

Helping your child with reading

Please note that for simplicity we have referred to your child as ‘he’.

- 1 **Always choose a quiet place for reading.** Don’t have the TV on at the same time!
- 2 **Make reading a pleasurable, relaxed activity.** Give your child plenty of time. Don’t rush your child while he is reading.
- 3 **Sit close to your child and give him your total attention.** Let him know you are interested in him and want to hear him read.
- 4 **Be positive.** Praise your child when he reads well. Don’t just comment on mistakes. Always finish with a word of encouragement.
- 5 **Don’t get cross with your child for making a mistake.** Don’t make him feel a failure if he finds reading difficult.
- 6 **Don’t compare your child with other children.** Remember that all children develop at a different rate.
- 7 **Vary the way you read with your child.** From time to time, read the page to your child first and ask him to follow it, before you ask him to read to you. Sometimes take it in turns to read a sentence each.
- 8 **Always spend some time talking about the story.** For example, talk about what has happened before, who is in the story, where the story takes place, what might happen next, and so on.
- 9 **Always spend some time talking about the pictures.** Pictures help give meaning to the text and talking will help develop your child’s vocabulary.
- 10 **Don’t let your child struggle over a word he doesn’t know.**  
Follow the checklist to help your child work out an unknown word:
  - Help your child sound the word out. Use letter sounds, for example, ‘ah’ not ‘ay’ for ‘a’.
  - If this doesn’t work, read the complete sentence again, missing out the unknown word.
  - Read the following one or two sentences for him. Does the meaning become clear?
  - Are there any pictures on the page that help?
  - If none of these things help, simply tell your child what the word is.
  - Then read the whole sentence again and ask him to repeat it.

