

Reading with your child

The evidence on reading for pleasure

Benefits of 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 is it good young readers do?

<p>Connect with the book</p> <p>Explain what they know about the book so far. Connect with the themes of the book.</p> <p>Relate parts of the book to their own lives and experiences.</p>	<p>Suggest</p> <p>Make logical, plausible or inventive suggestions as to what <i>could</i> happen next in the book or about the character(s) personality and intentions.</p>	<p>Question</p> <p>Ask 'Looking' questions: Find answers to their questions in the text.</p> <p>Ask 'Clue' questions: Use clues in the text to find answers.</p> <p>Ask 'Thinking' questions: Give their opinion on the text.</p>	<p>Clarify</p> <p>Ask for clarification about unknown words or phrases. Look to confirm they understand what's going on.</p>
<p>Summarise</p> <p>Tell you the main events, actions, or ideas in the text so far. Cut out what isn't needed and only tell you what is most important.</p>	<p>Think aloud</p> <p>Read a few sentences or a paragraph and talk about their thoughts so far.</p>	<p>Visualise</p> <p>Develop a visual image of the written text. Draw about what they have read.</p>	<p>Reader in the writer</p> <p>Develop a written text based on or in personal response to what they have read.</p>

What to do when reading alongside children

We learn to read so that we may read to learn, but more important is to learn a love of reading. – Orin Cochrane

Your role as a supportive adult is to help children become '**reader thinkers**'. Thinking is intrinsic to reading. Thinking should happen after reading, thinking *must* happen before reading (as readers set up expectations of what the book will be about) and it *must* happen during reading (as readers confirm or disconfirm their predictions). As the co-reader, you must help children understand that you respect their thinking and share yours too.

The best things you can do when helping a child learn to read:

- ✓ Devote time to it. Make it a quality experience. Show your own interest and pleasure.
- ✓ See yourself a co-reader – take part and offer sensitive support. You're not there simply to be read to but to engage in the text yourself too! Ask your own questions. Talk about the things it makes you think of too.
- ✓ Allow children to choose the text.
- ✓ Always remember, children are allowed to skip a word or two. They come back to it, they can guess what a word is if they want to. These are all strategies used by real-life good readers. Fluency and meaning are ultimately what's important.

The worst things you can do when helping a child to read:

- ☒ Rush the experience.
- ☒ Ask children to read a text they haven't chosen for themselves.
- ☒ Control the reading.
- ☒ Focus only on the decoding of the text – not socialising over the text.
- ☒ Insist on 100% accuracy in word-reading above everything else.
- ☒ Stop to correct errors immediately (don't stop the child's 'flow' or enjoyment of the text but instead come back to it later).
- ☒ Asking your child to read a text 'cold', without talking about it or 'warming it up' beforehand.
- ☒ Leave no time for discussion or response.

➤ **Before you start reading, choose one of the following:**

- Read a paragraph and have the child read the same paragraph immediately after.
- Alternatively, read with (in unison) and drop out and join in when you feel it is right to so (this can be done quietly, under breath).
- Share the reading. One page each.

➤ **When you start reading:**

- If you know some background about the book, share it with the child. This means they can begin reading knowing what to expect.
- If they have already started the book, have them briefly explain what the book is about or what happened last time.

➤ **During reading, encourage the following:**

▪ **Predicting**

Ask: what could it be? What's the opening sound of the word? Cover up the word and have them consider what it would be and actually, sometimes, simply give them the word.

▪ **Self-correcting**

Sometimes children will misread a word. That's OK - sometimes they will self-correct. You do not need to tackle every misread word, particularly if their choice makes sense in the context of the story.

▪ **Confirming**

Ask: does it make sense? Check the text – read it again?

- **Talk! Talk about both your responses to the text:** depending on level of the book - every paragraph/page or so.

So tell me, what have we just read?

What questions do you have?

What do you think will happen in next?

Does this book remind you of anything from your life?

Does this remind you of anything else you've seen or read?

If the author or character was here right now? What would you talk to them about?

➤ **After reading:**

In your opinion, was it a good title for this book? Why or why not?

Were your predictions about the story correct?

If there was a problem, did it get solved?

What happened because of the problem?

Why do you think the author wrote this book?

What is the most important point the author is trying to make in his writing?

What was your favourite part of the story?

If you could change one thing in the story, what would it be?

Can you retell the story in order?

If you were _____, how would you have felt?

What is the most interesting situation in the story?

Is there a character in the story like you? How are you alike?

Why did you like this book?

KS2 reading prompts

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth. To become good readers children need to develop skills in seven key areas and it can be useful to think about these when reading with your child.

Decoding: this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way, will support children's development in this area. Making links between the purpose of the text and its organisation is a useful place to start.

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.

What has happened in the story so far?

What do you think will happen next?

Who is your favourite character? Why?

Who is the character you like least? Why?

Do you think the author intended you to like / dislike this character? How do you know?

Does your opinion of this character change during the story? How? Why?

Find two things the author wrote about this character that made him / her likeable?

If you met one of the characters from the story, what would you say to him / her?

Which part of the story is your favourite / least favourite? Why?

Would you change any part of the story? How?

Would you change any of the characters? How?

Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.

What is the purpose of this book? How do you know?

Why is this page laid out in this way? Could you improve it?

Pick three favourite words or phrases from this chapter. Can you explain why you chose them?

Did this book make you laugh? Can you explain what was funny and why?

Have you read anything else by this author? Is anything similar?

Does this book remind you of anything else? How?

When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?

Do you think the title of the book is appropriate? What would you have called it?

What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?

Find two sentences which describe the setting.

Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

If the author had included another paragraph before the story started what do you think it would say?

Would you like to read another book by this author? Why/ why not?

Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material?

The greatest encouragement for your child is to see you - their most influential role model - reading.

What books should my child be reading and where can I get them?

Library

As a community, we are incredibly fortunate to still have access to a local library. This can be your first port of call when trying to find books your child might like to read. Michael Rosen recommends allowing your child to take a pile of say five books out of the library that they are interested in and to take them home to look at. If those five books don't end up raising their interest, you simply repeat the exercise until the right book is found!

You can register with your local library; they have also books you can read online.

Charity Shops

I would also point you in the direction of local charity shops which often have very high quality children books at very affordable prices.

Oxfam in Farnham is particularly well stocked with children's books and most cost around £2 £3.

Waterstones

Most Waterstones dedicate a large space for children's books. Most are split into sections and have books recommended from Early readers to 7-9s and 9-11s etc... This can sometimes be really helpful if you're a bit unsure. Staff are always helpful there.

School

Your child can borrow books from our colour-coded Benchmark section. Our classrooms are also fairly well stocked with a variety of genres.

Online:

Our school have access to the Bug Club for Early Years and KS1 while KS2 have access to Accelerated Reader.

<https://storylineonline.net/> This website is free. Famous personalities read a book. Activities are available.

<https://kidsread2kids.com/classic-novels> Children reading classics.

Choosing new books:

With an average of 20000 children books being published in the UK yearly, it is hard to keep up with what is there. Check this website to find reviews and more:

<https://booksforkeeps.co.uk/>