

Supporting your Child with Reading at Home

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Aim of the Workshop:

- Why reading is important
- How we teach reading in school
- How you can support your child with reading at home



- **Information**
- **Advice**
- **Discussion**

What are your
favorite
childhood
reading
memories?



- What books did you enjoy reading?
- Who was your favourite author?
- Who read with you?
- Where and when did you enjoy reading?
- How did it make you feel?

Why is learning to read so important?

Academic Foundation

Improves Concentration

Positive
Well-being

Escapism!

Language and
Vocabulary
Development



Imagination
and Creativity

Cognitive Skills

Empathy

Confidence Building

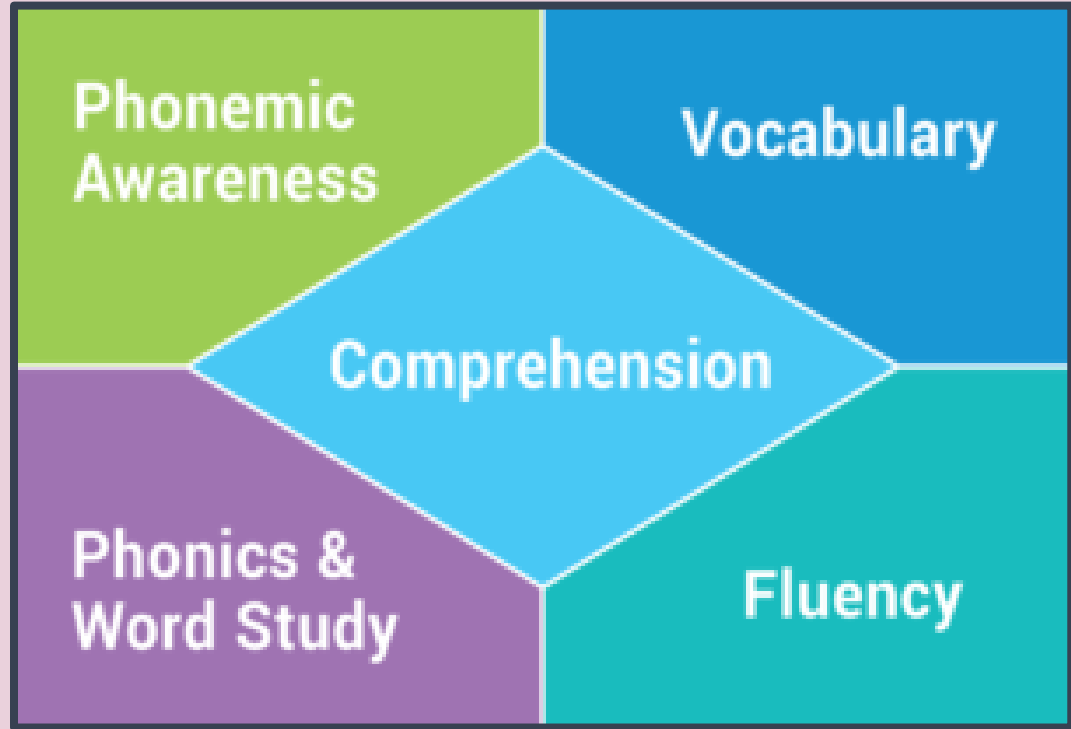
Builds Knowledge

The Five Components of Teaching Reading

Age 2-7

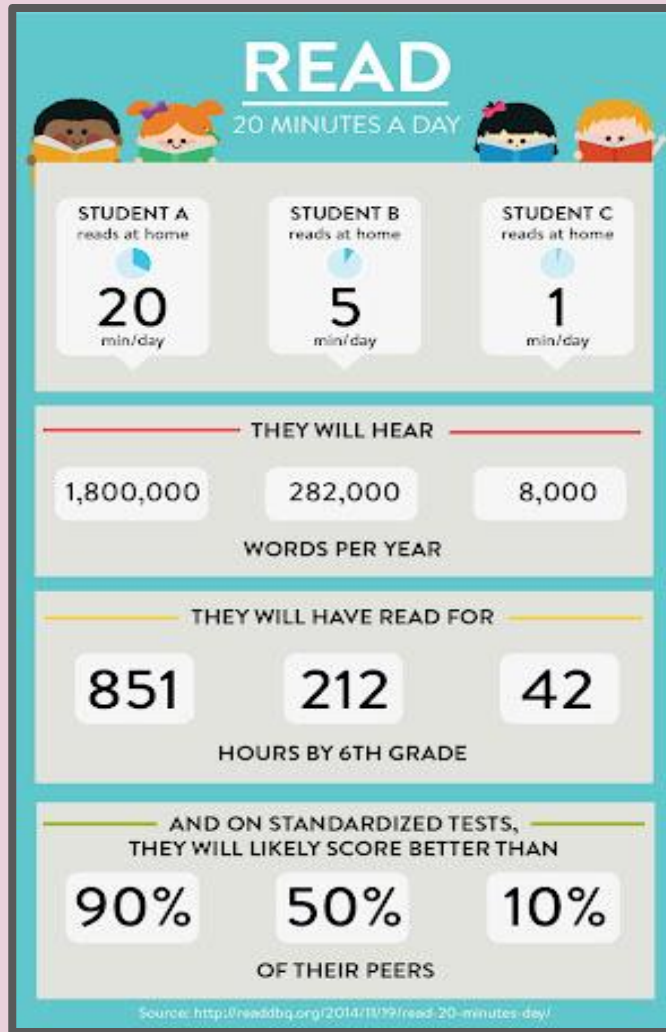
Matching sounds of spoken English with individual letters and groups of letters.

