Terry Deary *Very funny.*



Helping Your Child with Reading

Year 3



Many children in year 3 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.