



Strategies to support reading at home

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What do we know?



- reading is a complex skill far beyond the mere mechanics of decoding
- the teaching of reading remains a complex process which requires a range of approaches and reading experiences.



Love of reading



Pupils need to be inspired to be enthusiastic about reading and experience joy and engagement. Story times should be encouraged and books should be carefully chosen with quality time given to their reading. As well as engaging and exciting children, this will allow the modelling of effective reading behaviours. Whilst it is important that children understand the texts read to them, story times should not include a barrage of questions so that the “flow” is lost.

How often do you read to your children?

How do you ensure that “story-time” is engaging and has a designated time?

How are books selected for reading at story-time?



Love of reading



Encouraging a love of reading

As children get older, with lots of other activities competing for their time, how can you encourage them to make time for reading?

Here are some ideas:

- Read yourself! It doesn't matter what it is – pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel. And get your children to join in – if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings?
- Give books as presents. And encourage your children and their friends to swap books with each other – it'll give them a chance to read new stories, and get them all talking about what they're reading.
- Visit the local library together. It's always fun choosing new books to read, and keep an eye out for special author events at the library or local bookshops
- Have a family bookshelf. If you can, have bookshelves in your children's bedrooms, too.
- Keep reading together. Just because your children are older, it doesn't mean you have to stop sharing stories – perhaps you could try the Harry Potter series or A Series of Unfortunate Events.

Don't panic if your child reads the same book over and over again. Let's be honest - we've all done it!⁴

Reading with your child

- Sharing a book with a child is fun!
- It's a time for closeness, laughing and talking together – and it can also give children a flying start in life and help them become lifelong readers.
- If you're not feeling confident about reading aloud or sharing books, don't worry – there's no right or wrong way to enjoy a story together.



Role of the parent



Here are some more tips to help you enjoy story time together

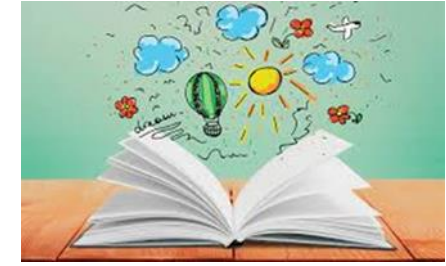
- Ask your child to choose what they'd like to read. They'll feel more interested in the story if they've picked it out themselves. (And don't worry if they keep returning to the same story, either!)
- If you can, turn off the TV, radio and computer. It's easier for both of you to enjoy the story without any other distractions.
- Sit close together. You could encourage your child to hold the book themselves and turn the pages, too.
- Take a look at the pictures. You don't just have to read the words on the page. Maybe there's something funny in the pictures that you can giggle about together, or perhaps your child enjoys guessing what will happen next.
- Ask questions and talk about the book.
- Picture books can be a great way to talk through your child's fears and worries, or to help them deal with their emotions.
- Give them space to talk, and ask how they feel about the situations in the story.

The following strategies may help to develop a positive reading culture:

- Create reading spaces in your home.
- Provide a wide range of reading materials
- Read a class book
- Recommend/review a book
- Visit a local library
- Develop expertise in pupils' literature
- Use reading challenges

- Here are some ways that can help children become strong, successful readers:





How do you get a child who hates reading to read?

Try to make it relaxing and low key for a short part of the day. Share something of your own. Read aloud some funny or interesting parts of a book you're reading. Draw your child in with a riddle book for kids, a passage from a Sports Illustrated, or newspaper story.

ADVICE IF READING BECOMES A CHALLENGE AT HOME:

- We would like all of our children to enjoy reading rather than see it as an effort/hardwork/something they don't enjoy.
- Try to avoid confrontation
- Offer alternative reading material, e.g. appropriate internet access, magazines, non – fiction etc...
- Encourage reading at different times of the day or week
- Buy/borrow books on tapes from the local library and then you can listen whilst in the car or before bed
- Share reading activities and interact with the text together
- Share the problem with your child's teacher, we are here to help!

What has the evidence shown?



Research has shown that one-on-one reading time and access to books are important predictors of future literacy skills and, inevitably, future educational outcomes.





Reading environment

Research suggests:

An environment that supports reading for pleasure includes:

- a relaxed, informal ethos
- an attractive, inviting space
- a range of texts that tempt
- informed support for choice
- child involvement and ownership
- considerable conversation about texts.

(Clarke and Phythian-Sence, 2008; Cremin et al., 2014, Cremin and Swann, 2016; Pihl, 2012).

Book selection



In addition to the phonically decodable books (KS 1) pupils also need experience of other books which will enable them to learn and **develop effective reading behaviours:**

- texts with supportive illustrations
- patterned texts with repeated language to encourage prediction
- rhyming texts
- texts which have clear and recognisable story structures
- texts with high quality language

Where it all begins? What is phonics?

Through phonics children are taught how to:

- recognise the sounds that each individual letter makes
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
- blend these sounds together from left to right to make a word. Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.

Why is phonics important?

- Once pupils can decode using phonics, they are able to focus on their wider reading skills and develop a love of reading.
- Research shows that it is the most effective way of teaching young children to read.
- Phonics is a highly effective method of teaching word reading. Almost all children who receive high-quality phonics teaching will learn the skills they need to tackle new words.
- They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Bug Club

Children will be taught daily discrete phonics through the use of a systematic programme 'Bug Club' ActiveLearn (<https://www.activelearnprimary.co.uk/start>) **Children will have logins for this in their diaries**

When and what is taught in phonics?