Decoding



Vocabulary

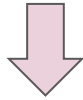
Do not underestimate the power of words...



The greater a person's knowledge of words and their meaning, the easier they will find it to understand texts.

Fluency

Read aloud effortlessly and with expression.

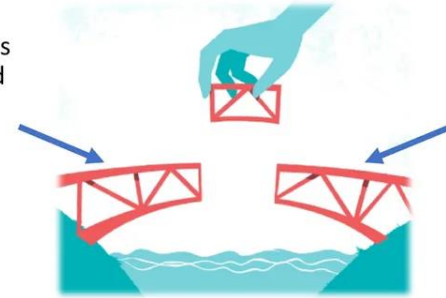


Focus attention on the meaning of a text.

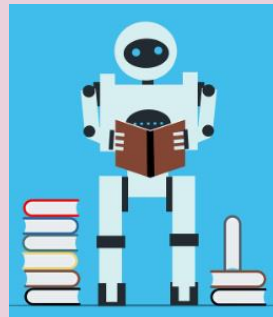
Less fluent readers must focus their attention and energy on **decoding** text.

Fluency: The Bridge Between Decoding and Comprehension

At one end, fluency connects to **accuracy** and **automaticity** (rapid word recognition) in **decoding**.



At the other end, it connects to **comprehension** through **prosody** or expressive **interpretation**.



The importance of re-reading!

Paired Read - Year 3 (moderately fluent)