The School Play

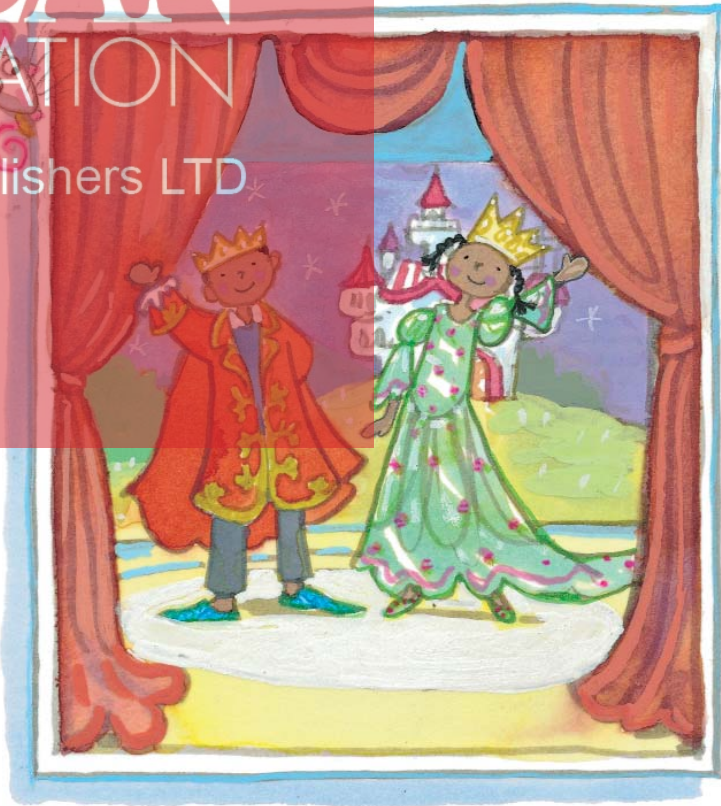
A Tom and Holly story

Barbara Mitchelhill

Series Editor: Louis Fidge

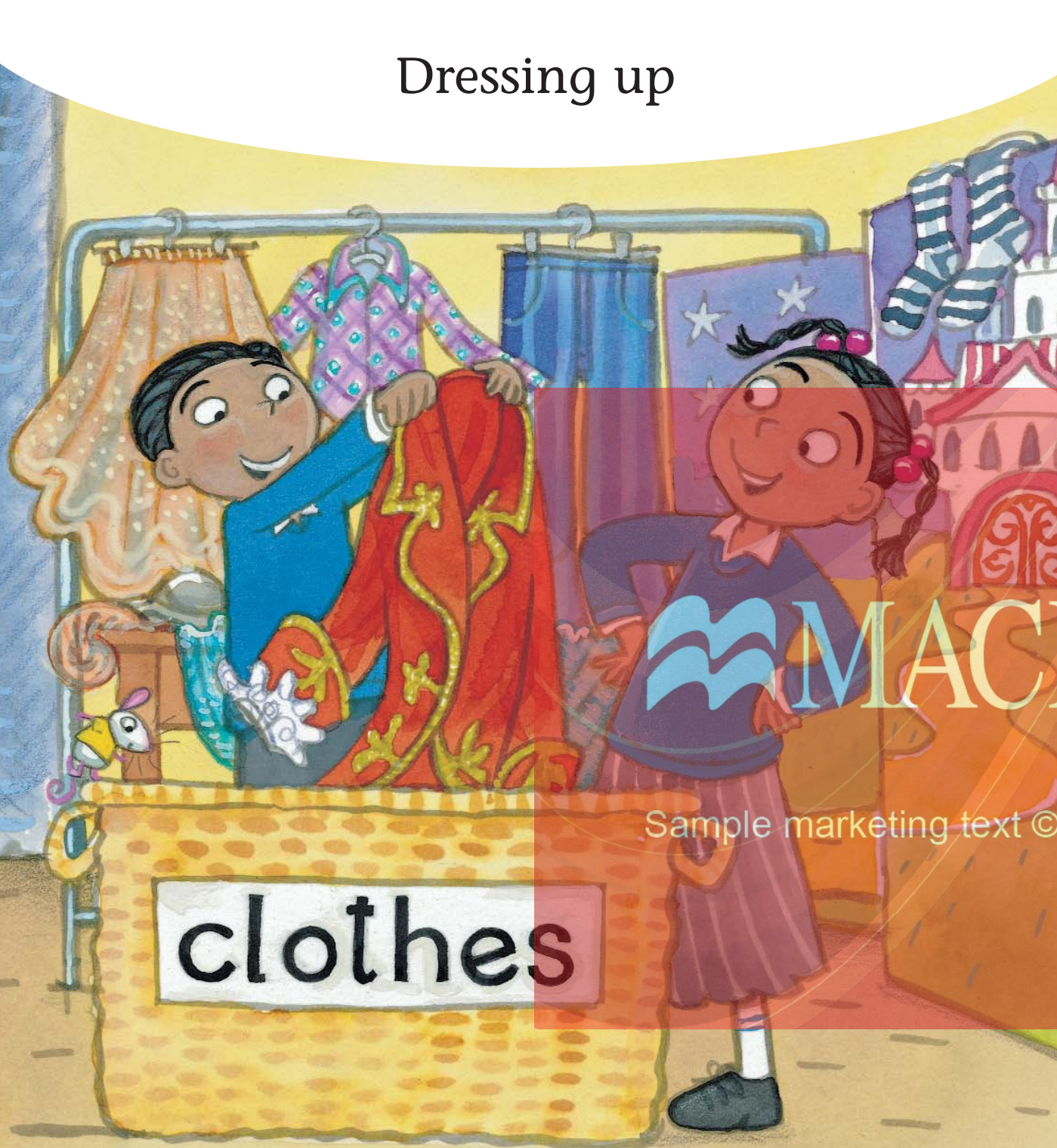
Contents

Dressing up	2
A king and a queen	12
Come to the play	14
Word list and language structures	24

