



## Farington Primary School Top Tips for Reading

We all want the best for our children. We all know that it is important to make sure that they are confident, fluent readers who enjoy reading, but often it is hard to know where to start. The purpose of this guide therefore is to provide you with information on how to engage and support your child within the reading process, in the hope that they will go on to become lifelong readers.

### **WHY IS READING SO IMPORTANT?**

Research suggests that children who read for enjoyment every day, not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of the world. By working with the school to create passionate readers, you are, in effect, gifting your child the ability to learn more easily.

*"Reading is great for everyone, and loving books is something that can start when you're very young. We can learn about people and life from stories, poems and non-fiction, and if you read to your children regularly for fun you will definitely be helping them in so many ways."*

**Tony Bradman**

### **READING WITH YOUR CHILD**

Sharing a book with your child allows you to share adventures and experiences. It allows you to ask questions, talk about what has happened and decode what you think together. Sharing a book can be a bonding experience and for young children, cuddling up with a parent to read a book can and should be a special time. Reading is important, but don't feel that you have to take on the role of the teacher or put pressure on your child to exceed their capabilities. It is great to instill a love of books and language from an early age, led by your child and their interests and pace of development.

### **10 TIPS TO HELP CHILDREN ENJOY READING** *(reading for pleasure)*

1. Make books part of your family life- always have books & magazines around so that you and your children are ready to read whenever there's a chance.
2. Make most of the library – it's free! Also, it's a lovely way of spending an hour or so together, especially on a cold or wet day.
3. Match your child's interests - help them to find the right book- it doesn't matter if it is fiction, poetry, comic books or non-fiction.
4. Whilst considering the above, don't forget that all reading is good. – Encourage children to try different types of text from time to time. (non-fiction, comics, picture books, magazines and leaflets.) All reading is reading and it is all good!
5. Get comfortable- snuggle up somewhere warm and cosy with your child, either in bed, on a beanbag or on the sofa or make sure they have somewhere comfy when reading alone.
6. Ask questions- to keep them interested in the story, ask your child questions as you read such as, 'What do you think will happen next?' or 'Where did we get to last night?' 'Can you remember what has happened already?'

7. Read whenever you get the chance – doctor’s surgery, road signs, supermarkets, airports – it will all help.
8. Read again and again- encourage your child to re-read favourite books and poems. Re-reading helps to build up fluency and confidence.
9. Bedtime stories- regularly read with your child or children at bedtime. It is a great way to end the day and to spend valuable time with your child.
10. Rhyme and repetition- books and poems, which include rhyme and repetition, are great for encouraging your younger child or children to join in and remember the words.

Take the added opportunity to taking part in reading challenges from the school, or from the local library.

*“Reading is vital for developing the imagination and gives the ability to stand in other people’s shoes and look through other eyes. With a book you can experience other lives, other worlds, other times. Books are the key to opening up opportunities.”*

**MICHAELA MORGAN**

### **CHOOSING WHAT TO READ**

When it comes to developing a love for reading, it doesn’t matter what you read. The most important thing is that we all help to inspire our children to feel confident and comfortable reading. Ask yourself what type of reading the book is for. Is it a book from school to help practice reading and fluency? Is it a book that they find easy to read that helps them to build confidence? Is it a book for you to read for pleasure to/with your child?

### **WHAT SHOULD I READ TO /WITH MY CHILD, WHAT SHOULD THEY BE READING, AND WHEN?**

It can be hard to know where to start when choosing a book for your child. Remember that as adults we like to re- read favourite books, relax with a magazine or tackle something challenging. Children are the same, so encouraging choices- maybe a familiar book for re-reading as well as something new. Don’t show disapproval if your child returns to favourites.

You can find age appropriate book lists on the school website. Other sites such as [www.puffin.co.uk](http://www.puffin.co.uk) and <https://schoolreadinglist.co.uk/> offer advice on what books children of different ages might enjoy reading. Instructions, recipes, play scripts, song lyrics, road signs, comics, magazines, newspapers, song lyrics are examples of other forms of reading material that can be shared.

### **WHAT IF MY CHILD/CHILDREN JUST DOESN’T ENJOY READING?**

Reading can be a flashpoint for some children and parents are left feeling guilty that they are not fulfilling the requirements of hearing their child read on a regular basis. Here are a few ideas that may help:-

- Make sure your child isn’t hungry, tired or desperate to watch their favourite TV programme when you read to/with them. Sit with them for a short time every day and read a book with them on a subject that interests them, whether that’s cars, animals, sports, even reading instructions for games etc. Don’t expect them to read it for themselves. Just show them how interesting it is to be able to read so that they want to do it for themselves.

- For many children (especially boys) as they get older, non-fiction books are more interesting than fiction, so it may be as simple as changing the type of book you are reading together, or buying magazines or children's newspapers (e.g. The Week Junior & First News.)
- Give plenty of praise. Let your child know how pleased you are when he or she looks at a book. Show interest in what they have chosen. Children really do develop at their own rates when it comes to reading.

### **READING AT SCHOOL**

Children at Farington School have access to a huge number of reading books to be read at home and during guided reading sessions within school.