Confidence

Accuracy

Expression

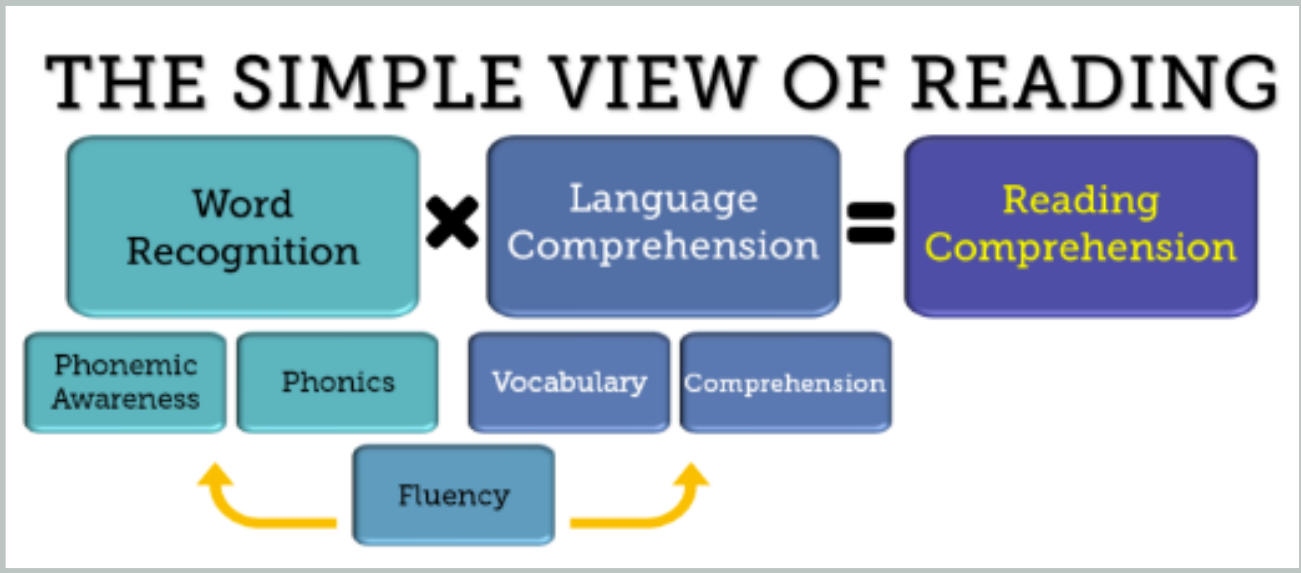
Vocabulary

Content

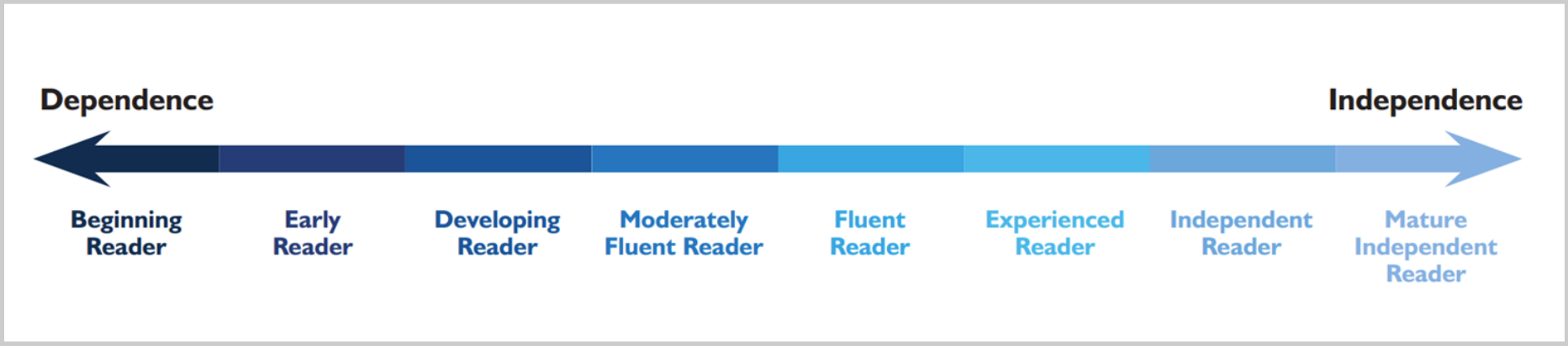
Collaboration
skills



Comprehension - the purpose of reading!



The Development of Reading Scale



FS and Year 1
and Year 6

Year 2

Year 3

Year 4

Year 5

Learning to read... →
Reading to learn

By the end of Year 6 (independent reader)

Read fluently

- Accuracy
- Automaticity
- Prosody
- Presentation



Vocabulary

- A rich vocabulary
- Synonyms
- Infer unfamiliar words

Discussion

- Actively contribute
- Share views
- Challenge respectfully

Read for meaning

- Critical thinking
- Ask questions
- Predict, infer, summarise
- Make connections

Empathy and Perspective

- Appreciation for diverse perspectives

Independence

- Choose to read regularly for sustained periods

Across a range of genres...

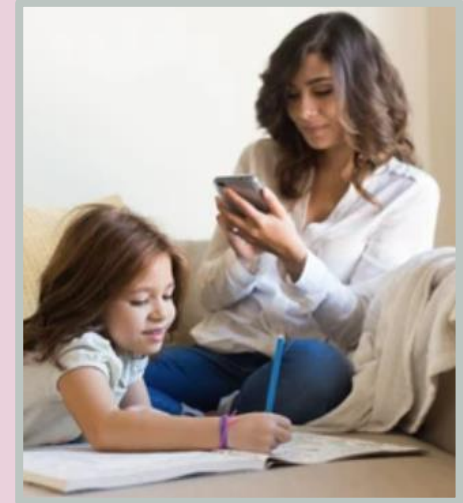
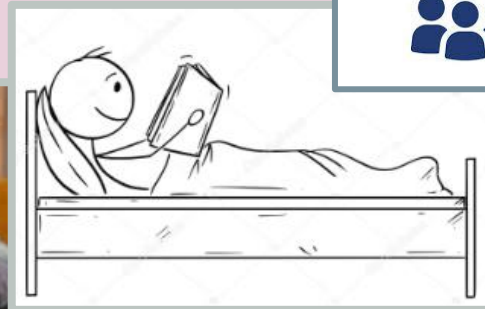
Supporting your child with reading at home



1. Be a Reading Role Model



How would your child/ren describe you as a reader?



1. Be a Reading Role Model

What small change could you make?

What other tips or ideas do you have for being a reading role model?



<https://www.youtube.com/watch?v=FzFaYZRjGC8>

2. Reading Routines



No time to read...

Too busy...

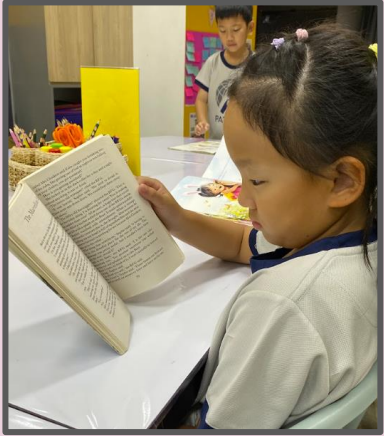
2. Reading Routines

Why?

- stability and predictability
- feel secure
- bonding
- improved time management
- positive habits
- harmony and balance
- Help struggling readers



2. Reading Routines



BE PREPARED TO
reinforce
ROUTINES
EVERYDAY UNTIL
THEY BECOME
habits

mydayinK12

Power of Peers!

2. Reading Routines



Bedtime Routine

	Bath	<input type="checkbox"/>
	Put on PJS	<input type="checkbox"/>
	Snack	<input type="checkbox"/>
	Brush Teeth	<input type="checkbox"/>
	Read Story	<input type="checkbox"/>
	Bedtime	<input type="checkbox"/>

How?

1. Involve your child
1. Simple and achievable
1. Be specific
1. Make it visible
1. Support and praise
1. Consistent

2. Reading Routines

How do you currently incorporate reading into your family's daily routine?

