

Supporting your child with reading and writing



What does a reader look like in year 2 and 3?

- Sometimes chooses to read when there is a choice
- Enjoys books, either alone or with a friend
- Gets involved at story time
- Uses a range of different strategies to decode text
- Is a chatterbox 😊

What does a writer look like in year 2 and year 3?

- Is sometimes inspired to write when there is a choice
- Can “have a good attempt” at most words
- Understands some of the different formats which can be used for writing
- Knows about basic punctuation and uses it more and more
- Can form letters correctly and sometimes join them

5 Top Tips

- Read nearly every day
- Fill in your child's reading diary
- It doesn't have to be a scheme book
- Prompt your child to change their book
- Spellbound works!!! 5 minutes a day

Now your child is in
year 2 or 3 ...

... it's a bit different ...

Reading - When you are the model

- Show enthusiasm
- Take time choosing
- Enjoy everything about the book: pictures, cover, blurb, print...
- Use your voice to add suspense and fun with stories and poems
- Test a non fiction book
- Talk about what you read

When you are the coach -

- Show that you enjoy reading with your child and that you are happy to help
- PRAISE AND ENCOURAGE 😊 Be specific.
- Choose the time wisely and keep the session short. Always end on an upbeat note
- Allow time to choose and encourage discussion
- Welcome old favourites
- Avoid “hard books” – they don’t work!
- Take over if your child becomes tired/loses confidence

When your child gets stuck or makes a “mistake” – you can:

- Encourage them to sound out the word if appropriate
- Ask a question to remind them of the context. E.g Where did they say they were going...
- Re-read the sentence with expression up to that point
- Use the picture if it's relevant
- Tell them the word to keep momentum going and come back to it later
- Praise all “sensible” attempts

When your child prefers to read “in their head”

- Continue to read to them while they enjoy it. You can read aloud a more challenging text.
- Get into a routine of chatting about finished books.
- Accept that some choices turn out to be wrong. Your child will not enjoy every book they choose.
- Ask them to choose a page/section to read to you. Why do they like that page?

Starters for 10:

- What happened in the end?
- Were you surprised?
- If you were in it – who would you be?
- I wonder why they did that...
- Could that happen to you/us one day?
- Find me a funny bit
- Will you read another by this author?
- Do you know what you want to read next yet?
- Let me find a bit I like...
- Do you know this word...

Writing – remember:

- Composition and effect are key
- “Secretarial skills” are needed to capture ideas in print

Writing – when you are the model

- Show that you need to write/record for different purposes
 1. Letters
 2. Diary
 3. Lists
 4. Reminders
 5. Work related
 6. Pay bills!
- Show that you make mistakes and put them right

Genres: Year 2

Narrative:

Stories with familiar settings

Traditional stories

Different stories by the same author

Extended stories / Significant authors

Non-fiction:

Instructions

Explanations

Information texts

Non-chronological reports

Poetry

Genres: Year 3

Narrative:

Stories with familiar settings

Myths and legends

Adventure and mystery

Authors and letters

Dialogue and plays

Non-fiction:

Reports

Instructions

Information texts

Poetry

Writing –

if your child chooses to write ...

- Show that you enjoy writing with your child and that you are happy to help
- **PRAISE AND ENCOURAGE** 😊 Be specific:
 - That's a great word to choose
 - You've had such a good go at that word
 - I like the way you're setting it out
 - Let me read it again – it's so scary/funny/interesting

Writing – supporting through reading

- **Use books to develop your child’s understanding/repertoire of the features of different texts. Ask them to find:**
 - 1. Descriptive vocabulary**
 - 2. Connectives**
 - 3. Speech marks**
 - 4. Evidence of “feelings”**
 - 5. Specific features of the genre**

HEALTH WARNING!!!

- All children are individuals with different strengths and talents
- All children develop at different rates
- All learners learn best when they feel relaxed and confident