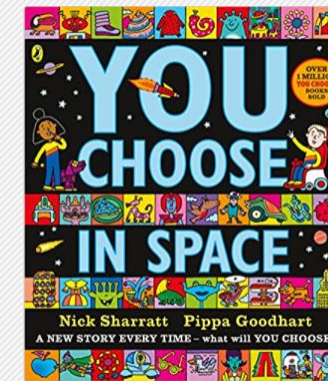
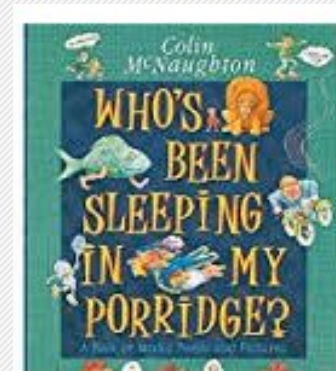
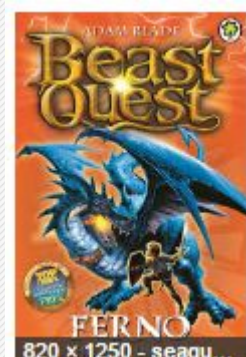
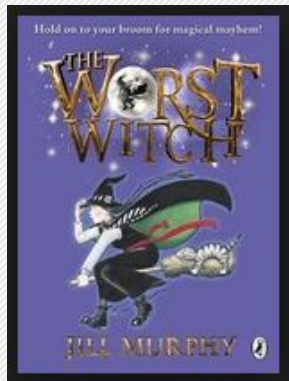
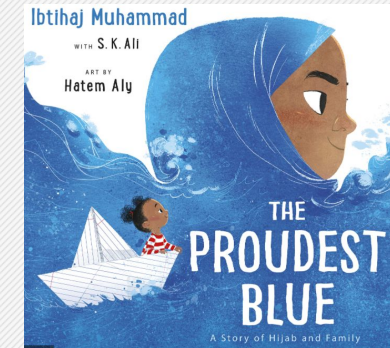
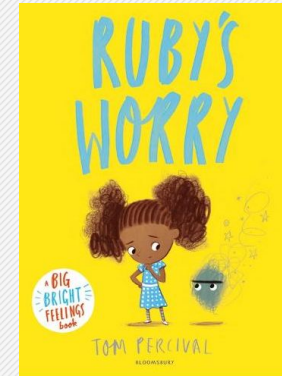
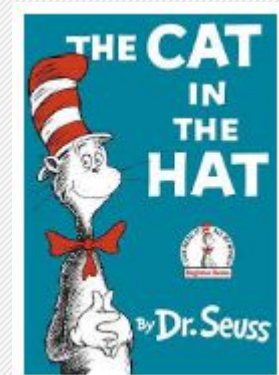


Supporting Reading at Home

 **Fox**Federation

What books do your children enjoy?



Aims and Objectives

- To give parents and carers practical ideas of how to support their child's reading;
- To look at resources on the website;
- To stress the importance of working together to ensure all children can read at the highest level.

Any questions that are personal, please speak to us or your class teacher after the session.

Any questions that may help others, please ask in the Q and A at the end.

Aims for your child

- To encourage a love of reading;
- To develop fluency and independence;
- To develop comprehension and understanding;
- To develop a wide reading repertoire.



What will we cover today?

- Expectations of school and home
- Useful websites and resources
- How to support your child at home

Any questions that are personal, please speak to us or your class teacher after the session.

Any questions that may help others, please ask in the Q and A at the end.

Where have they come from?