Nursery – Phase 1

Reception – Phase 2, 3 and 4

Year 1 – Phase 5

Year 2 – Phase 6

If you would like any information on your child's phonics phase please speak to your child's class teacher.

Talk about literature and reading



Essential to ensure understanding and engagement with text. It should be:

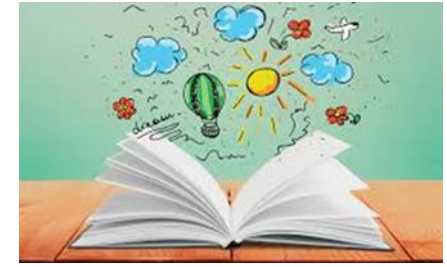
- regular and frequent.
- collaborative talk.
- Encourage your children to talk about books and reading.

Story telling forms an important part of this. Children need to be able to use “story language” to retell familiar stories as well as being able to articulate information from non-fiction books – talk like a scientist etc.

Pupils should be encouraged to give personal responses – not guessing what is in the adult’s head.

Book talk needs:

- Modelling
- Scaffolding
- Time



Book selection is very important:

- continued practice of decoding skills to secure automaticity and fluency
- reading for pleasure; to get lost in a book
- articulation of personal responses to reading
- widening of literary knowledge and different text types and genres
- development of stamina as a reader
- development of reading behaviours – making choices, giving opinions, being critical and discriminating, understanding how to use literacy for their own purposes

Consolidation is essential – not increasingly harder texts, but a breadth and range of reading which can be read fluently, allowing a focus on new skills.

Possible text choices for transition readers

Picture Books

The Misadventures of Frederick – Ben Manley
Mrs. Noah's Pockets – Jackie Morris
Orion and the Dark – Emma Yarlett
The Day the Crayon's Quit – Drew Daywalt
The Giant Jam Sandwich – John Vernon Lord
Gregory Cool – Caroline Binch
Six Dinner Sid – Inga Moore
The Last Wolf – Mini Grey
Angry Arthur – Hiawyn Oram
Beware of Boys – Tony Blundell
The Secret of Black Rock – Joe Todd-Stanton
Dinosaurs and All That Rubbish – Michael Foreman
Winter's Child – Angela McAllister
Greenling – Levi Pinfold
Mrs Wobble the Waitress – Allan Ahlberg

Extended Texts

Emily's Legs – Dick King-Smith and others
The Penguin Who Wanted to Find Out – Jill Tomlinson
Anna Hibiscus – Atinuke
Flat Stanley – Jeff Brown
Lion at School – Phillipa Pearce
Olga Da Polga – Michael Bond
Bill's New Frock – Anne Fine
Gobbolino the Witch's Cat – Ursula Moray Williams
My Naughty Little Sister – Dorothy Edwards
Erica's Elephant – Sylvia Bishop
A Cat called Penguin – Holly Webb
Good Dog, McTavish – Meg Rosoff
The Ghost in Annie's Room – Phillipa Pearce
Ship's Cat Doris – Jane Simmons

Information Texts

A First Book of Animals – Nicola Davies
A First Book of Nature – Nicola Davies
Caterpillar, Butterfly – Vivian French
Hummingbird – Nicola Davies
It Starts with a Seed – Laura Knowles
Camille and the Sunflowers – Laurence Anholt
Here We Are – Oliver Jeffers
A Beetle is Shy – Diana Hutts Ashton
One Day on Our Blue Planet – In the Savannah – Ella Bailey
Little Whale – Jo Weaver
The Great Fire of London – Emma Adams
We Travel So Far – Laura Knowles
The Rhythm of the Rain – Grahame Baker-Smith
A Walk in London – Salvatore Rubbino
Can We Save the Tiger? – Martin Jenkins

Poems

Billy McCool – Aoife Mannix
Cat Rap – Grace Nichols
Sun is Laughing – Grace Nichols
In the Park – Eloise Greenfield
Isn't My Name Magical – James Berry
The Quangle Wangle's Hat – Edward Lear
Please Mrs Butler – Allan Ahlberg
Mafia Cats – Roger McGough
The Great Fire of London – George Szirtes
From a Railway Carriage – Robert Louis Stevenson
The Language of Cat – Rachel Rooney
Goldilocks or CCTV – John Agard
School Tomorrow – Excuses for Mum – Joseph Coelho
The Elephant – Ogden Nash

Choosing the right books



The curriculum requires pupils to:

- read widely and often
- experience a range of material across each year and across the primary phase

Book choice is crucial. The quality of the text determines the level of engagement and opportunities for deep thinking.

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So finally.....

Top 10 tips for parents/carers to support children to read.

Here are some ways that can help children become strong, successful readers:

1. Encourage your child to read
2. Read aloud regularly
3. Encourage reading choices
4. Read together
5. Create a comfortable environment
6. Make use of your local library
7. Talk about books
8. Bring reading to life
9. Make reading active
10. Engage your child in reading in a way that suits them



Reading at Home

Reading at Home
A Booklet for
parents

Thank you so much for listening this afternoon.

I really hope that you have found the information helpful.

I have also put a Reading at Home guide and this presentation on our website under reading should you want to explore this a little further.



Do you have any questions?

