

Reading with your Child



How to nurture a positive
reading environment at home



This session aims to identify:

1. the importance of regular reading practice
2. the benefits of reading fluency
3. opportunities for reading at home
4. strategies for reading at home
5. useful resources to support reading at home



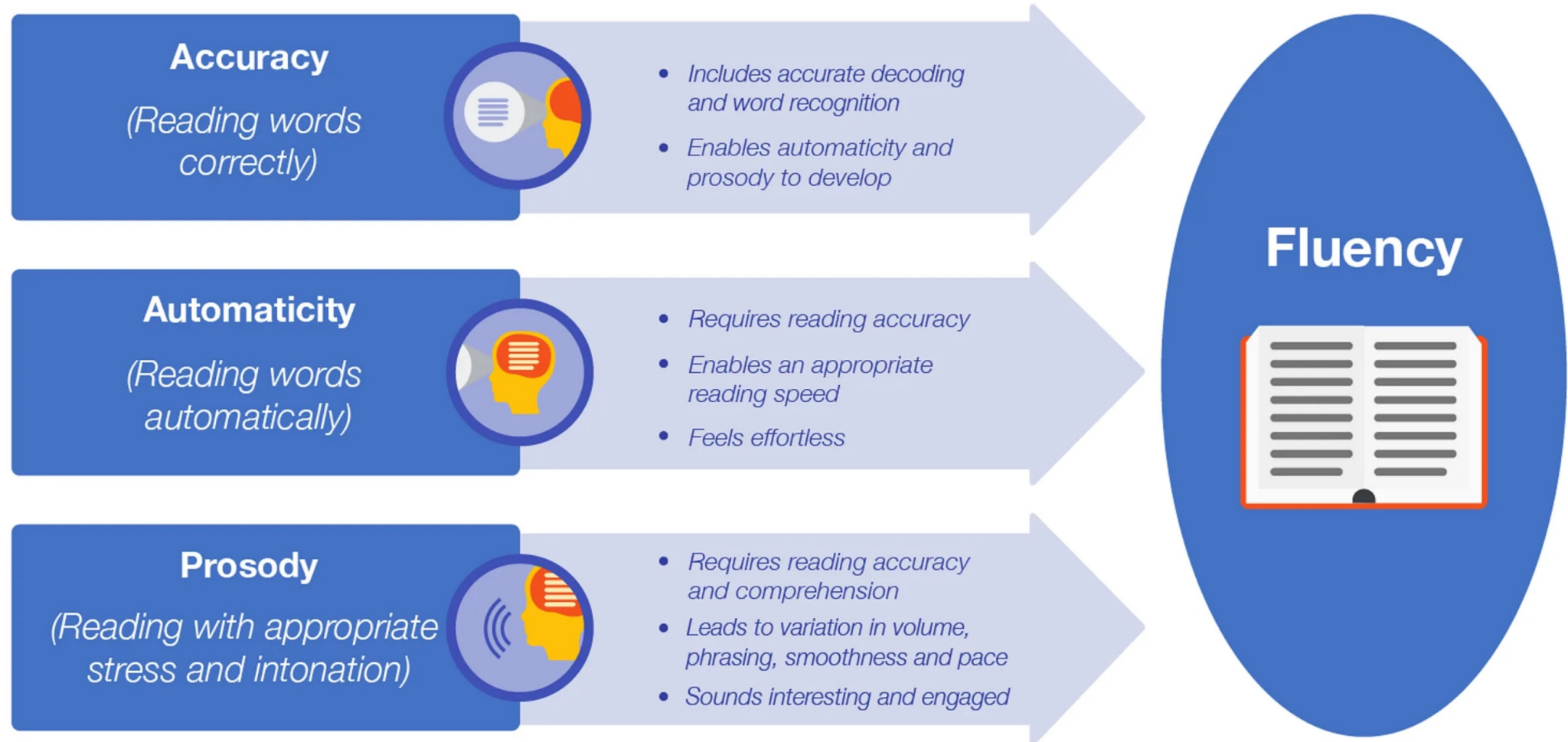
Our School Reading Policy

- The expectation is that children will read daily (and three times per week to an adult).
- Pupils who read three times per week to an adult receive Reading Reward points, which can be exchanged for rewards throughout the school year.
- While in school, pupils should read a book from their allocated book band: we review these regularly using the STAR Reader assessment.
- While we recommend that pupils read books from the appropriate band at home, too, we recognise that they may wish to explore additional reading material in their own time, particularly non-fiction texts.



The importance of improved reading fluency:

Figure 5: Reading fluency



The importance of improved reading fluency:

Readers who read with high levels of word recognition automaticity and with good prosody tend to be the most proficient readers. Lower levels of automaticity and prosody are associated with lower levels of comprehension and overall proficiency.

Moreover, research has also demonstrated that a significant number of pupils in secondary school who struggle to become proficient readers also exhibit difficulties in reading fluency.



The importance of improved reading fluency:

Ensuring every child has the necessary skills they need to read **fluently** enables children to:

- learn across the curriculum;
- access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.

When readers are accurate *and* automatic, they can decode words with minimal thought and effort, thus allowing them to channel their effort towards comprehending and making sense of what they have read.



Improving reading fluency:

A fluent reader is one who can accurately and automatically decode words.