Ideally we would like children to read their reading books daily, especially in Reception, Year 1 and Year 2. A minimum of 4 reads within a week is acceptable, please log any reading in the reading records. All children need to be heard reading aloud as this helps to improve fluency, accuracy and expression. This is just as important in Year 6 as it is in Reception. Research conducted in school has shown that reading accuracy and speed actually decline as the children get older. Any other reading your child does can also be noted in the reading record.

### **KS1 READING BOOKS**

During the Parents' Information Evening and through Class Newsletters, we will inform you of the days where we change books within school.

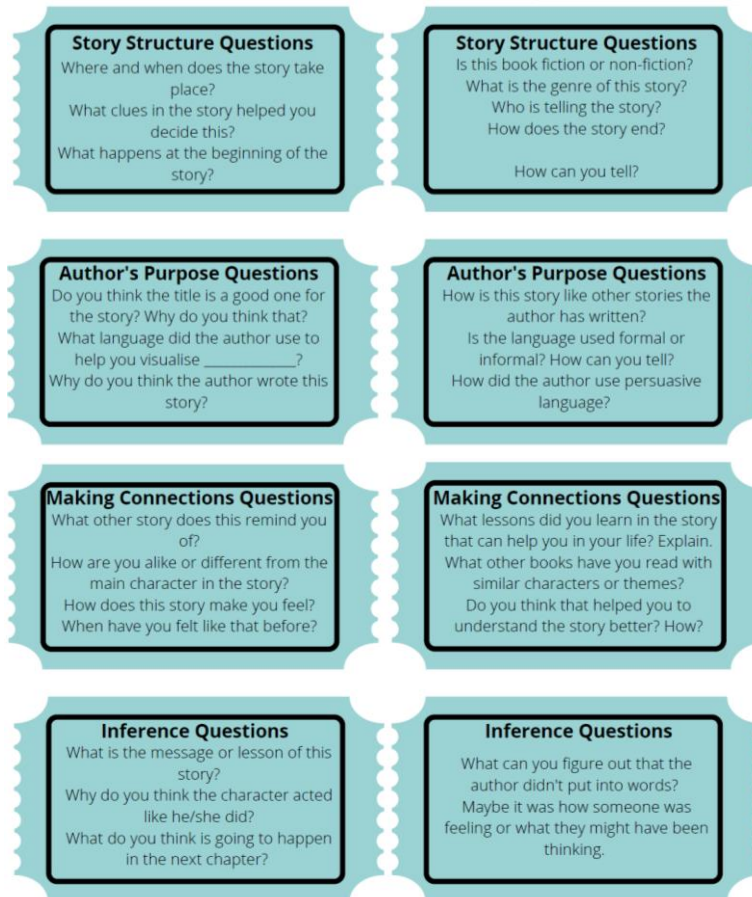
### **KS2 READING BOOKS**

In Key Stage 2, children will in most cases be allowed 'free choice' of books, although we will always encourage a child to read the first page to assess whether it is at a suitable level for them. We encourage children to be ambitious in their choices, but it is important that they are able to access the book.

### **Top Tips when listening to your child read**

1. Find a comfortable place, away from distractions such as the television.
2. Encourage your child to sound out unfamiliar words using their phonics, this applies to older children as well.
3. Take it in turn to read- you read a page, they read a page- this encourages reluctant readers.
4. Vocabulary is important, take time to discuss unfamiliar words, sometimes use a dictionary to find meanings. (Use ambitious vocabulary yourself in day-to-day life so that your child will experience a wider range of words and will be less daunted when coming across new words.)
5. Talk about what is happening in the story, in the pictures, in the text.
6. Ask if they enjoyed the book? Why?
7. Talk about the type of book, is it fact or fiction, story or non-fiction.
8. Make predictions. What do you think will happen next?
9. Discuss punctuation on the page, for example, exclamation marks. Ask what are these for? What should you do when you see an exclamation mark?
10. You do not always have to read the whole book every night. Focus on 2 pages and talk about the characters, setting and plot in a lot of detail.
11. Point out unfamiliar words and discuss vocabulary.
12. If your child is keen, create little tasks relating to the text. (e.g. draw what you think a character /setting may look like, write a few sentences about what happens next.

## QUESTIONS YOU COULD ASK WHEN READING A BOOK



### HOW CAN I ENCOURAGE A LOVE OF READING?

At some point every parent will be met with a child who does not want to read. Obviously if a child is upset it will not lead to conducive reading, however if school and home work together to develop a positive ethos surrounding reading we are hopeful that these times will be limited. Things parents have tried with their children are tick charts on the fridge, writing comments together in the reading records or simply insisting on 10-15 minutes within the day to sit down together with a book.

*"We need to stop reading being seen as something children just do in school. It needs to be seen as attractive as computers, videogames, films and DVDs and a fun way to spend free time. Seeing reading as something that happens at home and is shared by everyone in the family is key."*

**CHRISTOPHER EDGE**

### SCHOOL READING RECORDS

Not every read needs a comment, date and a signature. Just a note of the pages read is enough. For each book comments can be about enjoyment, fluency- how well they have read, use of phonics to sound out tricky words, comments linked to predictions, observations about the story- setting, characters, events (plot).

If time is an issue your child can read with anyone known to them, for example grandparents, older siblings. Older children can read independently – this should also be logged in the record.