Helpu eich Plentyn i Ddarllen

Clwstwr Cwm Rhymni



Help your Child to Read

We believe that parents and carers play a vital role in helping their child to read. Your enjoyment of reading will have a positive influence on your child.

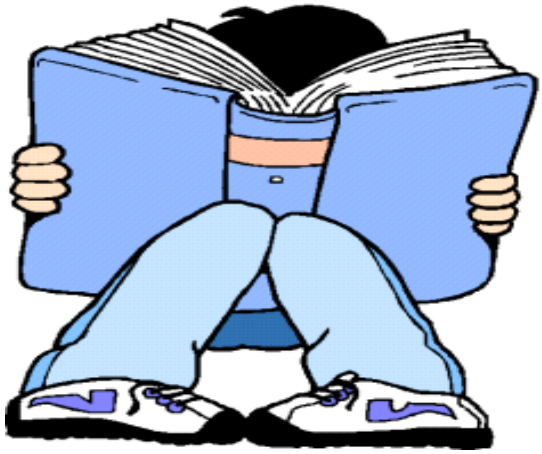
School and home working in partnership together create the perfect setting for encouraging a love of reading.

We appreciate the commitment parents give in helping their children to become confident readers.



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Choosing Books

At out school we use several reading schemes. We also have a large bank of colour coded fiction and non-fiction books for children to read.

As well as their reading scheme book, the children are encouraged to choose from our extensive library. They may bring home books which they cannot read alone and favourite books which they have read repeatedly (you may find that a very well loved story like this is the first one that your chid learns to read independently).

We believe that children should:

1. Behave like readers
2. Be confident
3. Enjoy books
4. Talk about the books they have read
5. Acquire a skill, which they will use throughout life







The Golden Rules

- Have fun!
- Start sharing books even before your child knows which way up to hold a book
- Reading to your child is as important as reading with your child. Stories are important
- Keep reading to your child even after they've learnt to read independently
- Don't worry about mistakes
- Remember to give lots of praise
- Reading doesn't have to happen indoors!
- Try to avoid distraction
- We are here to help — please ask!







Reading Stages: First Steps

Encourage your child to ……

- Hold a book correctly e.g. make a game out of holding the book upside down, back to front. Can you spot what's wrong?
- Hold the book and turn the pages correctly, one at a time to follow the story
- Follow the words with their finger as you read from left to right
- Play games, e.g. spot the letters identify beginning, middle and the end sounds of words, try playing spot the words
- Discuss the pictures
- Look at the cover and try and guess what the story will be about
- Children love repetition—read favourite books over and over—say the catchy bits together





Reading Stages:
Developing Reading – Strategies

- Early skills are still relevant. Enjoyment is still key! It's important not to allow the mechanics of reading to spoil the fun and enjoyment
- Help your child to look for key words before attempting a new book to build confidence
- Look through the book and discuss pictures before reading to help gain an idea of the story



Strategies for tackling new words:

- Look at initial letter
- Look at the picture for clues to help e.g. if the word starts with a d and there is a dinosaur in the pictures it's possible it will say dinosaur— then check if it's correct
- Is it a word you've seen before?
- Is it on another page?
- Miss out the word and say "mmm", finish the sentence. Then go back and work out what the word was
- Try to sound it out, check one letter at a time with unfamiliar words
- They should know some words by sight
- Look for sounds with the wy, aw, ai etc, then say the word
- Reading is not just about sounding out words and sentences
- Reading is more than decoding words—it's about understanding—discussion is as important as decoding words

Reading Strategies:
Moving On — the Next Steps

- Encourage your child to read with expression
- Look for the punctuation
- Look for quotation marks, who's talking, what kind of voice do you think they might have? Change voice accordingly

" "	speech marks (dyfnodau)
!	Exclamation mark (ebychnod)
?	Question mark (marc cwestiwn / gofynnod)

Change voice accordingly e.g. surprised voice

- Ask questions based on the story
- Activities based on books—think of different endings to the story, write a speech bubble for different characters
- Make a list of words from the book





