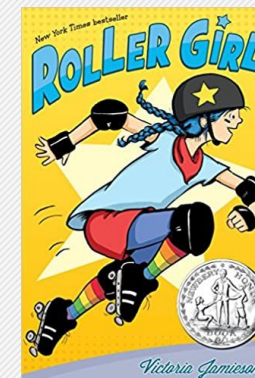
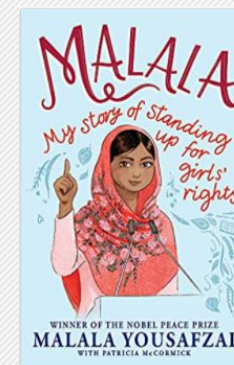
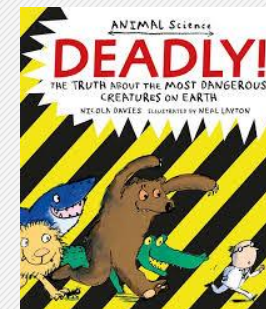
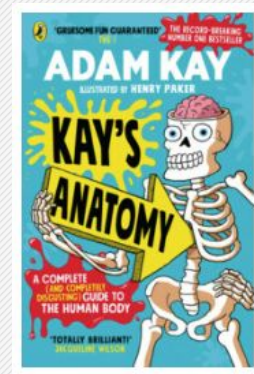
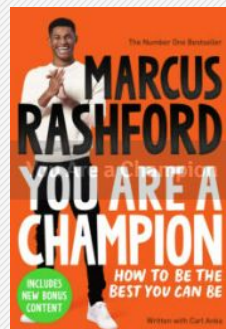
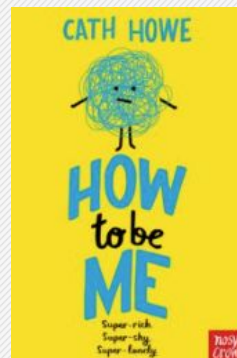
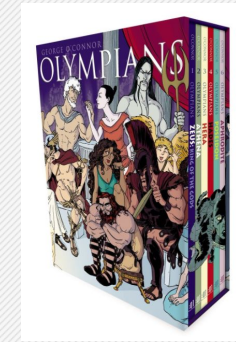
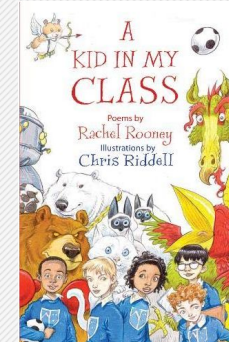
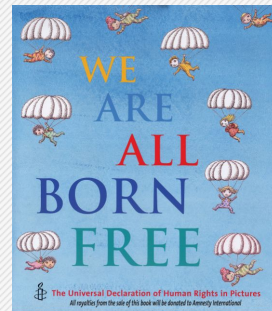
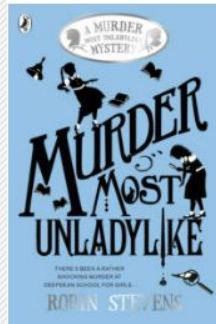
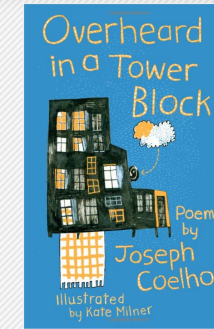
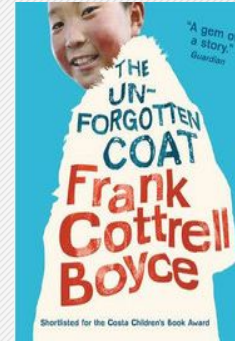
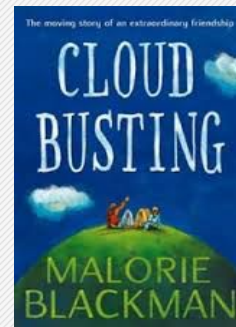
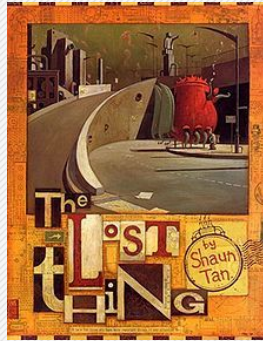
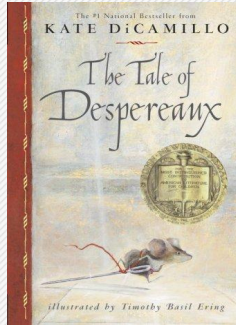