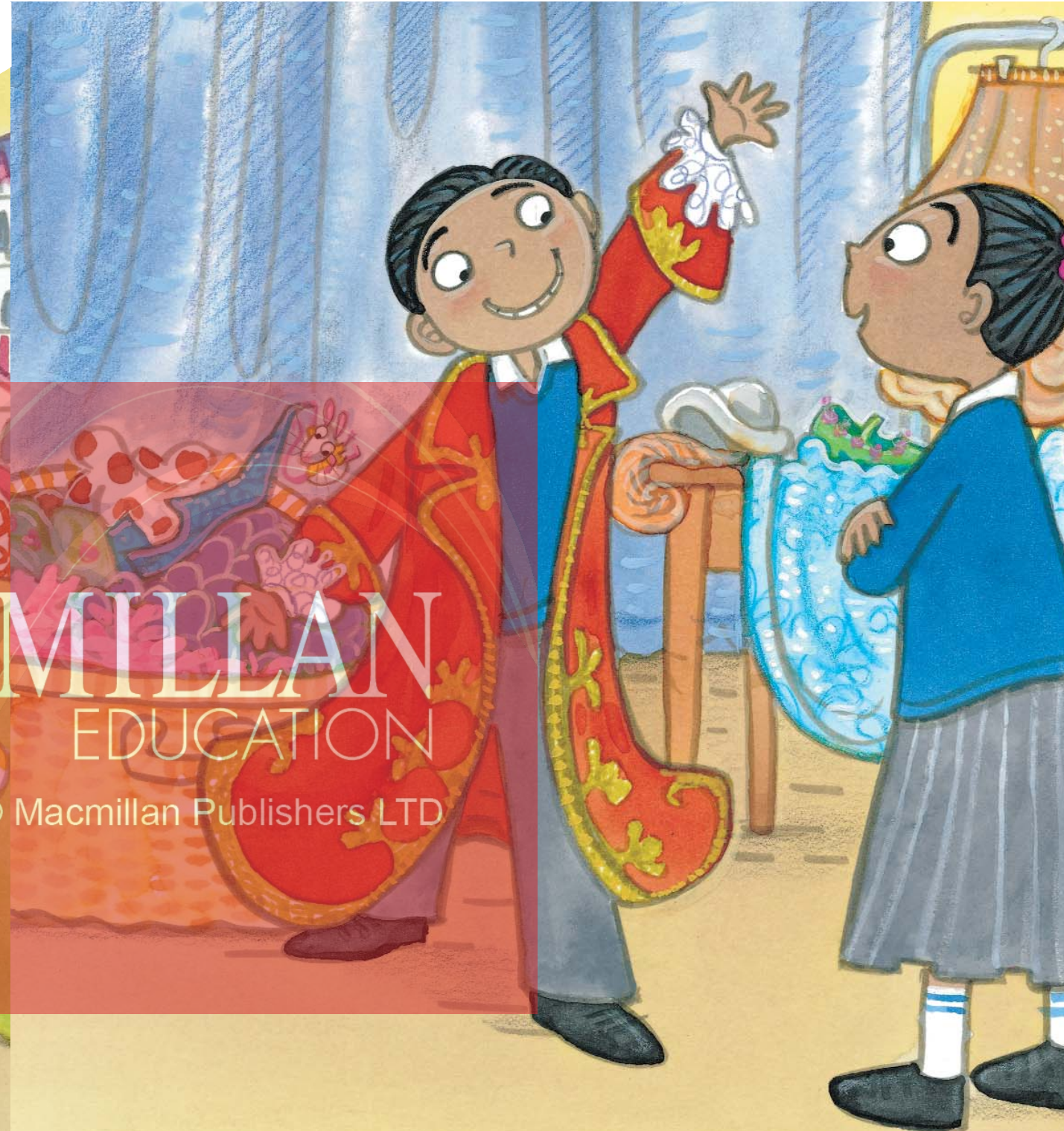




## Dressing up

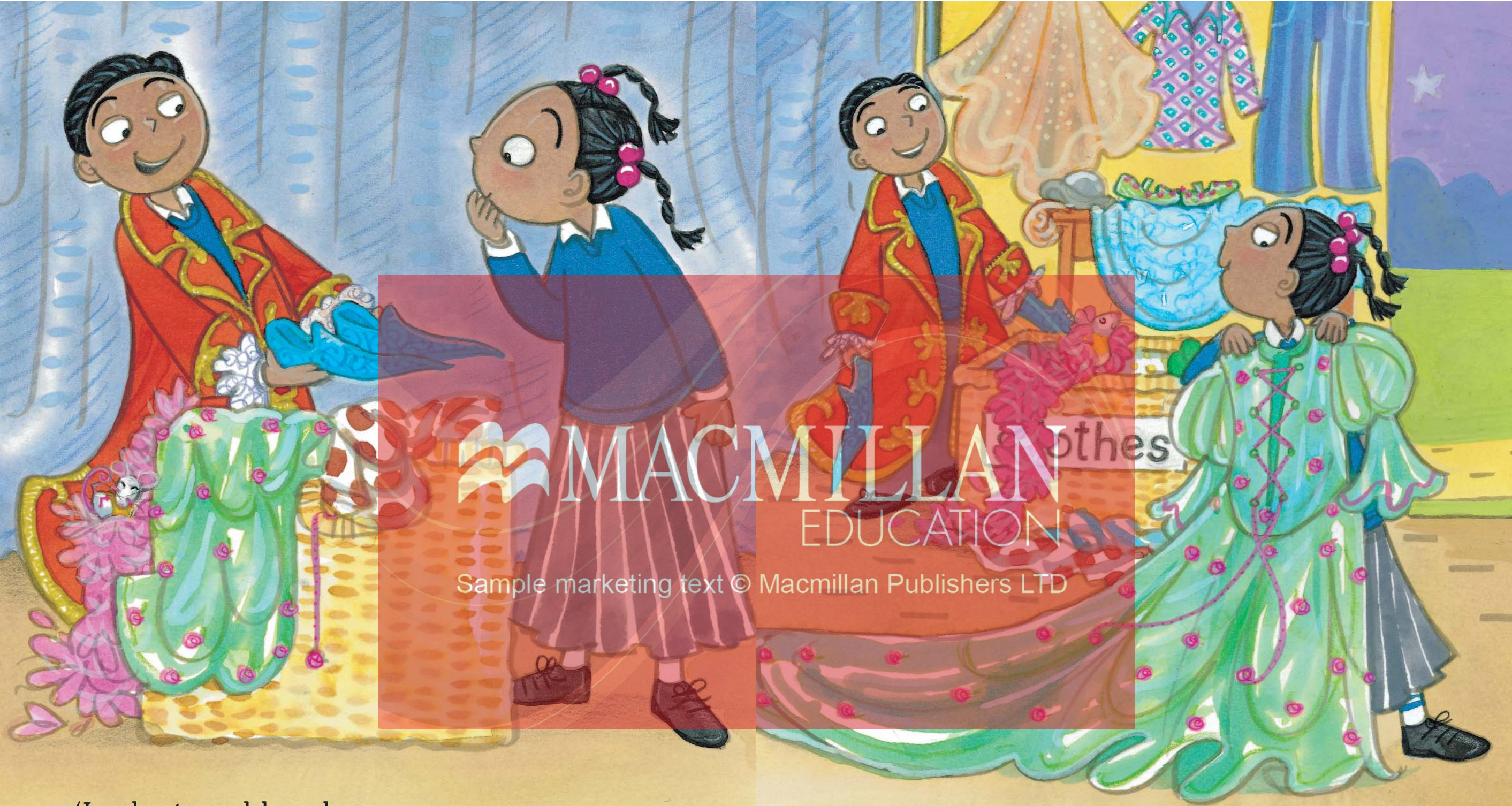


‘Look at this,’ said Tom.  
‘What is it?’ said Holly.



‘It’s my coat. Do you like it?’ said Tom.  
‘Yes, I like your coat,’ said Holly.





'Look at my blue shoes.  
Do you like them?' Tom said.  
'Yes, I like your blue shoes,' said Holly.

'Look at my dress. Do you like it?' Holly said.  
'Yes, I like your dress,' said Tom.