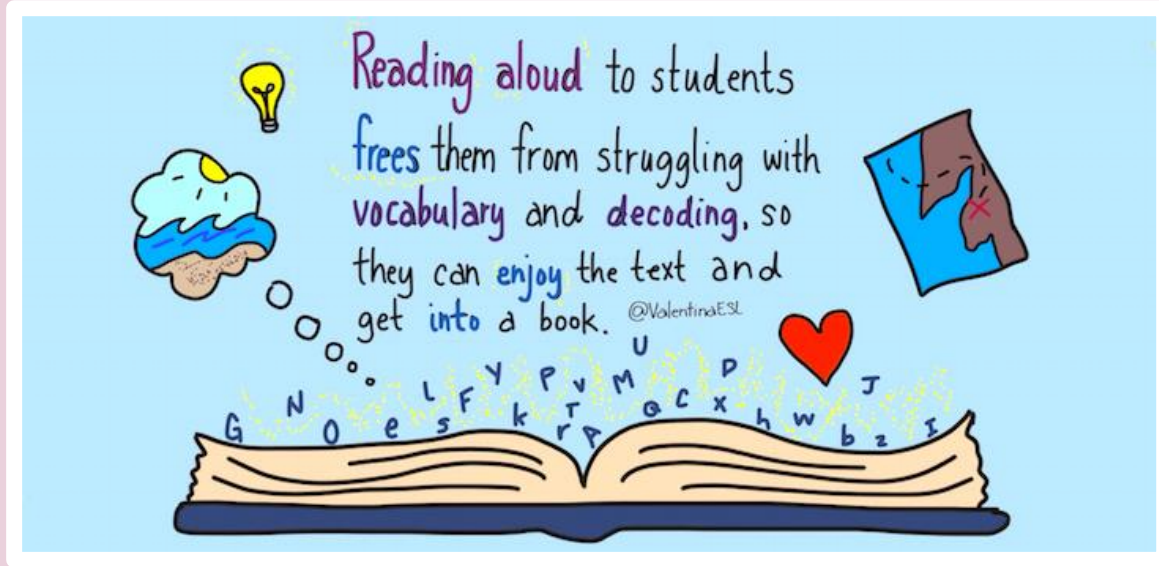
When is the best time to read?

What challenges have you faced?

Do you have any tips for how to make reading time enjoyable?



3. Reading To Your Child



Many children typically don't reach the stage of being able to read material that they could comprehend through listening until they are around 13 years old.

3. Reading To Your Child

I like it because it builds suspense and it improves my writing and my imagination.

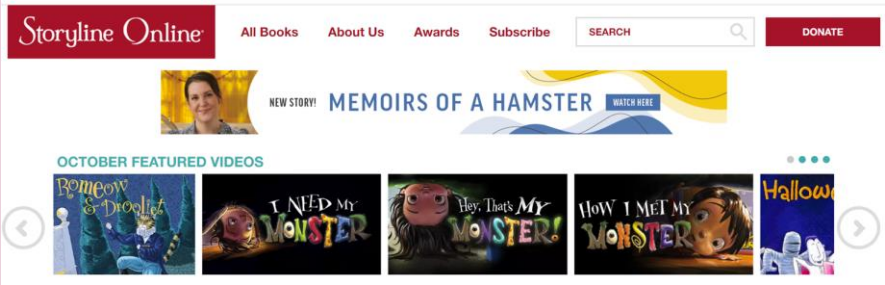
I enjoy listening to stories because when my teacher reads she adds humour, suspense, and changes her voice. It makes me feel like I'm in the book.

I really like listening to stories as it kind of makes a mini-movie in my head and helps me to understand.

The best part about listening to the story is that I feel the feelings of the characters.



3. Audio Books



4. Importance of Choice...

1. Spend **3 minutes** browsing the book stations - with a partner.
1. Choose a book that interests you.
2. Look at the **front cover** and read the **blurb**.
3. **Skim** the pages.
4. Read **excerpts** that interest you.



<https://www.youtube.com/watch?v=iHdviZkM7S4>

4. Importance of Choice...

Discuss:

Why did you choose this book?

I/We chose this book because...

What do you like best about this book?

I/We really like...

Who would you recommend it to?

I/We would recommend this book to...