Supporting Reading at Home Y4-6

 **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.

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

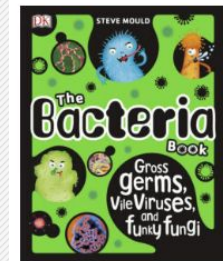
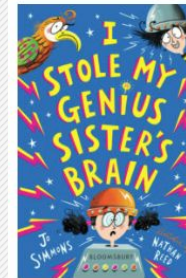
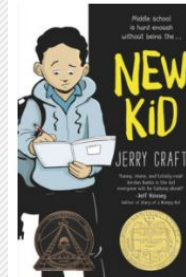
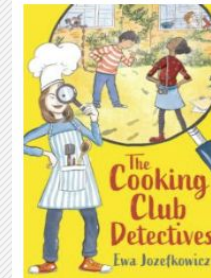
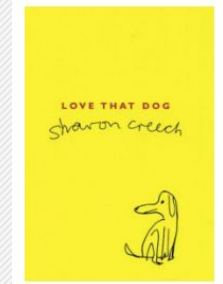
- Book corners
- Topic specific texts
- (Library)



Books coming home.

Banded books
Short chapter books
Novels
Non-fiction

Colour
Lime
White
Gold
Purple
Turquoise
Orange
Green
Blue
Yellow
Red
Pink (dark)
Pink (light)



Oxford Owl

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



Reading Eggs

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



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

Reading eggs	5 Years	6-7 Years	7-13 Years Reading Eggspress
3-4 Years First Steps The playroom is perfect for getting 3 and 4 year olds started.	Ready for School Your child can build on the reading skills they have been introduced to at school.	Fun Practice Makes Perfect Your child can take a simple placement test that will ensure they start at a suitable level.	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.

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.

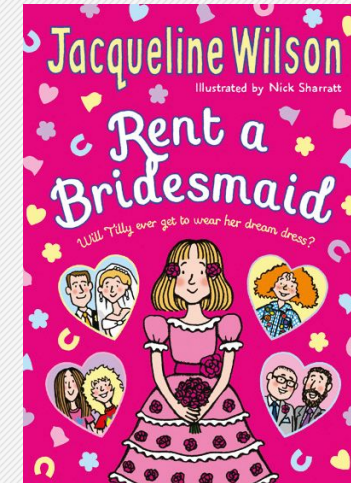
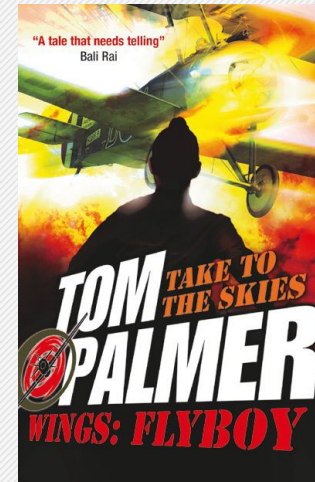
Independence?

- 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?’

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?

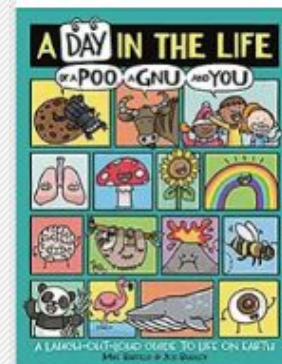
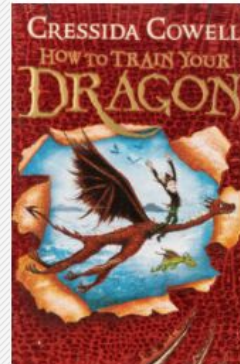
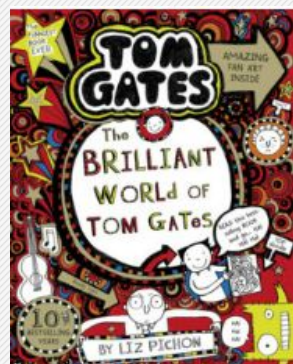
- All reading is positive. We also want to develop a wide reading repertoire

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

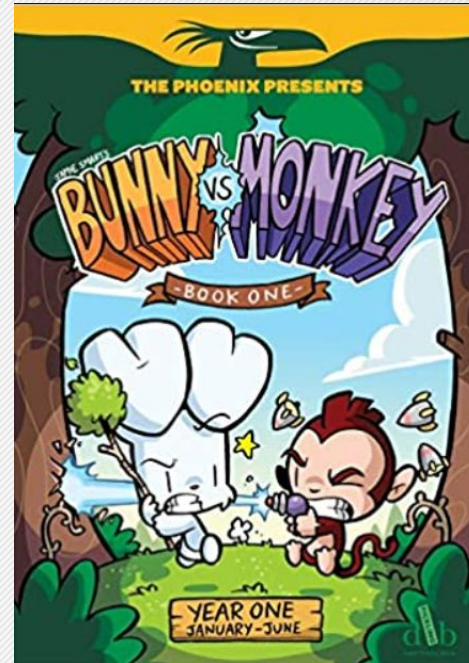
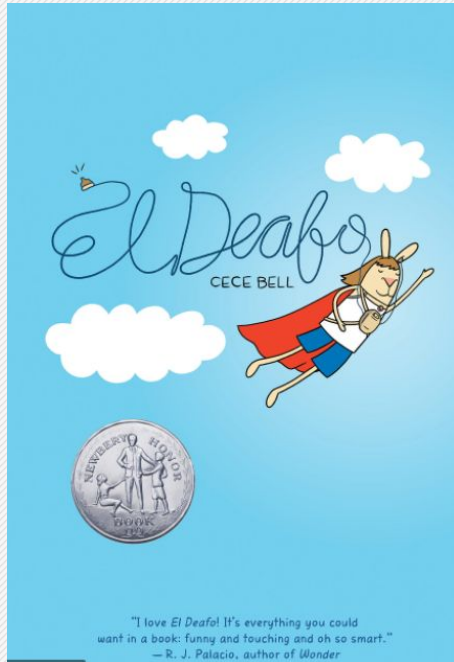
Chief inspector of Ofsted, *English at the Crossroads*, 2005