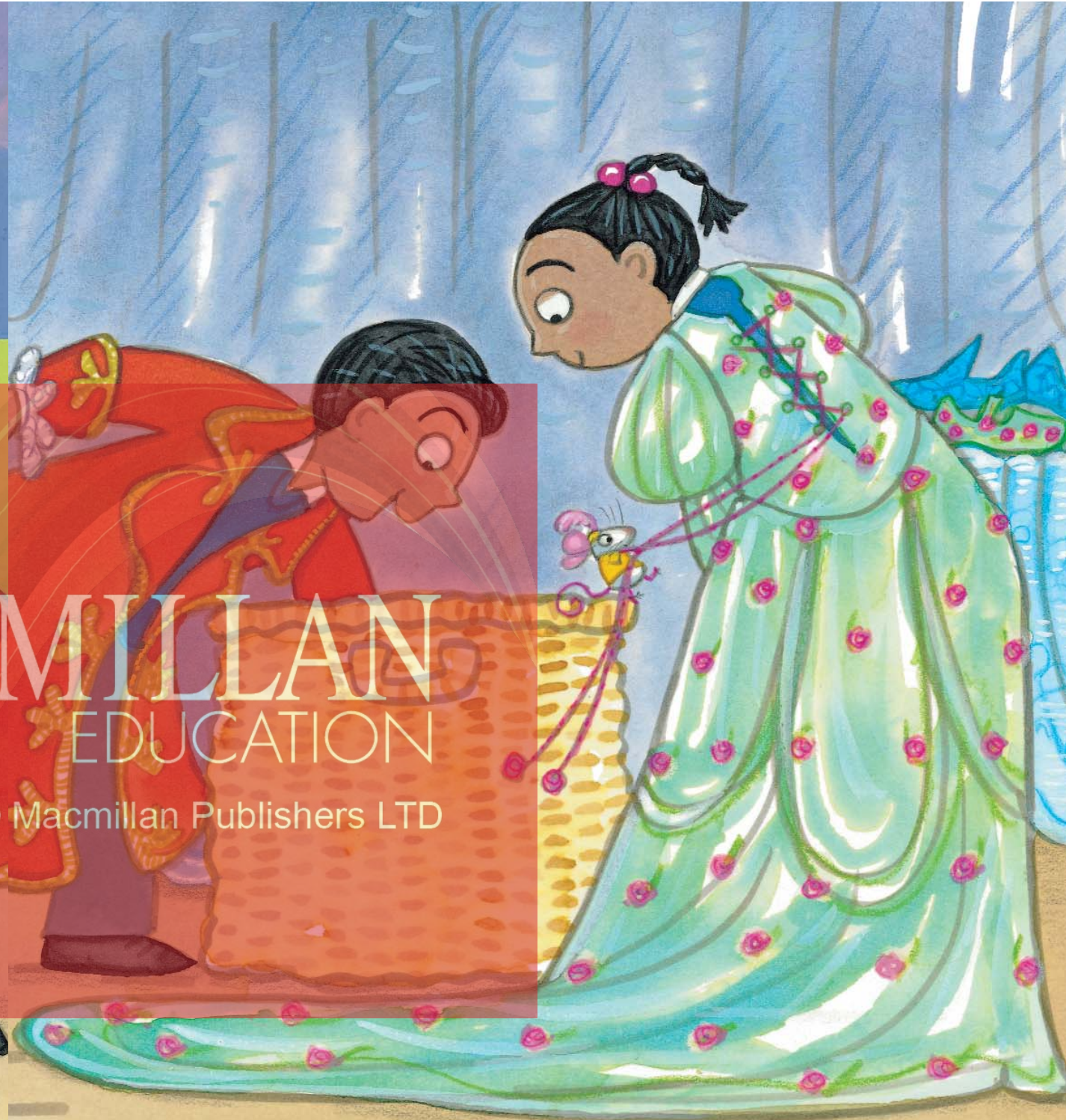




‘Look at my green shoes.  
Do you like them?’ said Holly.  
‘Yes, I like your green shoes,’ said Tom.

