

Reading workshop for Parents

Why and how we need to do to support children to become fluent readers...

Why!

The Power of Reading!

- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.**
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.**

OECD “Reading for Change” 2002 found that
“Being more enthusiastic about reading and a frequent
reader was more of an advantage, on its own, than having
well-educated parents in good jobs”



**"Reading is to the mind
what exercise is to the
body."**



Why create a culture of reading for pleasure?

‘Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all.’ Children’s and Young People’s Reading in 2015, National Literacy Trust

‘Developing a love of reading can be more important for a child’s educational success than their family’s socio-economic background.’

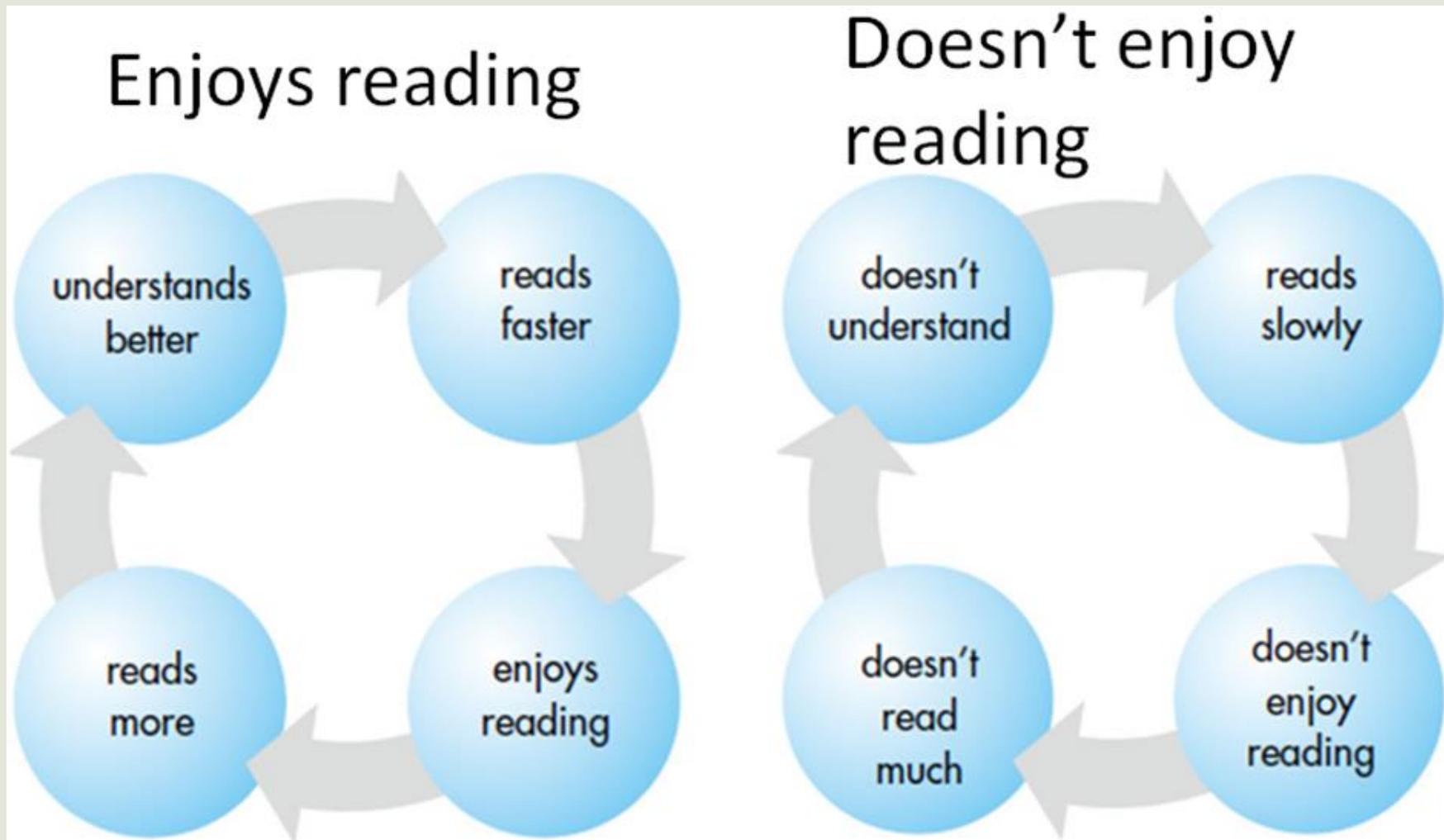
Organisation for Economic Co-operation and Development (OECD)

The advantages of reading for pleasure go beyond academic achievement:

‘Other benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and even ‘a greater insight into human nature’.’