So, how do we turn our children into fluent readers? Simply put, they need to:

- **Be read aloud to**: this allows them to hear fluent reading.
- **Engage in assisted reading**: children read a text whilst listening to a fluent reading of the same text.
- **Be given opportunities for repeated reading**: pupils practice reading texts repeatedly until they can read the text in a fluent manner.

The benefits of reading with your child:

As author Neil Gaiman points out, few things are more important than reading aloud to our children. It's great for their education and it's fun. What could be better?

That's lovely, but my child can read independently. Why would I need to carry on reading to them?

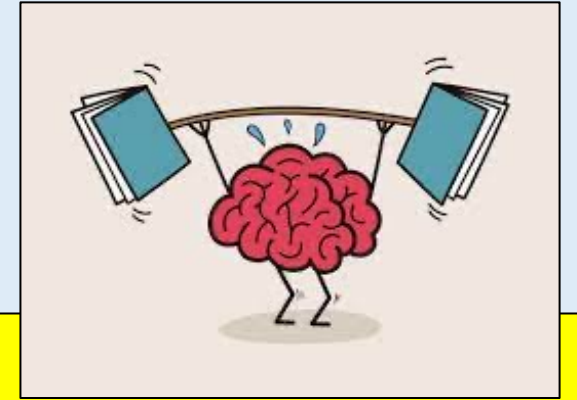
Reading aloud to already fluent readers can still be hugely valuable:

1. Your child's vocabulary is larger and more extensive.
2. They perform better academically.
3. Their imagination can run wild.
4. Their creativity skills develop.
5. They develop empathy.
6. They gain a deeper understanding of their world.
7. Their concentration levels improve.
8. The parent and child bond improves.
9. Their cognitive development is supported.
10. Their social skills and interaction improve.

Motivating your child to read:

Great, I'm sold. Just one problem – I want to read to my child, but they'd rather read on their own at bedtime...

Don't worry, this is quite a common issue. You could try:



building up the challenge level.

Children often love the idea of reading something tricky or something aimed at children older than them. Ramping up the drama with lots of 'Well, a 9-year-old wouldn't normally listen to this book, but if you think you're ready for it, I suppose we could try...' or 'I'm really not sure. Well, if you insist that I read it to you, but we can stop at any time if it's too hard...' can work wonders.

Motivating your child to read:

Great, I'm sold. Just one problem – I want to read to my child, but they'd rather read on their own at bedtime...

Don't worry, this is quite a common issue. You could try:



letting your child pick the book.

