

Even though your child may now be a competent reader, it is still important to hear them read aloud on a regular basis.



By continuing to actively share your child's reading you are giving it status and importance. Although your child is probably well beyond the 'sounding out stage' they still need your support to continue to develop enjoyment and increase their understanding of more challenging texts.

In school pupils in the upper juniors will be presented with texts, which are continually more challenging. In reading for pleasure they should, themselves, be choosing material which stretches their reading. This may mean that sometimes they do not fully understand all that they are reading. This is where your child will benefit from your support. You are in a position to help overcome any misunderstandings by discussing the text with them and even taking a turn to read aloud. It is a good idea to share reading aloud as you can model pace, expression and fluency for your child. Sometimes it will help your child understand the intricacies of the text if they can just listen rather than have the two jobs of decoding and processing.

As well as sharing the reading in the above manner, it is just as important to talk about the text. Comprehension skills play an increasing role in the upper junior classes in order to competently give written answers to questions. The child needs to practise discussing the meaning before merely writing an answer.

The following points offer some guidance on how to examine a text with your child and how you can be helping to improve pace, expression and fluency:

- Use punctuation properly to establish good pace and fluency.
- Sound out longer unfamiliar words.
- Use speech marks, italics question marks and exclamation marks to change expression.
- Make predictions based upon what has been read.
- Find clues in the text, which imply inferred meaning - where the reader has to read between the lines.
- Discuss the characters and their actions.
- Find words and phrases, which create atmosphere, emotion pace, setting and character.
- Find the meaning of unknown words.
- Discuss the meanings of slang cliches, proverbs, similes and metaphors.
- Discuss the events of the story, its twists and turns.
- Give views and opinions on events in the text.

It is important that support and help in the enrichment of reading continues throughout a child's years at primary school and indeed through into secondary. Just because a child can read a book on their own it does not mean that they are competent readers. It is a fallacy 'the more difficult the words you can read the better a reader you are'. You need to fully understand what you are reading and apply it to your everyday use of the written and spoken word.



The key to parental support is that it is undertaken on a regular basis. A twice weekly, twenty minute slot is more beneficial than a once fortnightly hour-long session.

The other vital ingredient is fun and enjoyment. Reading should and must be a labour of love and not a protracted battle.

HAPPY READING



Frenchay Church of England Primary School



How to help the fluent reader