Title page / Author

Blurb

Fiction / Nonfiction

Characters / Setting

Information

Presentation

50 Recommended Reads for...

Year 1

(ages 5-6)



www.booksfortopics.com/year-1



For more primary school booklists, visit booksfortopics.com

50 Recommended Reads for...

Year 2

(ages 6-7)



SCAN ME

www.booksfortopics.com/year-2

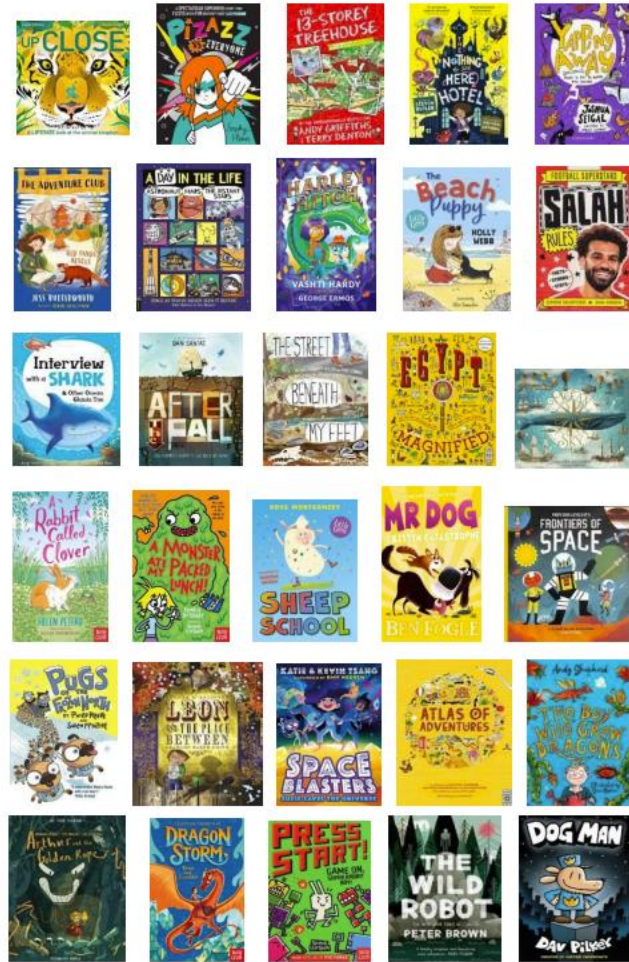


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50 Recommended Reads for...

Year 3

(ages 7-8)



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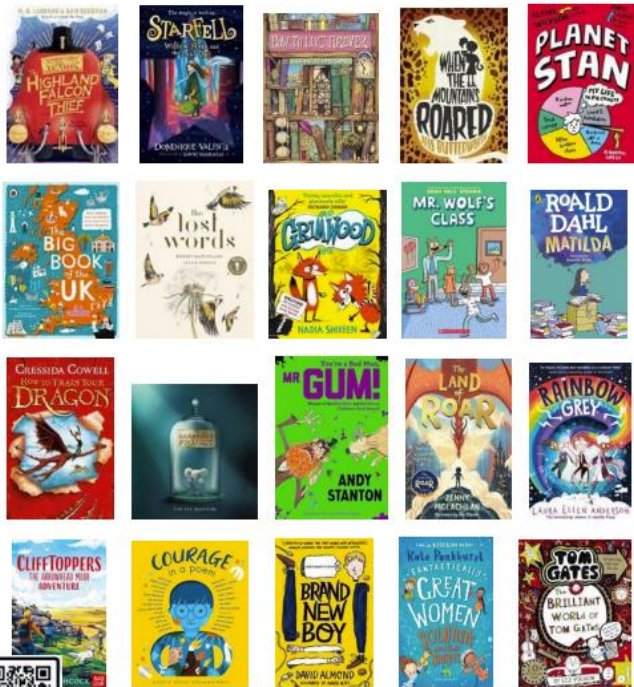
www.booksfortopics.com/year-3

For more primary school booklists, visit booksfortopics.com

50 Recommended Reads for...

Year 4

(ages 8-9)