It might be something that everyone is reading at school, an old favourite you've read a hundred times before or something you wouldn't pick yourself: another book about ponies or the biography of a footballer you've never heard of. Giving your child free choice of the book is a great way of building excitement about being read to, helping to form the reading aloud habit.

Motivating your child to read:

Great, I'm sold. Just one problem – I want to read to my child, but they'd rather read on their own at bedtime...

Don't worry, this is quite a common issue. You could try:



a bit of compromise.

Perhaps you read a page to them and then they read a page to you. Or you read one chapter and then they read the next few to themselves, before you read another.

Motivating your child to read:

Great, I'm sold. Just one problem – I want to read to my child, but they'd rather read on their own at bedtime...

Don't worry, this is quite a common issue. You could try:



listening to audiobooks.

Listening to an audiobook together can work well (even better when it is played from the hallowed tablet or smart phone). This could be curled up at bedtime, but it could also be in the car or at home while you're getting ready for school.

Getting the most out shared reading:

My child's agreed to share a book with me! Now what?

Concentrate on reading quality (it isn't all about reading lots!)

Books are great – but adding in leaflets, comics, recipes and instructions on a webpage can all be great, too.

Following a recipe to make dinner or assemble something is valuable reading. Be on the lookout for reading, wherever it is!



Getting the most out shared reading:

My child's agreed to share a book with me! Now what?

Ask your child to make predictions about what they have read.

If it is a book, look at the front cover – or the last chapter – and talk about what might happen next.

Look for clues in the book and be a reading detective! For example, 'Can you see the boy on the front cover? Where do you think he will go?'



Getting the most out shared reading:

My child's agreed to share a book with me! Now what?

Ask your child to write about what they have read.

Write, or draw pictures, from anything you've read!

Summaries, poems, comic strips,
songs – anything goes!



Getting the most out shared reading:

My child's agreed to share a book with me! Now what?

Read and discuss reading with friends of family.

Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call or during a visit. Discuss books over the dinner table.

Share with your children what you are reading and let them see you reading it.



Getting the most out shared reading:

My child's agreed to share a book with me! Now what?

Maintain the motivation to read.

Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'



Getting the most out shared reading:

My child's agreed to share a book with me! Now what?

Ask your child lots of questions.

All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? Where? When? Why?

Try them when talking about books: for example, 'What do you think Harry is feeling?'



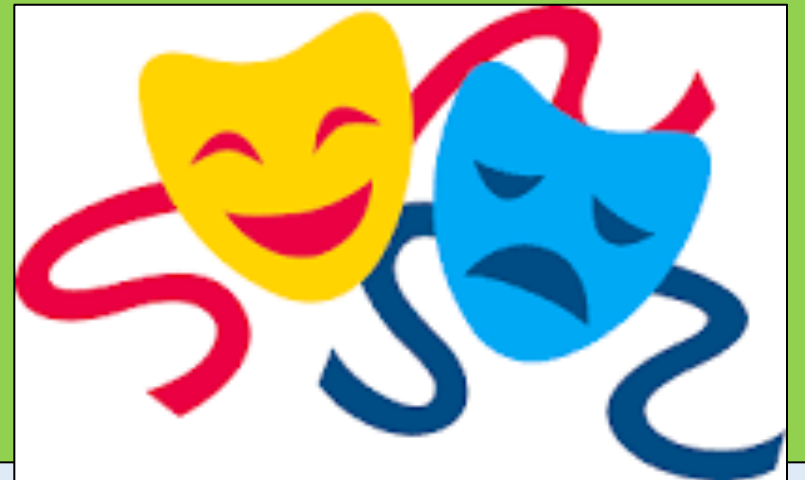
Getting the most out shared reading:

My child's agreed to share a book with me! Now what?

Ask your child to summarise what they have read.

When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning.

For example, 'can you remember what happened in the previous chapter? Can you remember what happened earlier in the book that links to this part?'



