



Small School. Big Hearts. Big Ambitions.

Supporting children with reading – AR books

Here is a list of suggestions to help you support a child when listening to them read an Accelerated Reader book.

Before they read to you:

- Ask them who is the author? Is there an illustrator too?
- Is the book fiction or non-fiction? How do they know?
- Suggest they read you the blurb on the back.
- Ask them why they chose the book?

As they read:

- Suggest they use their phonics to help them decode (sound out) a word they are stuck on. If you are not sure, simply read the word for them.
- If it isn't decodable, suggest it may be a 'tricky word' and help them read it, or tell them if need be.
- Help them to pay attention to punctuation as they read. A pause for a comma, a slightly longer pause for a full stop.
- Draw their attention to punctuation marks such as question marks, exclamation marks and speech marks.
- From time to time, help them re-read a sentence or two whilst really focussing on reading with prosody (rhythm, stress and intonation).
- Ask them what some of the trickier vocabulary means. If they are not sure, either tell them or maybe use a dictionary to show them how to check.
- Ask them about what a character might be feeling at a given time and ask them how they know that (eg by the way they walk, so you infer their feelings)
- Ask them to make a prediction about what might happen next.
- Ask them if they would recommend the book who they might they recommend it to.



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Supporting children with reading – Little Wandle phonics scheme books

The children will have 3 group reading sessions using the same book for each session, with a different focus each time:

- Decoding – sounding out
- Prosody – reading with rhythm, stress and intonation
- Comprehension – understanding the text

When reading with a child, please go to the inside front cover and get the child to:

- Recap the sounds that they will be practising in that particular book.
- Decode (sound out) the words in the first box on the right hand side.
- Read the tricky words underneath (learning them by sight as they cannot be decoded).
- Decode the words in the vocabulary box and talk about their meaning. It is beneficial to show the children the visual representation of the word shown in the book and provide its context.

Inside the back cover there is the outline of what has been discussed in our three group reading sessions in school, you might find it useful to go through these again with the child.