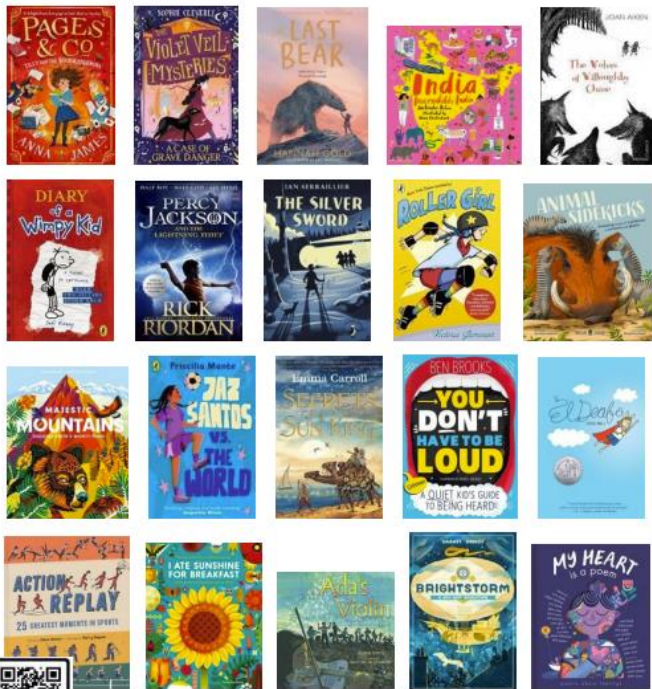
www.booksfortopics.com/year-4

For more primary school booklists, visit booksfortopics.com

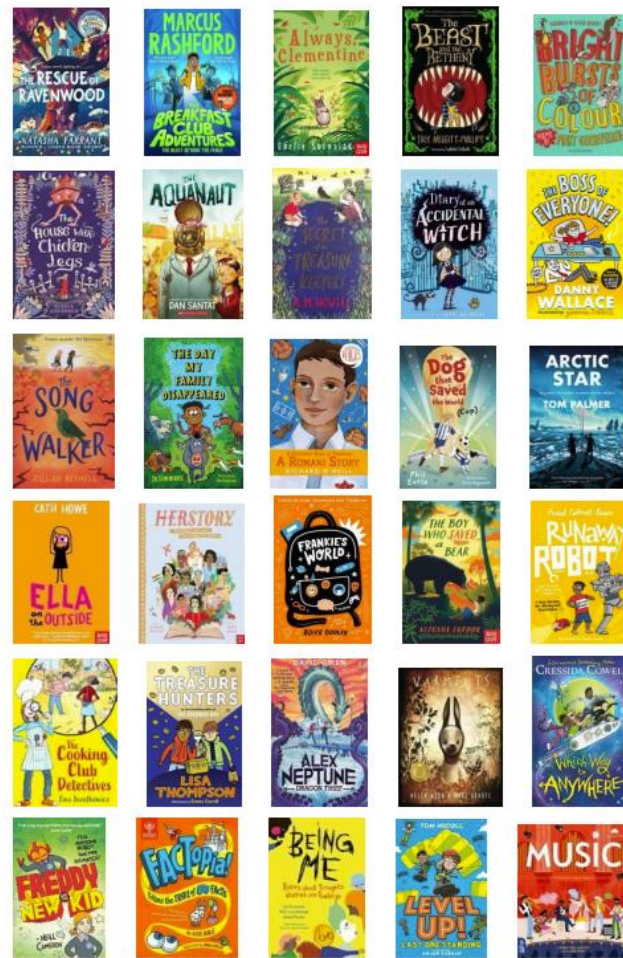
50 Recommended Reads for...

Year 5

(ages 9-10)



www.booksfortopics.com/year-5

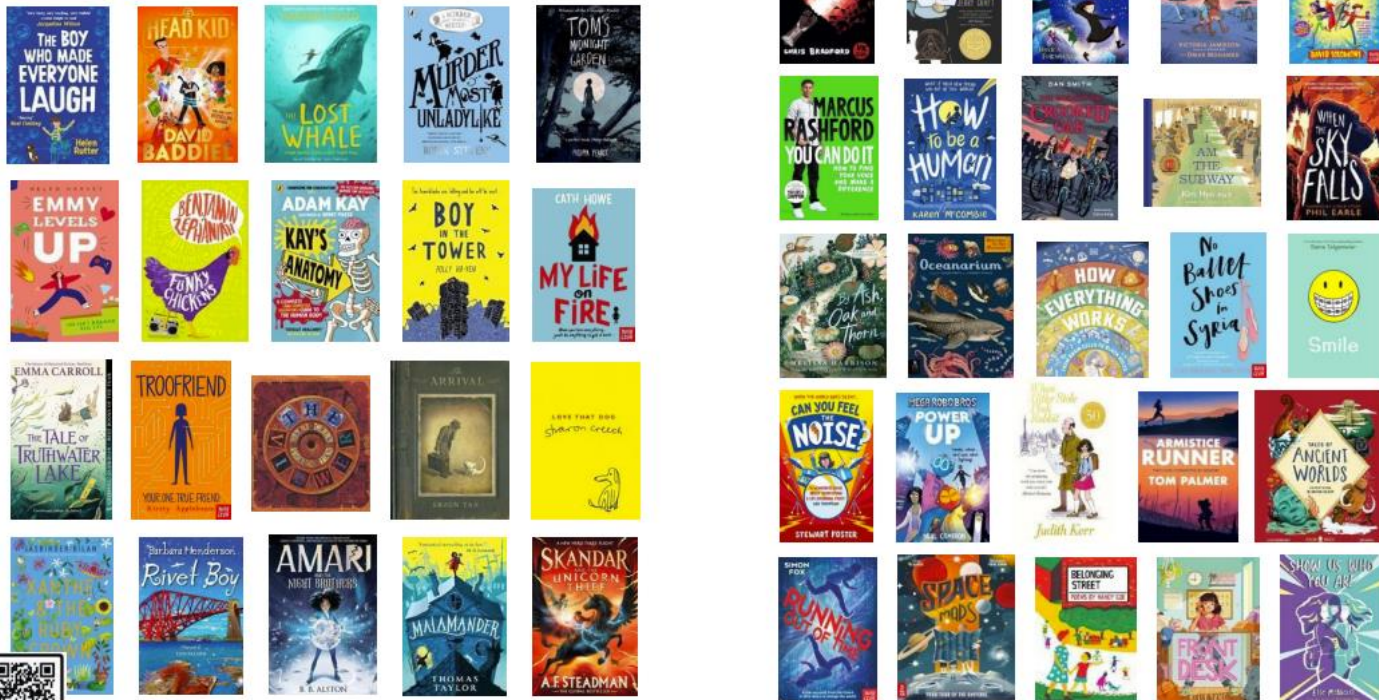


For more primary school booklists, visit booksfortopics.com

50 Recommended Reads for...

Year 6

(ages 10-11)



SCAN ME

www.booksfortopics.com/year-6

For more primary school booklists, visit booksfortopics.com

Library

Year 1: 1 book per week

Year 2: 2 books for 2 weeks

Years 3-6: 3 books

Parents: 15 books!