- Phase 1 - hearing sounds / segmenting and blending
- Phase 2 - first grapheme (spelling) for consonant sounds and short vowel sounds e.g. s, a, t
- Phase 3 - digraphs and first spelling of long vowel sounds e.g. ch, ay,
- Phase 4 - blending adjacent consonants, polysyllabic words and revision e.g. stamp, playground
- Phase 5 - alternative spellings of long vowel sounds e.g. ay, ai, a-e
- Phase 6 - range of spelling rules (ongoing) e.g. sion, tion, cian

Teaching order for Red (tricky) words and other decodable high frequency words									
Phase 2		Phase 3 (i-ii)		Phase 3 (iii)		Phase 4		Phase 5	
Tricky	Decodable	Tricky	Decodable	Tricky	Decodable	Tricky	Decodable	Tricky	Decodable
the	if	he	than	now	or	said	went	oh	don't
to	an	she	that	by	day	have	first	their	old
I	mum	you	much	put	for	like	from	people	I'm
no	at	they	them	going	see	so	children	Mr	by
go	but	we	this	door	too	do	just	Mrs	time
into	in	all	then	new	play	some	help	looked	house
of	up	me	with	push	away	come	nest	called	about
a	it	are	will	pull	look	were	three	asked	made
as	dad	be		live	night	there	jump	could	came
is	off	my		love	girl	little	must	would	make
his	on	was		once	seen	one	tree	should	saw
has	can	her		two	way	when	it's	buy	here
	get			ball	took	where		your	down
	had			call	good	what		here	very
	back				may	isn't		because	
	and				been	who		laugh	
	not				boy	want		lived	
	big				out	can't		more	
	him				far	water		half	
	got					over		again	
	am					after		our	
						last		these	
						school		other	
						how		another	
						many		brother	

Your child has covered all this content - though they may not be secure in the application of it yet.

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**

supported by class teacher, students and TAs.

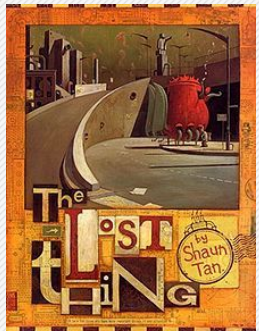
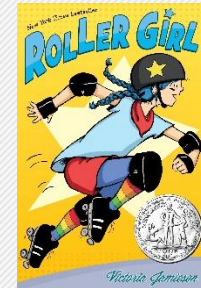
- **Book Clubs**

- **Catch up 1:1**



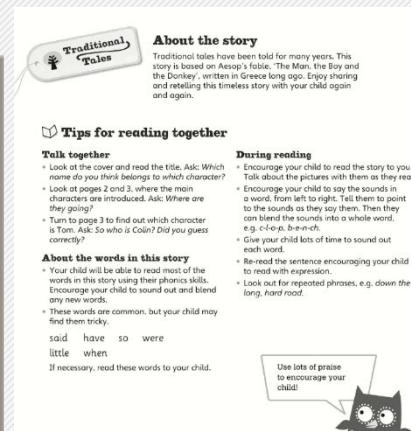
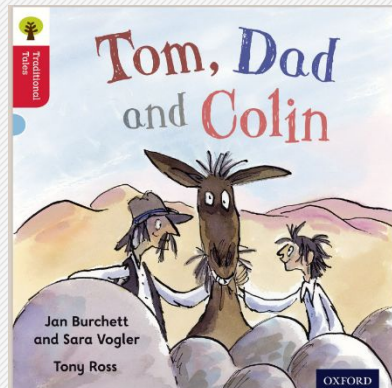
Books in school

- Book corners
- Topic specific texts
- (Library)



Books coming home.

Banded books
Short chapter books



Oxford Owl

- <https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/reading>
- Book lists
- E-books




- <https://www.oxfordowl.co.uk/pages/encouraging-reading>

Expert help

[f](#) [t](#) [@](#) [p](#)

Encouraging reading

Nikki Gamble's booklists and advice on encouraging reading



Nikki has been a teacher and worked with teachers for over 25 years. She is now a writer and education consultant with a particular interest in encouraging children to read for pleasure.

[Age 5-7](#) >

[Age 7-11](#) video >

[Books for boys](#) >

[Books for girls](#) >

Key Issues:

[Phonics made easy](#)

[Grammar, Punctuation and Spelling made easy](#)

[Encouraging writing](#)

[Helping struggling readers](#)

[Encouraging reading](#)

[Encouraging boys](#)

[Reading in the holidays](#)

[E-safety, tablets and apps](#)

Reading Eggs

<http://readingeggs.co.uk/>



The graphic features a blue background with a yellow bee on the left and a blue bird on the right. In the center, a colorful island with a city, a roller coaster, and a slide is shown. The text 'How Reading Eggs and Reading Eggspress can work for your child!' is prominently displayed. Below this, four colored boxes represent different age groups: 3-4 Years (orange), 5 Years (orange), 6-7 Years (orange), and 7-13 Years (pink). Each box contains a title and a description of the program's benefits for that age group. The 'Reading Eggs' logo is in the top left, and the 'Reading Eggspress' logo is in the top right of the 7-13 Years box.