 **MACMILLAN**  
EDUCATION

Sample marketing text © Macmillan Publishers LTD



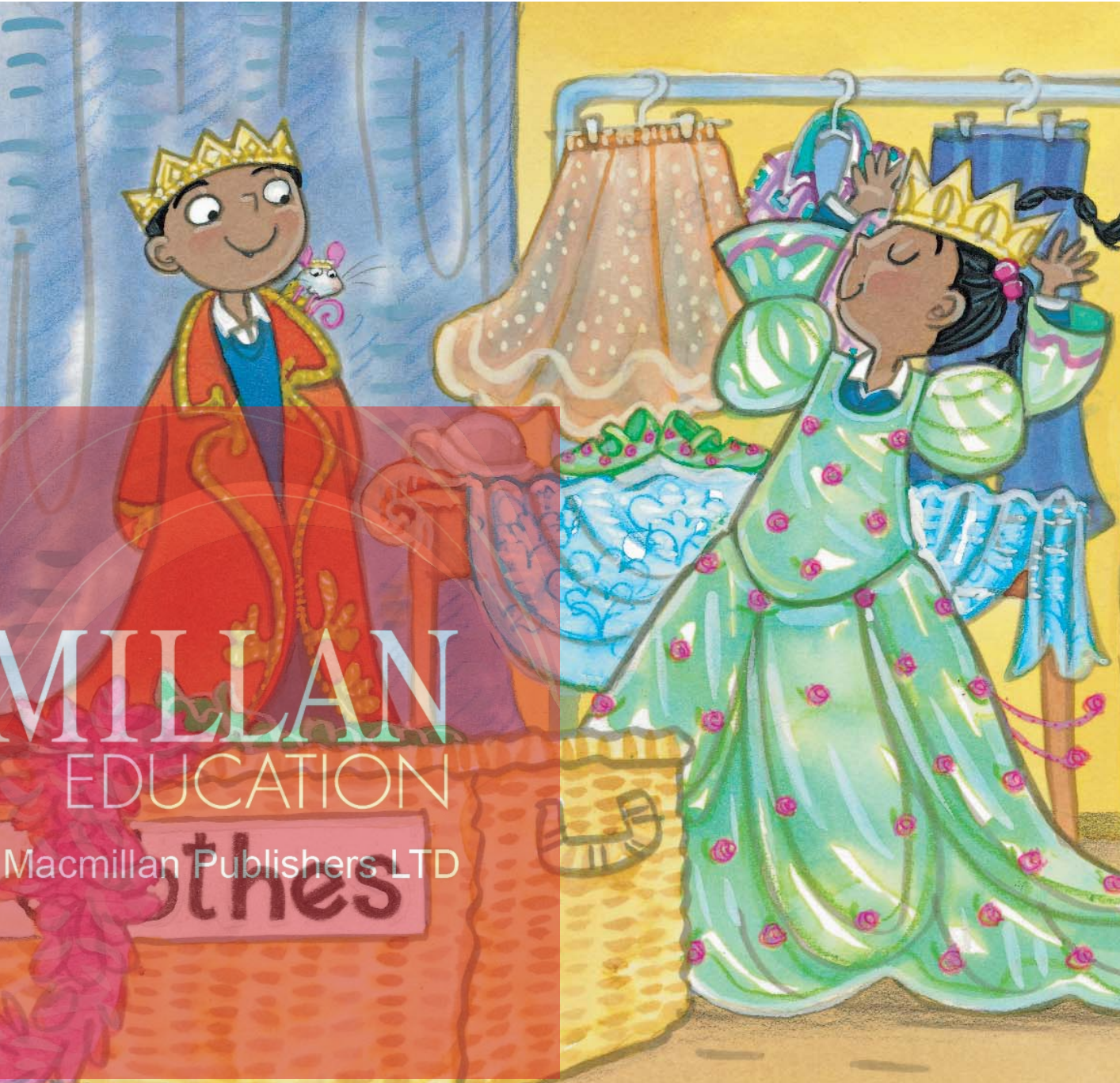
‘Look at this,’ said Tom.  
‘What is it?’ said Holly.





'I'm a king. It's my crown.  
Do you like it?' said Tom.