Reserve Books!

Home Language Books!



Q: When can parents visit the library?

A: The visiting time for the Primary libraries are as follows:

KS1 Library: Before school 7.00 am. – 8.10 am.
After school 2.10 pm. – 3.30 pm.

KS2 Library: Before school 7.00 am. – 7.30 am.
After school 2.30 pm. – 3.30 pm.

**** The visiting times may sometimes be adjusted due to classes using the libraries during the day. Please ensure to check the sign in front of the library before visiting ****

5. Talk about Books



A Guide to **Book Chat**

Research indicates that parents who regularly read with their children at home lay solid foundations for language and literacy development. It's a precious time for you both to relax, share your thoughts and feelings, have fun and chat together. Whilst sharing books, your child has your undivided attention, and the conversation, connection and enjoyment they experience is invaluable.

To promote children's pleasure in reading and foster the habit, we need to read **to** children and **with** them and to **talk** to them about books. These conversations are crucial as they help children to engage and think deeply.

Watch and listen carefully to follow their interests

Invite your child to get involved

Wonder and connect to your lives

Share your emotional responses!

Keep it light and enjoyable!





<https://www.youtube.com/watch?v=zNqG-RIwrlM>

6. Make Reading a Pleasure

“Children who enjoy reading are 3 times more likely to read above the level expected for their age than children who do not enjoy reading.”



Additional Information

Dependence



Beginning
Reader

Early
Reader

Developing
Reader

Moderately
Fluent Reader



Teacher Tips



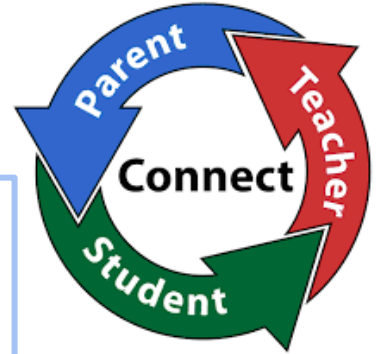
**Patience
is the**



REREAD



**If you have any questions or concerns, please reach out to your child's class teacher:
Email / before or after school / note**



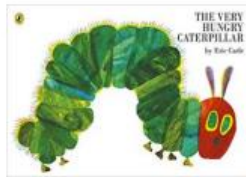
Supporting Readers at Home



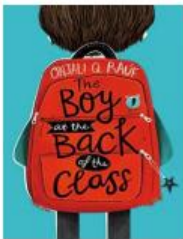
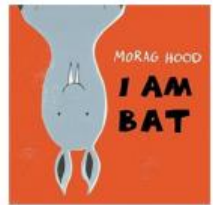
Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.

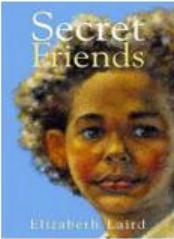


Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Children who read, and are supported as readers, develop strong reading skills and do better at school.

Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



For more ideas see the OU website: www.ourfp.org



Useful Resources:

Book Recommendations for your children:

CLPE Core Books: <https://www.clpe.org.uk/corebooks> (register with your email to use).

Booktrust's 100 Best Books for children 0-14: <http://www.booktrust.org.uk/books/children/100-best-books/>

Library Information:

<http://www.worldbookday.com/wp-content/uploads/2017/01/Library-joining-form-2017.pdf>

Support for phonics:

Video showing how to make the speech sounds in English: https://www.youtube.com/watch?v=BqhXUW_v-1s

The Alphablocks Guide to Phonics—CBeebies Grown Ups: <http://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics>

Support for poetry and rhyme:

CLPE poetryline poet pages: <https://www.clpe.org.uk/poetryline/poets>

Supporting your Children with Reading and Writing: A Parent's Guide

Sharing songs, rhymes and poetry:

- Nursery rhymes and simple songs are often children's first experience of story structures, introducing characters and simple plots that they can recall readily, so share these with young children on a daily basis. Include family favourites as well as classics.
- Poetry is a wonderful medium for engaging children in reading and writing, however it can often be overlooked in favour of more traditional stories or non-fiction in classrooms, bookshops and in the home. Encourage children to listen to rhymes and poems read aloud and re-read, allow them to savour and try out parts of the language before joining in and performing themselves as the language becomes more familiar.
- Encourage children to listen out for different techniques such as rhyme, alliteration (when words start with the same sound) and repetition. Clap along with beats and rhythms and encourage children to move rhythmically to music, feeling the rhythm at its core.
- Talk to children about what they like about poems and rhymes and how they make them feel. Encourage them to draw or perform in response to rhymes and poems or to have a go at writing their own.