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!).

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/>

Good websites

- FOX WEBSITE!!!
- Shows the reading curriculum
- Has recommended reading lists.



Year 5 Recommended Reading List

Recommended authors

- Onjali Q Rauf
 - *The Boy at the Back of the Class, The Star Outside my Window*
- Katherine Rundell
 - *Rooftoppers, The Explorer*

Recommended books

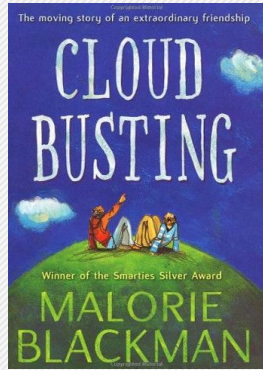
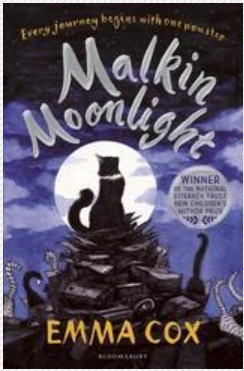
- Ross Mackenzie – *The Nowhere Emporium*
- Lauren Child – *Ruby Redford*
- Jason Reynolds – *Ghost*
- M.G.Leonard – *Beetle Boy*
- Cath Howe – *Ella on the Outside*
- Frank Cottrell Boyce – *The Unforgotten Coat*
- Roald Dahl – *Boy*
- Eloise Williams – *Gaslight*
- Philip Ardagh – *The Secret Diary of Jane Pivvy, Victorian House Maid*
- Shaun Tann – *The Lost Thing (picture book)*
- Eva Ibbotson – *The Secret of Platform 13*
- Elizabeth Laird – *The Fastest Boy in the World*
- Phillip Pullman – *Clockwork*
- Kate Di Camillo – *The Magician's Elephant*
- Elizabeth Laird – *Orange's In No Man's Land*
- Polly Ho – Yen – *Boy in the Tower*
- Karen McCombie – *The Lost Diary of Sami Star*
- Christopher Edge – *The Infinite Lives of Maisie Day*
- Roger McGough – *Happy Poems (poetry)*
- Isabel Thomas and Daniel Egneus- *Moth (non-fiction)*
- Steve Mould – *The Bacteria Book (non-fiction)*

Recommended series

- Anthony Horowitz – *Alex Rider series, Stormbreaker*
- Peter Bunzl – *Cogheart series, Cogheart, Moonlocket, Sky Circus*
- J.K.Rowling – *Harry Potter series, Harry Potter and the Philosopher's Stone*

Set texts (to be studied in school)	These should either be read by the child or with the support of an adult.	
Autumn	Bertie Doherty	<i>Street Child</i>
Spring	Lynsee Reid Banks	<i>The Indian in the Cupboard</i>

Book clubs

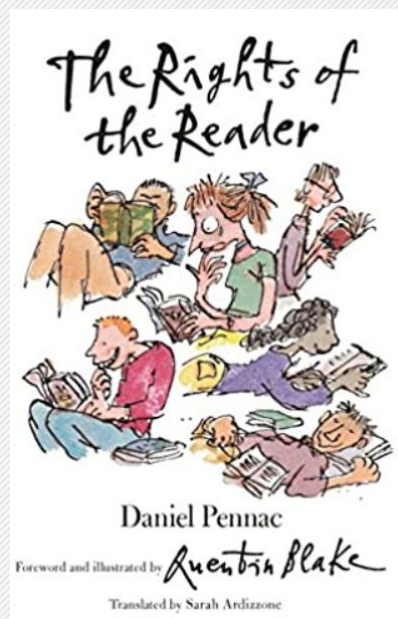


- An additional and optional book challenge for pupils, aiming to increase reading for pleasure, broaden reading repertoire and engage parents and carers with their children's reading.
- Helps to increase 'whole books' read - and shared frames of reference in the class.
- Books selected to provide rich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

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.casserly@foxprimary.co.uk

Emma.madden@foxprimary.co.uk