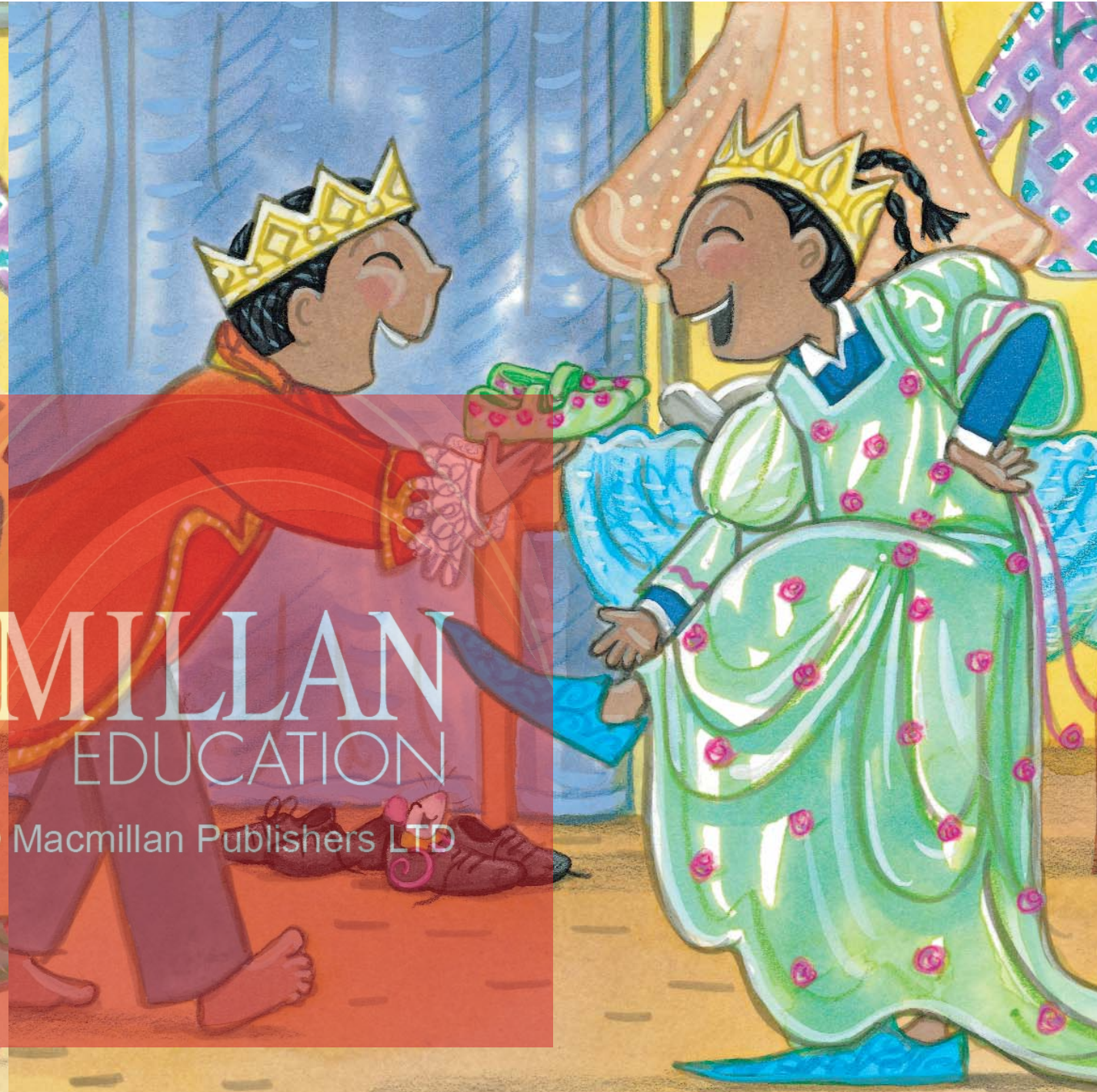
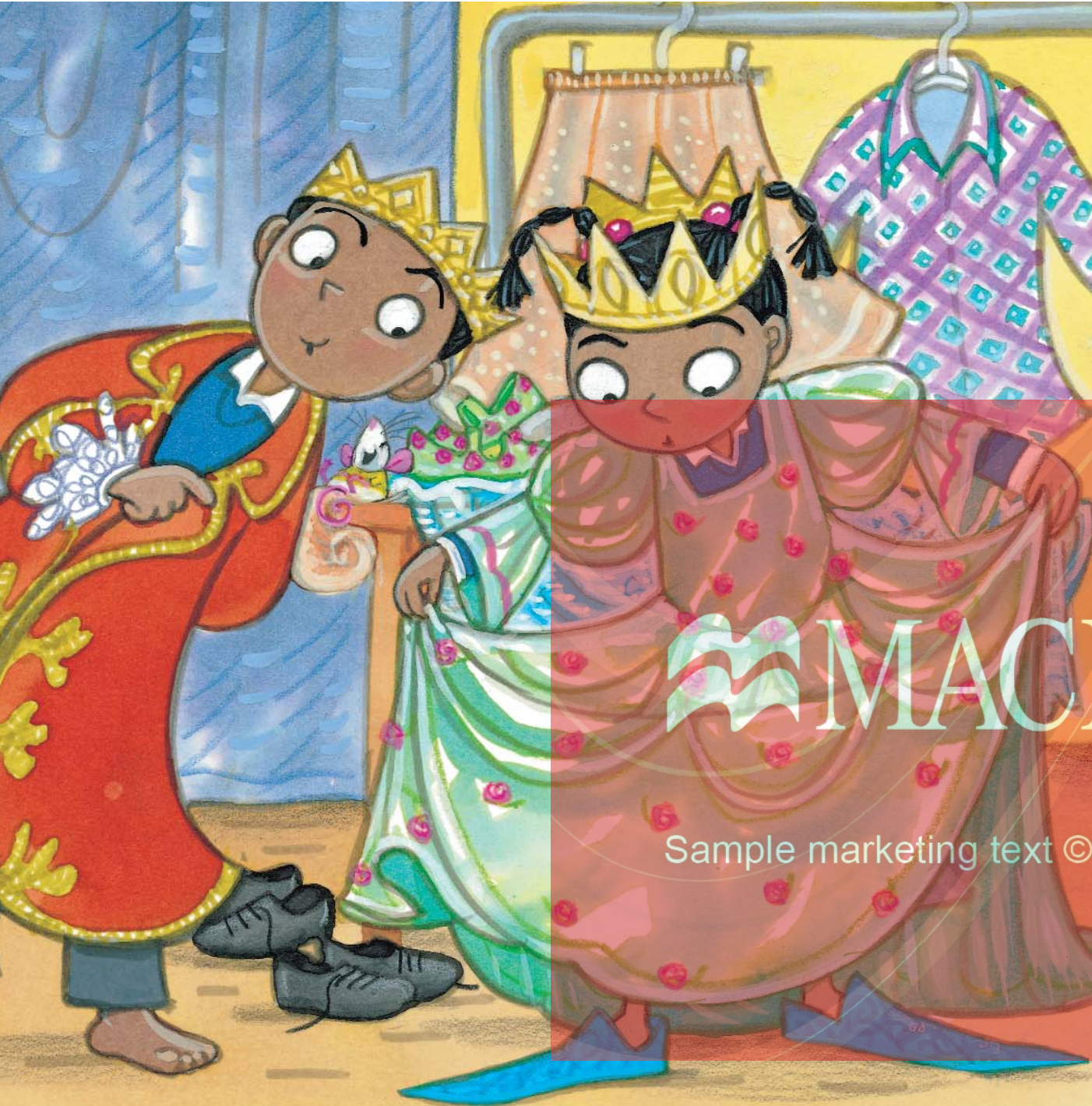
'Yes, I like it,' said Holly.



'I'm a queen. Do you like my crown?' said  
Holly.

'Yes, I like it,' said Tom.





'Look, Holly. You have got my blue shoes.  
Can I have them?' said Tom.

'Yes, you can,' said Holly.

'Can I have my green shoes?' said Holly.

'Yes, you can,' said Tom.