

Supporting Reading at home

What books do your children enjoy?



Reading at school

- **Guided Reading**

Individual reading and small group discussion

High quality texts

- **Shared Reading**

Literacy, whole class text, curriculum themed set texts

- **Independent reading**

Books in school

- Book corners
- Topic specific texts
- (Library)



Daily reading.

- Expectation: at least 25-55 minutes per day.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- Remember, both reading and hearing texts read aloud are important.

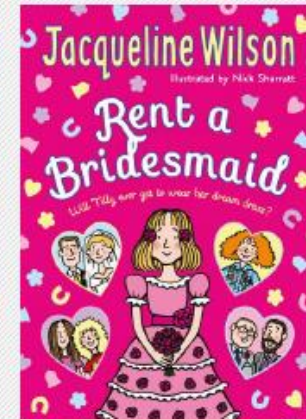
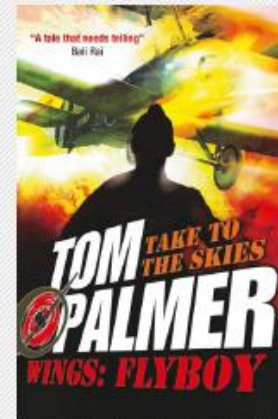
Independence?

- Support your child to develop their independent reading stamina.
- There are ongoing opportunities to continue to read with your child and share stories together.
- It continues to be beneficial to read to your child. This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition.
- Use audio books/ Amazon Audible.



Before reading.

If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about. Make links to other books read with similar themes, the same characters and/or similar authors/illustrators. Give them time to flick through the book and read the blurb.



During reading.

- Encourage children to track the words with their finger or use a reading ruler (if any difficulties).
- Help the children to *decode* (read) the words and ask them about the meaning of more challenging words and phrases.
- Occasionally ask children quick questions about the content of what they have read – who, what, where, when, why, how? This helps check for understanding.



Reading for Meaning

There is always the opportunity to ask your child ‘How is the character feeling at this point in the story?’. ‘Why is he/she feeling that way?’ ‘How do you know?’

Sometimes pupils need help developing their feeling words vocabulary.

Growth Mindset

All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them. 'This is what you said Can you spot anything wrong with that?' 'Does that make sense?'

READING FOR PLEASURE

There is a growing body of evidence which illustrates the importance of reading for pleasure for both

educational purposes as well as personal development (cited in Clark and Rumbold, 2006).

- Evidence suggests that there is a **positive relationship between reading frequency, reading enjoyment and attainment** (Clark 2011; Clark and Douglas 2011).

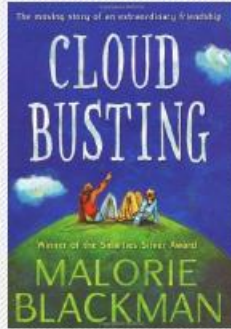
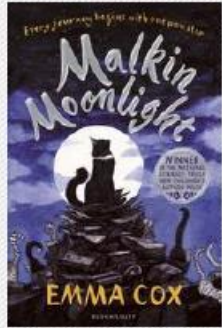
Evidence suggests that **reading for pleasure is an activity that has emotional and social consequences**

(Clark and Rumbold, 2006).

- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes,

pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

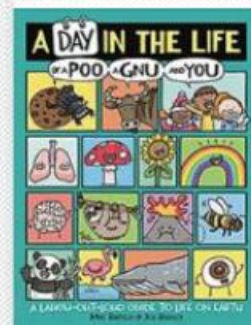
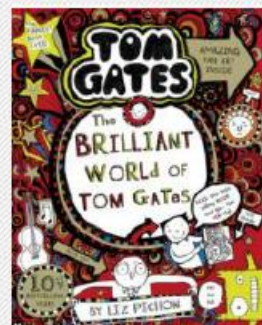
Book clubs



- An additional and optional book challenge for pupils, aiming to increase reading for pleasure, broaden reading repertoire and engage parents and carers with their children's reading.
- Helps to increase 'whole books' read - and shared frames of reference in the class.
- Books selected to provide rich discussion opportunities.
- Focus on high quality writing and authors that are not the 'usual suspects'.

What to read?

- We want all children to experience success:
We aim to choose texts with children as much as possible. We aim to introduce the child to a variety of text-types and authors.
- Please use your PARENTAL judgement to ensure the support/challenge at home is at the right level.
- Provide your child with additional books to those from school as much as possible (through the local library, online/ e-books, newspapers, magazines).



Any questions?