How Reading Eggs and Reading Eggspress can work for your child!

Reading Eggs

3-4 Years
First Steps
The playroom is perfect for getting 3 and 4 year olds started.

5 Years
Ready for School
Your child can build on the reading skills they have been introduced to at school.

6-7 Years
Fun Practice Makes Perfect
Your child can take a simple placement test that will ensure they start at a suitable level.

7-13 Years
Continue the Reading Journey
Packed full of hundreds of great online activities & games, Reading Eggspress is a great way for your child to continue developing their reading skills.

Reading Eggspress

Daily reading.

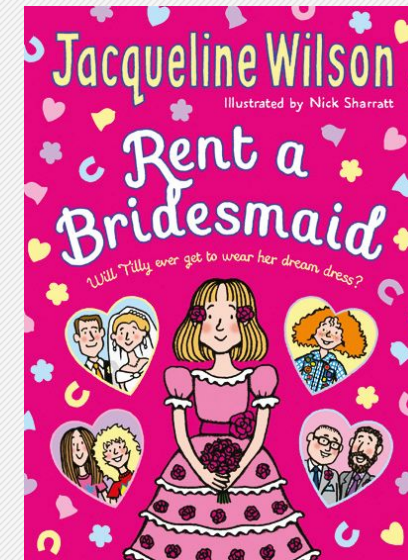
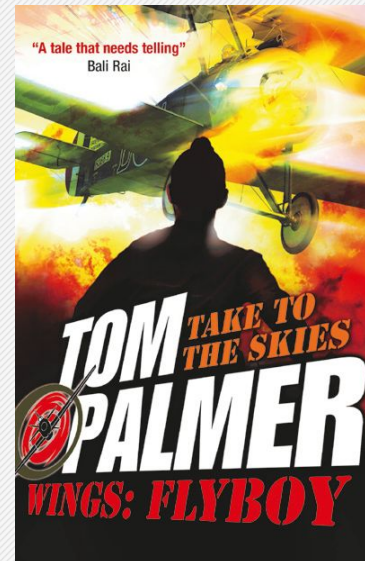
- Expectation: at least 15-25 minutes per day.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- Remember, both reading and hearing texts read aloud are important.

- Top tips – before, during and after reading:

Remember, try to avoid a pressurised environment around reading. The following ideas might be helpful in understanding what we do in school and the skills involved in reading, but the most important thing is to develop an enjoyment of reading. We can teach reading skills in school. We want your support in encouraging independent reading and in engaging in your child's reading.

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.



Reading Strategies

I read to the  of the sentence



I looked at the picture



sharp I sounded it out think

away
from

I recognised it

went
come

During reading.

- Encourage children to track the words with their finger or use a reading ruler.
 - Help the children to *decode* (read) the words and ask them about the meaning of more challenging words.
- Ask children about the content of what they have read – who, what, where, when, why, how?



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?’

After reading.

- Likes
- Dislikes
- Puzzles
- Questions

Likes (What did you like about the story?)	Dislikes (What did you dislike about the story?)
Puzzles (Is there anything that confused you? Any questions left unanswered?)	It reminded me of (What books, films, ideas did it remind you of?)

If you were going to write a sequel, what would happen?

Name one similarity and one difference between this text and the last text you read.

If you were going to give it an alternative title what would it be?

Who would you recommend this text to and why?

Who would you like to be in the text?

Who would your family or friends like if they were in the text?

Reading for Pleasure



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).
- **Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status** (OECD, 2002).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).
- International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).
- 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).

What to read?