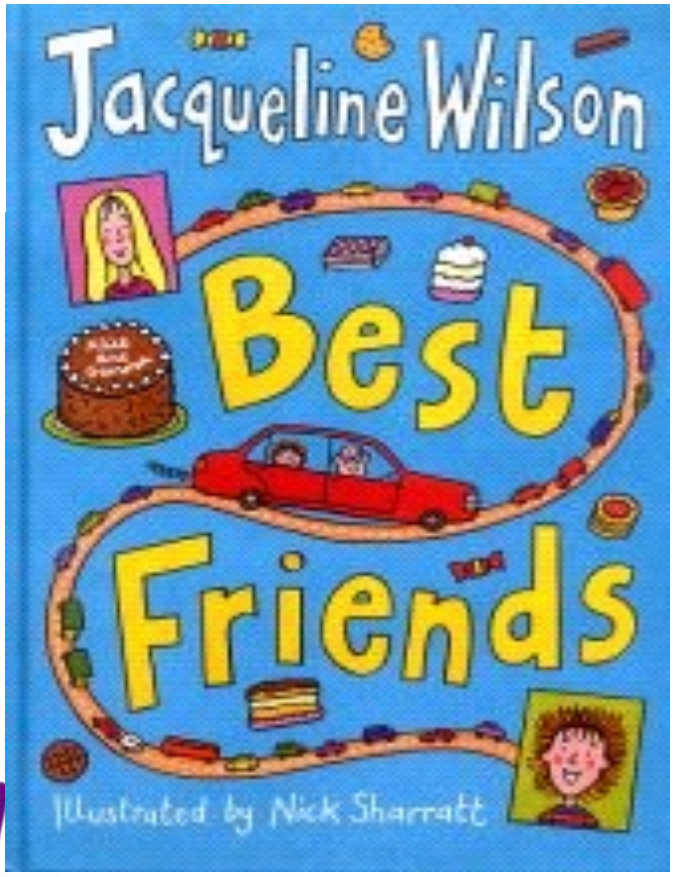


Suggestions for Discussion

- What is the title?
- What kind of book is it? (Fiction, non-fiction, poetry, short story etc)
- Who is the author, who did the illustrations?

author
(awdur)

characters
(cymeriadau)



blurb
(broliant)

title
(teitl)

cover
(clawr)

illustrator
(darlunydd)

Sharing Books with your Children

Before Reading



- Read the blurb on the back of the book— does the story sound exciting
- Have you seen this book before?
- Why did you choose it?
- Look at the cover. What do you think this book is going to be about?
- Is there a blurb on the back of the book?
- What is the title of the book? Can you show me where the title is?
- Who is the author of the book? Can you show me his / her name?
- Do you know what an illustrator is?
- Does it say who the illustrator of this book is?
- Have you read any other books by this author?
- Do you think this is a story or information book? What makes you think this?
- Did you just look at the front cover when you chose this book? What else did you look at?
- Do you think this is a book that you can read on your own or do you think you will need help?



Sharing Books with your Child

During Reading / Illustrations

- What has happened so far in the story?
- Is the story as you expected?
- Can you tell me anything about the characters?
- Which is your favourite character? Why?
- Where is the story taking place?
- What does ……. mean? (Clarification of a word, term etc)
- What do you think is going to happen next—are there any clues to help you?
- Do the illustrations tell us any more about the story than we have already read?



Sharing Books with your Child

After Reading / Illustrations

- Did you enjoy the story?
- Was there anything you didn't like?
- Which part of the story did you enjoy most?
- Have you read the book before? Did you enjoy it more this time? Why?
- Did you like the pictures in the book?
- Do you have a favourite picture?
- Can you describe a favourite part or exciting moment in the story?
- Are there any repetitive words or phrases that are used in the story? (Repetitive—will need explaining)
- Tell me about the characters in the book?
- Which was your favourite character? Why?
- If you had written this book, how would you have made it better?
- Did you like the ending? Did it end as you expected?
- Would you read this book again?
- Would you tell your friends about it?



Reading is All Around Us

READ ALL THE TIME!

Take every opportunity to read with your child. A wide variety of books / texts are available from:

Your local library, shops in town and the internet

Riley,
Caerffili Indoor
Market

W H Smith,
Caerffili

Siop y Felin,
Whitchurch,
Cardiff

www.gomer.co.uk

Siop y Ganolfan,
Merthyr Tydfil

REMEMBER

Print is all around us. Even when time is scarce, you can read with your child e.g. signs in the street, labels in the supermarket, the TV page in the newspaper.

ENCOURAGE YOUR CHILD TO READ EVERYTHING!













Reluctant Readers

Make it fun:

Short and sharp sessions e.g. Spend a short session looking at pictures. Next session …….

Vary the activities:

Play games / draw pictures based on the book

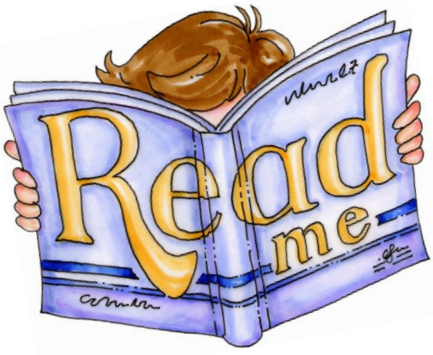
Read books of interest:

Personal to them e.g. favourite characters / sports

Break it up:

e.g. Day 1 - look at the pictures
Day 2 - read the beginning of the story only
Day 3 - Find words starting with e.g. the letter 'b'…..