Phonics and Spelling:

- Encourage children to take an interest in letters and words around them. This will start with the letters in their name, important words to them like mum, dad, teddy and will expand to other words linked to children's personal interests and new words they encounter in reading, conversation and through other activities such as visits to places of interest and watching television.
- Encourage the children to use the sounds letters make to help them read unfamiliar words. This will start with breaking down each word into its individual sounds such as c/a/t or breaking words into manageable chunks, like syllables as children get older, such as in/di/ges/tion.
- Discuss words with children when they are reading or writing where the sounds or spelling patterns are not as they would expect. Ask them what is different about the sounds or spelling patterns.
- Look at those words that we need to use a lot in reading and writing, these are called 'high frequency words'. Encourage your child to practice reading and spelling these words often as lots of them don't follow basic sound patterns.
- Talk with your children about words that sound the same but are spelt differently (homophones) like *their*, *there* and *they're* or *too*, *two* and *to* and words that are spelt the same but have different meanings (homographs) like *cross* (the symbol) and *cross* (the emotion).



Supporting your child's reading development:

- Make sure your home is a reading home – have a family bookshelf and make sure there are shelves in your children's bedrooms as well. Ensure that your children see you reading. It doesn't matter if it's the newspaper, a cookery book, romantic novel, detective mystery, short stories, computer manual, magazine - anything!
- Take time to look together at the words and pictures in a story. Picturebooks are important reading for children at all ages and stages of reading and looking for meaning in the illustration is just as important as in the text. Take time to pore over pictures and talk about what you can see and what this adds to the story played out in the words.
- Bring reading to life by using your voice in different ways. Create voices for characters, pause for suspense, sing along with rhyming books, use animal sounds like woof, growl and hoot – this will really help to bring the story to life. Don't be shy, relax and enjoy – if you are having fun so will your child. If you have more than one child, make this a family time to share and enjoy songs, rhymes, poems and stories.
- Encourage children to join in - ask a child to read out a recipe for you as you cook, the TV listings to plan what to watch, the newspaper to catch up on events or a shopping list around the supermarket. Encourage children to carry a book at all times so they can read on journeys or in spare moments – you can do this, too!
- Visit the local library together on a regular basis, and enjoy spending time choosing new books. Choose a range of books that give your child a broad experience of reading, picture books, non-fiction, poetry, short stories and longer novels are an important part of children's reading experience at all ages.
- As children get older, reading to them and hearing them read to you is still a vital part of their reading experience. Keep reading aloud to your child, even when they can read by themselves. You could also try reading the same book together as children get older. There are lots of books that both adults and young people can enjoy, such as the *Harry Potter* series. Make the talk light-hearted, not testing or over-questioning.
- Talk about what you've read to your child, what you've heard them read or read together. Discuss the characters, settings and storylines, talk about favourite moments or parts of the text they didn't enjoy. Encourage them to make links with other things they have read or seen, or to their own personal experiences. Can they remember a time they have felt like the character? Been somewhere like the place where the story was set?
- Go to libraries, festivals or bookshops when authors are visiting. Children and teenagers love meeting their favourite authors. Lots of local bookshops have a visiting author programme and there are some wonderful local festivals that host author events.
- Don't panic if your child reads the same book over and over again, this is important and lets them commit the story to memory, revisit favourite parts and enjoy the reading as they are more confident with the story.
- Encourage your children and their friends to swap books with each other. This will encourage them to talk and think about the books they are reading.
- Give books or book tokens as presents, and encourage others to do so.

Encouraging writing at home:

- Drawing, painting, playing with playdough and making marks with and in different materials are all important steps in to writing, but also help strengthen children's imagination as they develop as writers. Allow lots of opportunities for these activities at home.
- Encourage children to write as much as possible to record their thoughts, feelings and ideas as part of daily activities. This could be as simple as making a shopping list, keeping a diary of important things that have or are happening or you may want to provide your child with a special notebook that they can keep as their own writing journal. They may use it to write stories, notes, ideas, poems or anything they want to.
- Have paper, pens and notebooks in the house and encourage children to use these to write for different purposes. When you go on holiday or out for a day trip, encourage your child to send a postcard to someone they want to share the experience with.
- Don't make writing a pressurised activity. It should be a way of relaxing, creating and children expressing, communicating and sharing ideas.
- Get into the habit of using writing to communicate. Leave notes for your child, as simple as letting them know what's for dinner and encourage them to do the same. Post-it notes are great for sticking around the house.
- Talk regularly about subjects of interest to your child, encourage them to explore their interests, read more information about them and write notes.
- When you are watching television together, talk about what you are watching. Discuss characters and storylines in cartoon or talk about documentaries together.
- Talk about new words your children have heard in conversations, in reading or on TV. Encourage your children to ask when they don't understand a word and talk together about what words might mean. Have a dictionary in the house to look up any words your children aren't sure of as they get older.
- Make your own books together and write your own diaries, fact books or stories. Simple instructions for this can be found at: <https://www.clpe.org.uk/powerofpictures/creative-approaches/bookmaking>