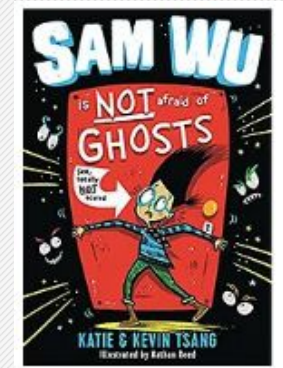
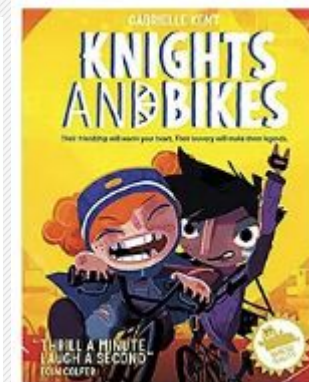
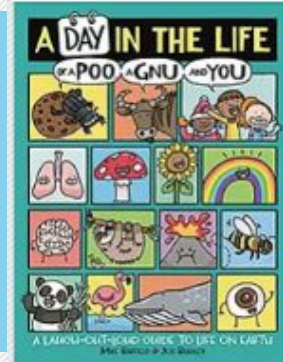
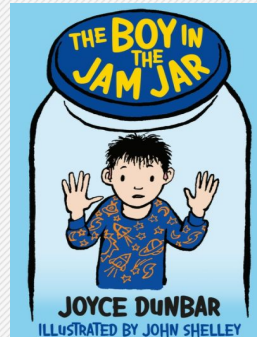
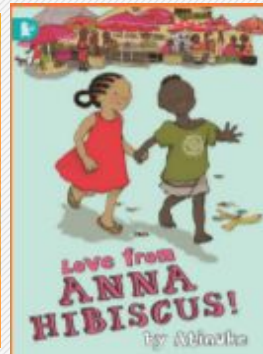
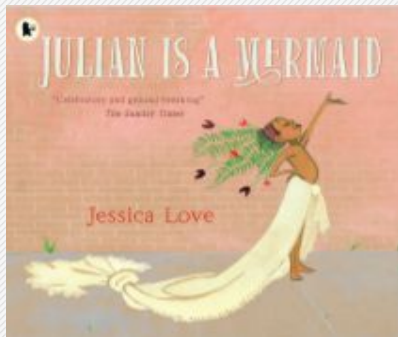
- All reading is positive. We also want to develop a wide reading repertoire

Like most people, I spend a vast amount of time each day reading a wide range of texts. Most are read from the computer screen rather than books. On a typical day I might read: letters and emails, text messages, reports, menus, train timetables, television schedules and anything on the website of Rushden and Diamonds FC... What is immediately clear from a list such as this is how much more is expected of readers than 30 years ago. The skills needed to read a novel at home are vastly different from those required to search on the internet, read and compose a text message or review a number of different reports on a handheld device such as a BlackBerry...Thirty years ago we would perhaps not have recognised the notion that we 'read' media texts such as television and film... Increasingly, texts that were exclusively verbal such as newspapers, are extending the notion of visual literacy. Many texts, including those enjoyed by children, now express meaning through both verbal and non-verbal or visual means. As technological changes multiply, therefore, each generation needs to rethink the concepts of literacy and reading.²¹

