



FAIRCHILDES PRIMARY SCHOOL



**Fostering a love for reading in
children with additional needs**

Developing fun, multisensory activities that are based on the pupils' interests is key to making reading enjoyable and memorable. Reading is more than just 'decoding' a book ie. Being able to read the words. Choose a range of reading materials that your child is interested in, to engage your child in the first instance.

Examples of Multisensory activities

- Visuals – eg. cut out characters from the book
- Props – eg. Stick puppets, finger puppets, masks
- Dressing up as the characters
- Story sacks/bags – include items that relate to the book
- Story stones – use to sequence a story
- Listening to an audio book
- Watching the film version of the story
- Interactive reading programmes eg. Active Learn/ Bug Club

Reading Skills to Develop (taken from the Early Years Foundation Stage practice guidance)

- Listen to and join in with stories and poems
- Begin to be aware of the way stories are structured
- Suggest how the story might end
- Show interest in illustrations and print in books and print in the environment
- Know information can be relayed in the form of print
- Understand the concepts of a letter, word and sentence
- Know that information can be retrieved from books and computers
- Explore and experiment with sounds, words and texts
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.

Reading a book together

- Let the reading time be short (about 5-10 minutes), enjoyable, and stress free for both you and your child.
- Choose a time when your child is willing and not too tired.
- Talk about the book and the pictures.
- When your child first brings home a reading book, do not expect them to know all the words. Discuss the front cover, title, go through the illustrations and take about what they think is happening in each of the pictures.
- Model the reading by reading it to them at first or taking it in turns. Many first books have a repeated phrase which you can help them to anticipate by reading up to the word that varies, for example 'I like to paint', 'I like toswim'.
- Remember that much of the early reading your child does is memorising. It is more important that they read the whole book remembering the sequence of the story than that they should recognise each word and what it says.
- Encourage your child to use the pictures to help guess the words.
- In the very early stages, it is fine to simply tell your child an unknown word and explain what it means. As he/she progresses you may encourage him/her to use various strategies such as sounding out, using picture cues etc.
- Do not let your child struggle with trying to sound out words that are not phonetically decodable, for example 'tricky words' such as 'come' and 'who' which cannot be sounded out as c-o-m-e and w-h-o.
- Above all, always give plenty of praise and encouragement! Make it fun!

As their reading progresses encourage your child to:

- Point to each word as it is read
- Use the sounds that they know, or tricky words, to piece together words and sentences
- Suggest how the story might end, alternative endings, how it could be improved
- Cover a word and think of another that would make sense
- Discuss characters; what are they like, how are they feeling
- Make links to other books, for example by the same author or on the same subject, and to their own experiences
- Pay attention to the punctuation, speech bubbles and so on, using different voices for different characters and reading for meaning
- Use the correct terminology such as author, illustrator, contents, index.
- Express opinions about the book and who they would recommend it to
- Use the theme of the book to write own version, perhaps using a different setting or characters
- Keep a diary on holiday. Encourage your child to use their phonic knowledge to spell words and 'have a go'. Ask them to read it back to you.

Reading in real-life contexts

Let your child see you read, and share it with them. Share the experience of reading a recipe and making it together. Read interesting newspaper headlines, read the destination on the bus and discuss where you're going, read shop signs and labels on items in the shop. Choose a word that they may have been learning in their book, or from their high frequency words, to notice. Some children may prefer to read a comic, non-fiction book or use an internet game. Variety is very important.

Reading a variety of books together

Part of learning to read is developing a love of books because it creates the motivation to learn. Some children are very interested in finding out facts about the world that they live in. Non-fiction or information texts are a fantastic resource to get your child excited about reading! Sharing books with your child is great for building their confidence to attempt to read by themselves. Take turns by reading a page each, giving your child the opportunity to observe and hear you model book language. The child can be the listener and will learn a great deal from hearing an experienced reader read aloud, such as seeing how the pages are turned, how expression is used and different voices used for different characters, how the plot develops and so on. You may find that your child will begin to join in with a favourite book. With a new book you may want to ask your child how they think the story will end (prediction), about whether they liked the story or particular characters. By joining the library your child can enjoy reading and choosing their own books, CDs, DVDs and using the internet. There are often activities run in the holidays that your child can join. Charity shops and car boot sales are another source of inexpensive books or maybe your child could swap favourite books with a friend.

Games to encourage reading

- I-Spy: for early readers, use the letter sound but once the children are confident with the sounds, use the letter names.
- Make up silly rhymes and phrases using alliteration. E.g. **C**lever **c**razy **c**rocodile
- Choose a category and think of items for each letter of the alphabet, for example: fruit - **a**pple, **b**anana, **c**herry and so on.
- Put the high frequency or tricky words on cards and play bingo, lotto and memory games with them. Stick them around the walls of your home and go on a word hunt.
 - Role play – Act out favourite parts of the book or pretend to be a character from the story.