Reading Comprehension Question Stems

| Vocabulary | Infer | Predict | Explain | Retrieve | Summarise |
|--|--|--|--|--|--|
| Find and explain the meaning of words in context. | Make and justify inferences using evidence from the text. | Predict what will happen based on the details given and implied. | Explain how: content is related and contributes to the meaning as a whole; meaning is enhanced through language choice; themes and patterns develop across the text; information contributes to the overall experience. | Retrieve and record information and identify key details from fiction and non-fiction. | Summarise the main ideas from more than one paragraph. |
| <ol style="list-style-type: none"> 1. What do the words ____ and ____ suggest about the character / setting / mood? 2. Which word tells you that...? 3. Which word tells you about the character / setting / mood? 4. Which words best describe the character / mood / settings? 5. Find one word in the text that means... 6. Find and highlight the word that is closest in meaning to... 7. Find a word or phrase that suggests that... 8. Why do you think ... is repeated in this section? 9. Can you think of any other words the author could have used to describe ...? 10. Which word in this section do you think is the most important? Why? 11. What does this word phrase tell you about ...? Why? | <ol style="list-style-type: none"> 1. Find and copy a group of words which show that... 2. How do these words make the reader feel? How does this paragraph suggest this? 3. How do the descriptions of ... show that they are...? 4. How can you tell that...? 5. What impressions of ... do you get from these paragraphs? 6. What voice might these characters use? 7. What was ... thinking when...? 8. Who is telling the story? 9. Why was ... feeling ...? 10. Why did ... happen? 11. Why did ... say ...? 12. Can you explain why...? 13. What do you think the author intended when they said...? 14. How does ... make you feel? 15. What do you think the last paragraph suggests will happen next? | <ol style="list-style-type: none"> 1. From the cover, what do you think this text is going to be about? 2. What is happening now? What happened before this what will happen after? 3. What do you think this paragraph suggests will happen next? What makes you think this? 4. Do you think the choice of the setting will influence how the plot develops? 5. Do you think ... will happen? Yes, no or maybe? Explain your answer, using evidence from the text. 6. Look at the book cover / blurb – what do you think this story will be about? 7. What do you think will happen next? Why do you say this? 8. How do you think the choice of character / setting will affect what will happen next? | <ol style="list-style-type: none"> 1. Why is the text arranged in this way? 2. What structures has the author used? 3. What is the purpose of this text feature? 4. Is the use of ... effective? 5. The mood of a character changes throughout the text. Find and copy the phrases which show this. 6. What is the author's point of view? 7. What effect does ... have on the audience? 8. How does the author engage the reader here? 9. Which words and phrases did ... effectively? 10. Which section was the most interesting / exciting part? 11. How are these sections linked? 12. Who is your favourite character? Why? 13. Why do you think all the main characters are ... in this book? 14. Would you like to live in this setting? Why? Why not? 15. Is there anything you would change about this story? 16. Do you like this text? What do you like about it? | <ol style="list-style-type: none"> 1. How would you describe this story / text? What genre is it? How do you know? 2. How did...? 3. How often...? 4. Who had...? Who is...? Who did? 5. How is...? 6. What can you learn from this section? 7. Give one example of... 8. The story is told from whose perspective? 9. What kind of text is this? 10. Who did...? 11. Where did...? 12. When did...? 13. What happened when...? 14. Why did ... happen? 15. How did ...? 16. How many ...? 17. What happened to...? | <ol style="list-style-type: none"> 1. Can you number these events 1-5 in the order that they happened? 2. What happened after...? 3. What was the first thing that happened in the story? 4. Can you summarise in a sentence the opening / middle / end of the story? 5. In what order do these chapter headings come in the story? |



What should my child be reading?

Your child will have some ideas about what they'd like to read – that's a good place to start. At school, we have a dedicated team who run the school and will gladly help your child select an appropriate book.

After that, your local library should be able to help with recommendations.

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