



Reading At Home

This guide is designed to support parents and carers in encouraging and supporting their child's reading at home. If you have any questions or would like further guidance, please speak to your child's class teacher or teaching assistant, who will be happy to help.

Why Regular Reading Matters?

Reading little and often helps children to become confident, fluent readers. Regular reading supports children to recognise words quickly, understand what they are reading, and talk about stories with confidence. It also helps to strengthen phonics skills, build vocabulary, and improve comprehension. Just a few minutes each day helps develop a positive attitude towards reading, supports progress in school, and encourages children to enjoy books and learning.

Reading Expectations at Newdale Primary School

Nursery: Parents are encouraged to regularly share stories at home, for example at bedtime, to support children in developing an early love of books and reading. Through listening to stories, children begin to enjoy reading, build vocabulary, and develop important early communication skills.

Reception and Year 1: It is expected that children read (or have a story read to them) **at least 3 times a week**. Parents are expected to record comments in the reading diary, sharing observations about their child's reading and any discussion around the book.

Some Year 1 and Year 2: It is expected that children read (or have a story read to them) **at least 3 times a week**. Children should be encouraged, where appropriate, to respond to questions and begin to write their own comments in the reading diary. Some parental reading comments to be expected as children develop independence.

Year 3 and 4: It is expected that children read **at least 3 times a week**. Children should be encouraged, where appropriate, to respond to questions and write their own comments in the reading diary. Some parental reading comments to be expected as children develop independence.

Year 5 and Year 6: Children are expected to read at least three times per week. For Year 6, the expectation increases to five times per week to support preparation for SATs assessments and the transition to the next stage of education.

All expectations are guided by each child's individual ability and stage of development. Children should be reading independently and recording thoughtful comments each time they read, reflecting on the text to support comprehension and engagement.

EYFS/Key Stage One Parents

When listening to your child read, please can you use the same **Read Write Inc. strategies** being used in school:

- **Say the sounds, then blend them together** to read unfamiliar words (*Fred Talk*).
- **Read words smoothly**, rather than sounding out every word once confidence grows.
- **Use pictures to help understand the story**, not to guess words.
- **Re-read sentences or pages** to build fluency and confidence.
- **Spot 'red words'** that cannot be sounded out and need to be remembered.
- **Self-correct mistakes**, by noticing when something doesn't sound right or make sense.
- **Read with expression**, showing understanding of punctuation and meaning.
- **Talk about the story**, including characters, events, and predictions.



Children will read the same Read Write Inc. book more than once. This repetition is important and helps build speed, confidence, and understanding.

[Parent guide to Read Write Inc. Phonics - Oxford Owl](#)

Top Tips for Hearing Your Child Read at Home

- **Establish a regular routine for reading.** This could be before or after dinner, at bedtime, first thing in the morning, or another time that works best for your family.
- **Create a calm, distraction-free environment.** Turn off the television and choose a comfortable, quiet place to read, such as a bed, sofa, or cosy chair.

- **Be actively involved in the reading.** Ask questions and talk about the book (see suggestions below). Take turns reading, make it enjoyable, show interest, and praise your child's efforts and successes.
- **Help maintain the flow of reading.** If your child misreads a word, avoid interrupting straight away. Encourage them to reread the sentence and give them time to self-correct. If they are sounding out words, support them to use letter sounds rather than alphabet names. It is also fine to tell your child an unfamiliar word to help keep the reading flowing and enjoyable.
- **Be a positive role model.** Let your child see you reading for pleasure and information, showing that reading is an enjoyable and valuable skill.
- **Read a variety of materials together.** This might include storybooks, comics, newspapers, magazines, poems, instructions, maps, letters, or recipes. All reading is valuable.

Additional age-specific guidance for parents:

[Reading-with-your-child-3-4-.pdf](#)

[reading-with-your-child-4-6.pdf](#)

Comment ideas for Parents/Carers to write in home communication books

Positive & Progress Examples

- "Super reading! You recognised all the tricky words today."
- "Excellent fluency and expression – your voice sounded so confident."
- "I loved hearing you predict what would happen next in the story."
- "Great retelling of the story in order; you showed a deep understanding."
- "I'm impressed with how you made connections between the story and your own experiences."
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Areas for Development & Support

- "A great try! With a little support, you blended most words."
- "Found some words difficult but used picture clues well to figure them out."
- "Struggled with concentration; let's try reading again to improve fluency."
- "Needs more practice to reinforce new sounds/words (e.g., 'b' and 'd')."
- "We talked about why the character might have felt sad; needs more help with story understanding."

Engaging Questions & Prompts

- "What was your favourite part of the story?"
- "Who was your favourite character and why?"
- "What do you think will happen in the next chapter?"
- "How did the character's feelings change in this part?"
- "Can you show me where you paused for the full stop?"

Tips for Parents

- **Be Specific:** Mention a particular word, character, or plot point.
- **Note Effort:** Acknowledge trying hard, even if it was difficult.
- **Ask Open-Ended Questions:** Encourage deeper thinking beyond just reading words.
- **Focus on Comprehension:** Comment on understanding, not just decoding.
- **Use the Reading Record:** It's a dialogue; share observations and ask questions.

My child is a confident reader – do I still need to help?

As children become more fluent readers, they often prefer to read silently because it is quicker and allows them to become fully immersed in the story. This is a positive stage in their reading development.

However, it is still important to **talk with your child about what they have read**. Regular discussion helps develop **deeper comprehension skills**, such as understanding characters' motives, explaining key events, learning new vocabulary, and making predictions. These conversations support children to think carefully about texts, strengthen understanding, and develop the skills needed for reading across the curriculum as they move through school.

Even confident readers benefit from sharing their ideas, listening to others' viewpoints, and being encouraged to reflect on what they read.

More detailed than general statements such as "It was good."

Examples of suitable child comments for a KS2 child include:

- *"I think the character felt guilty because of their actions in this chapter."*
- *"I learned the meaning of the word **immense** by using the sentence to help me."*
- *"The setting made the story feel tense because it was dark and isolated."*



- “This chapter ended with a problem, which makes me want to read on.”
- “I liked how the author used dialogue to show the characters’ emotions.”

Reading at School

From Year 2 onwards, we introduce children to reading VIPERs to support varied reading comprehension. Children may refer to these at home especially if they have a school question to answer in their home communication book.

Vocabulary

- Give and explain the meaning of words and phrases in context.

Infer

- Make inferences based on what is said and implied in the text.
- Explain and justify opinions using evidence from the text.

Predict

- Predict what might happen next using details stated and implied in the text.

Explain

- Identify and explain how information or narrative content is connected and contributes to the overall meaning of the text.
- Explain how meaning is enhanced through the author’s choice of words and phrases.
- Make comparisons within a text.

Retrieve

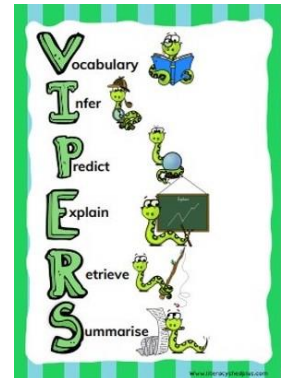
- Retrieve and record key information and details from fiction and non-fiction texts.

Summarise (Key Stage 2)

- Summarise the main ideas from more than one paragraph or section of a text.

Sequence (Key Stage 1)

- Sequence key events in a story in the correct order



Thank you to all parents and carers for your continued support with reading at home. Your commitment to encouraging and supporting your child’s reading is invaluable and greatly appreciated- it truly makes a difference!