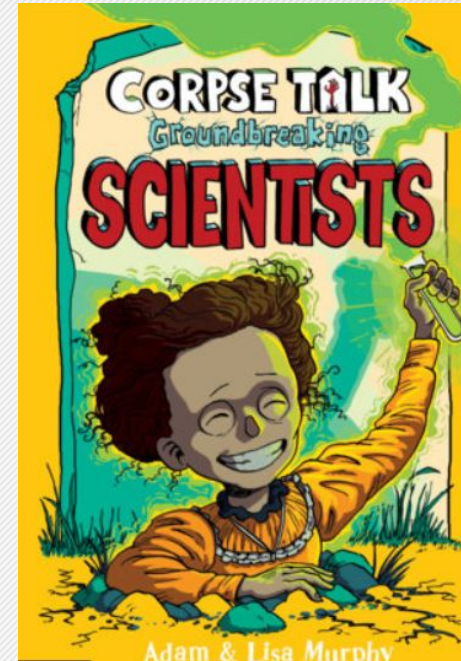
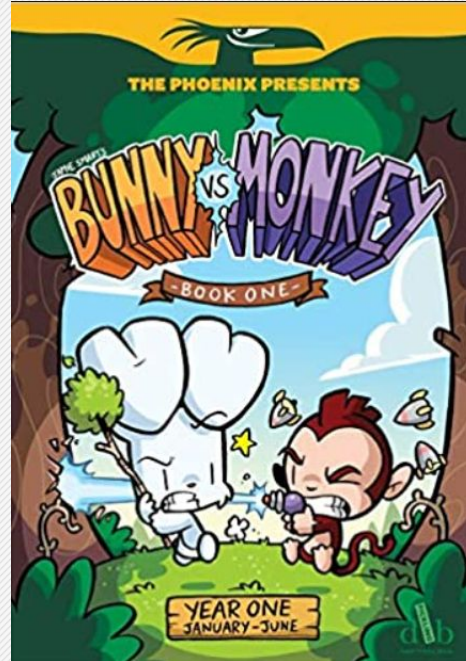
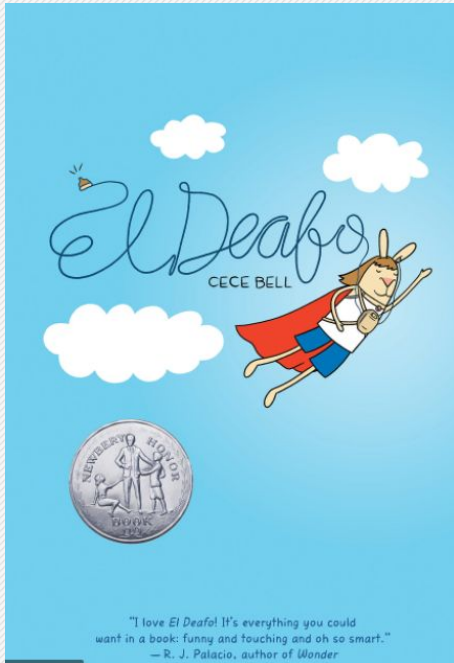
Chief inspector of Ofsted, *English at the Crossroads*, 2005

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).



Graphic Novels

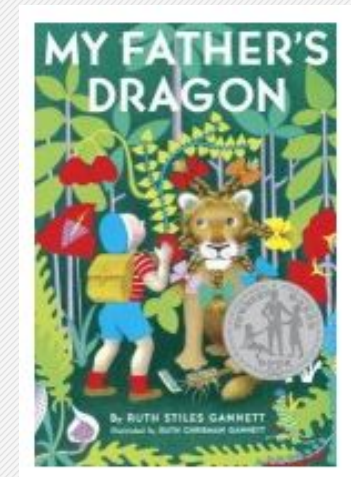
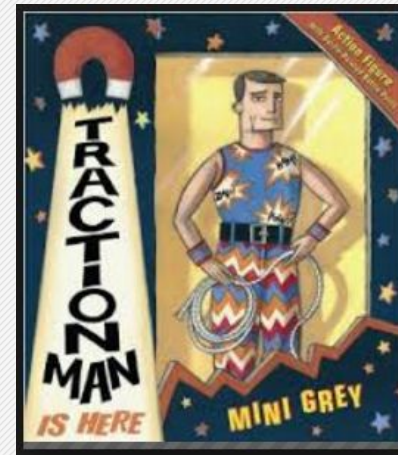
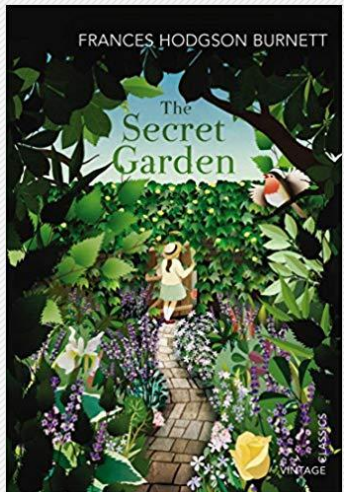


1. **Word sophistication:** A University of Oregon study found that comic books average 53.5 rare words per thousand, compared with an average of 30.9 rare words per thousand in children's books, and also higher than the adult average of 52.7. Your kids will build their vocabulary through graphic novels (and you might too!).