Use audio books, CD's and books, follow and read, talking





Do's and Don'ts of Reading

Here are a few simple do's and don'ts to remember when you are reading with your child:

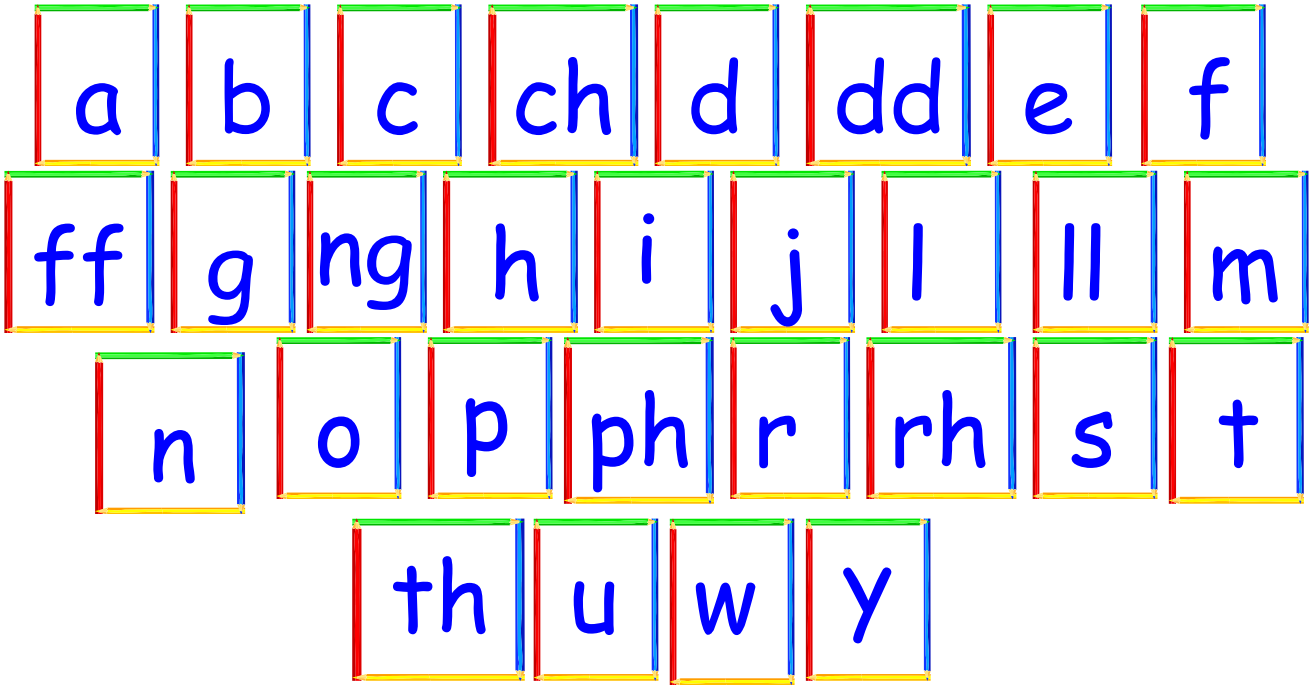
DO'S

- **Do** keep the sessions short—mo more than ten minutes
- **Do** read as often as you can find the time. Try to read in the night. Short sessions are best—spend sessions looking at the pictures, the next session look for key words
- **Do** make sure the atmosphere is relaxed and happy
- **Do** let your child sit very close to you
- **Do** give plenty of praise
- **Do** read with your child. It is often more fun to read a page together or take turns with each sentence
- **Do** give your child plenty of time to read to you
- **Do** encourage your child to guess at any words he or she can't read
- **Do** tell your child the beginning sounds if he or she can't guess. If this still doesn't help, just tell your child the word straight away and carry on reading. Don't make an issue of it
- **Do** look at and discuss the pictures
- **Do** talk to your child about the book
- **Do** make sure your child enjoys the time together
- **Do** try to correct your child in a positive manner e.g. instead of saying "no" try "try again" or "good effort"

DON'T

- **Don't** make reading an unpleasant task
- **Don't** have the television on
- **Don't** threaten to put your child to bed early or tell the teacher if he or she doesn't do well
- **Don't** be afraid to ask for help and advice, however small the reason might seem

Letters of the Alphabet



There are eight 'double' letters: CH, DD, FF, NG, LL, PH, RH, TH. These have a single sound (see under pronunciation) and they are classed as single letters in the alphabet, following the order shown above.

Pronunciation

The following letters always have the **same** sounds as in English:

B, D, FF, H, J, K, L, M, N, P, PH, T.

Other letters are pronounced thus:

C	as English 'K' (**k**ing)
CH	as Scottish 'CH' (lo**ch**)
DD	as voiced 'TH' in English (**th**is)
F	as 'V' in English (**v**ote)
G	as hard 'G' in English (**g**irl)
NG	almost always without a hard 'G' (ki**ng**)
LL	as in (**Ll**anel**l**i)
R	trilled 'R' (**rrr**)
RH	as trilled 'R' followed by 'H'
S	always as 'S' (thi**s**)
TH	always as 'TH' (bo**th**)

High Frequency Words

dyma mynd wedyn rhaid

yn mae gyda

chwarae hoffi roedd beth

ac y i

rydw dweud gallu meddai

i'r ti chi

aeth cael iawn ond

nhw yma wrth

hefyd gwneud wedi wyt

ysgol neb fe

bachgen merch dod mawr

bach ydy ef

nawr am bydd ôl

yr siop trwy