Reading to and with your child.

It is also important 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.



Vocabulary for Reading

Vocabulary

3 Tier Words: low frequency and specialised

Words to share before reading, e.g. scientific terminology.

To be discussed with pics/ videos to support, to be written on a whiteboard.

Remember - children can't scan for word that they don't know how to spell or know the meaning of.


2 Tier Words: frequently occurring and central to comprehension - words with **more than one meaning**.

Words to discuss after reading.

Words that **need revisiting in different contexts**.

1 Tier Words: basic words in most students' vocabulary

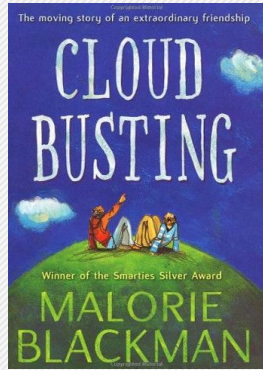
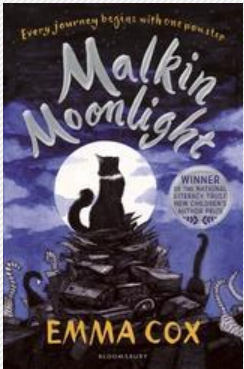
(Beck
et al,
2002)

- 
- We should choose vocabulary to teach not based on children's lack of familiarity, complexity or 'wow words' for writing, but on its **usefulness**!
 - Teachers should choose texts based partly on language.
 - The teacher must select the words to discuss, not be reliant on pupils.

Good websites

- FOX WEBSITE!!!
- Kate Greenaway Medal and Carnegie Medal
<http://www.carnegiegreenaway.org.uk/home/index.php>
- **CLPE**- <https://clpe.org.uk/library/booklists>
- **Book Trust** – amazing site, book lists under categories, e.g. authors from different cultures, graphic novels, books about themes, e.g. love, environment, books featuring characters with disabilities, books for children with autism etc.
<http://www.booktrust.org.uk/books-and-reading/children/booklists/>
- ‘Books We Like’
<http://www.booktrust.org.uk/books-and-reading/children/books-we-like/>
- ‘Best Book Guide’
<http://www.booktrust.org.uk/books-and-reading/children/best-book-guide/>

Book clubs

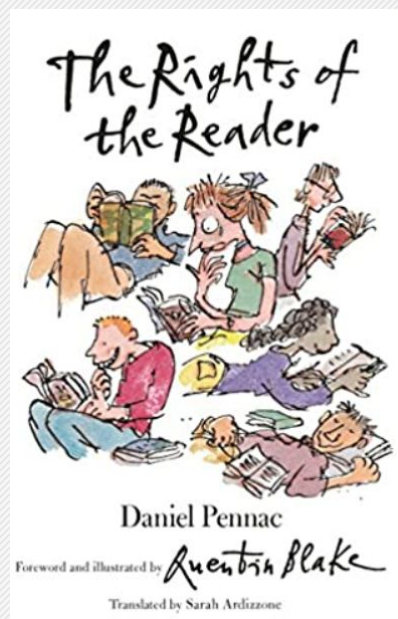


- An additional and optional book challenge for pupils, aiming to increase reading for pleasure, broaden reading repertoire and engage parents and carers with their children's reading.
- 7 books chosen to take the children on a reading journey from the beginning to the end of year.
- Start with most accessible texts and work towards a more reflective read.
- Focus on high quality writing and authors that are not the 'usual suspects'.
- Emphasis on recently published books but with some familiarity.

Remember..

- Develop your daily routine.
- Remember the importance of reading for pleasure.
- Read and discuss higher level texts aloud to children.

The Rights of the Reader



Celebrate Success

You can always come and speak to your class teacher about your child's reading.

If you have any questions, you can email:

Verity.corbett@foxprimary.co.uk

Gerry.Johnson@foxprimary.co.uk

Emma.madden@foxprimary.co.uk