Reading for Pleasure: A research overview, National Literacy Trust, 2006

Why create a culture of reading for pleasure?



Reading memories

- Do you have a good childhood memory about books and reading?
- Do you have an unpleasant memory?
- Tell the person next to you about both.

It is the conditions and feelings associated with your good memory that should be recreated for reading with your child.

Reading

- **Success in reading is fundamental to success in school.**
- **Reading is all about acquiring meaning; for enjoyment, information and understanding.**
- **It is not a performance.**
- **It is not a test.**
- **Most aspects of the curriculum rely on it**
- **‘Reading is the key to unlocking learning and knowledge’**

Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

The simple view of reading

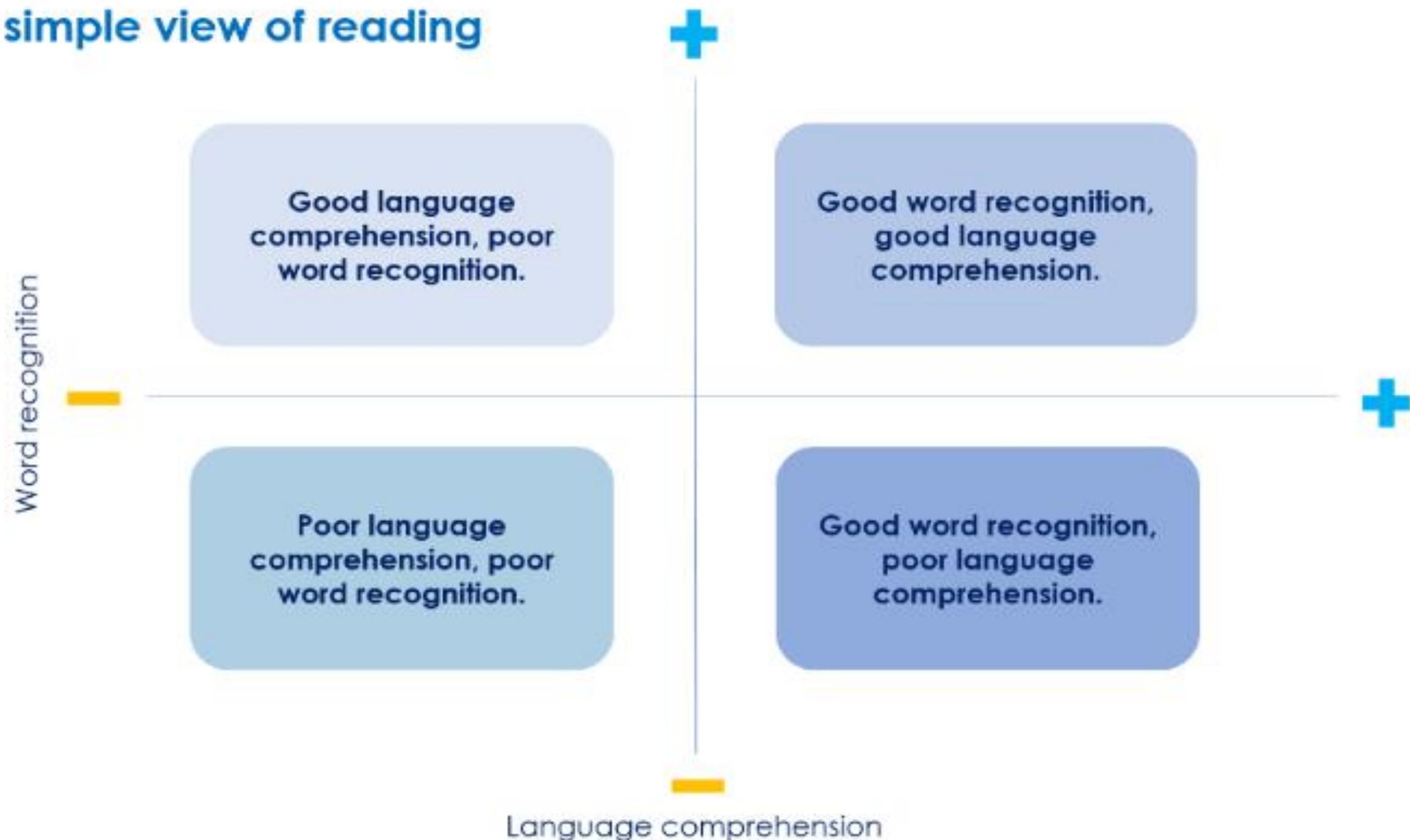
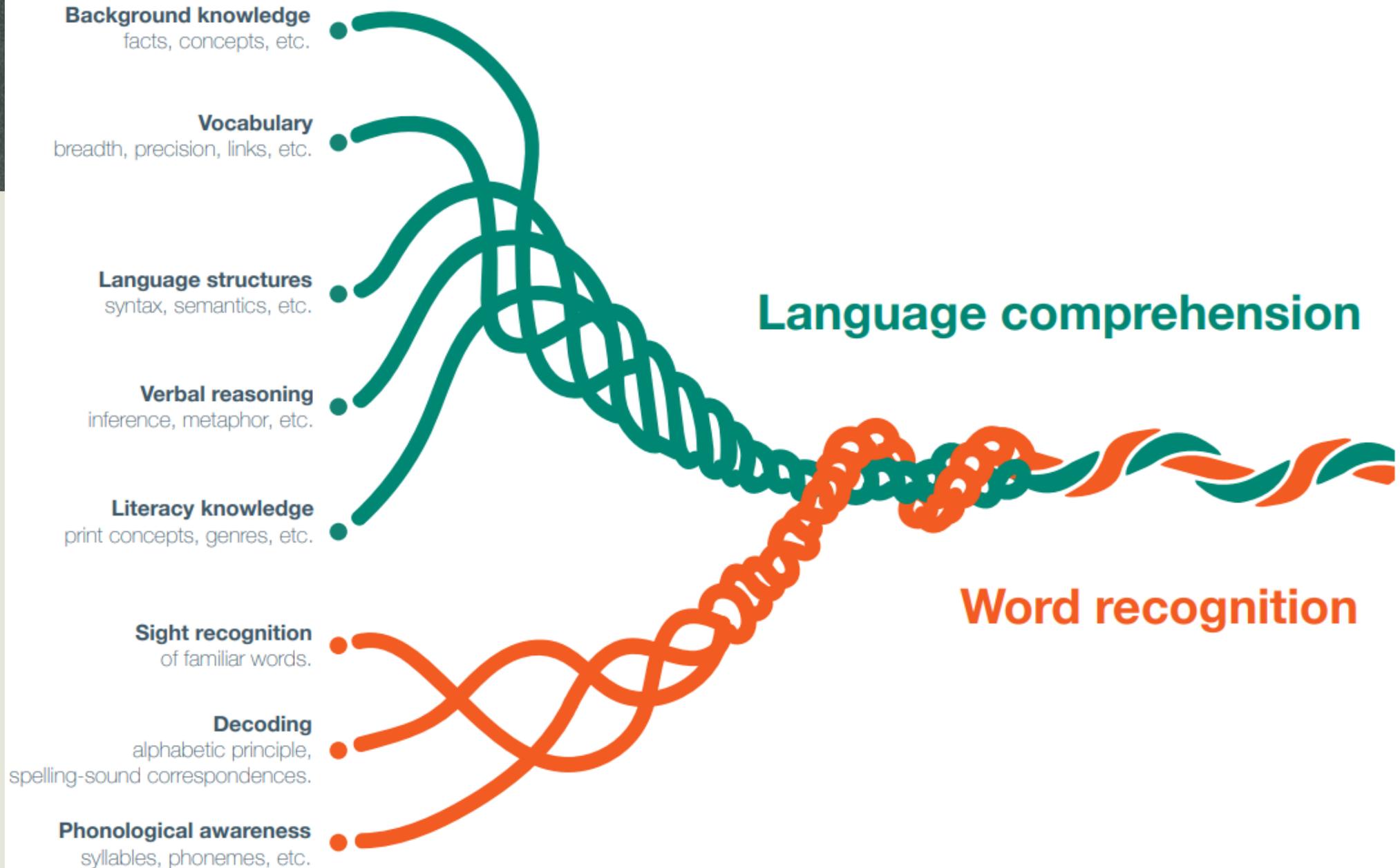


FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷





So what could we do to support at home?

The ability to read is one of the strongest predictors of future success.

Although reading can be taught in a classroom, it must be practised

Michael Jordan can teach you to how to throw the perfect foul line shot, but if you don't ever **practise** the skill, his instruction is worthless.

When students **voluntarily** read, they practise and enforce what is taught in the classroom.



The background is a warm, golden-yellow gradient. It features several overlapping clock faces with Roman numerals and hands. In the lower-left corner, there is a dark silhouette of a tree. The overall composition is artistic and evokes a sense of time and its passage.

How...

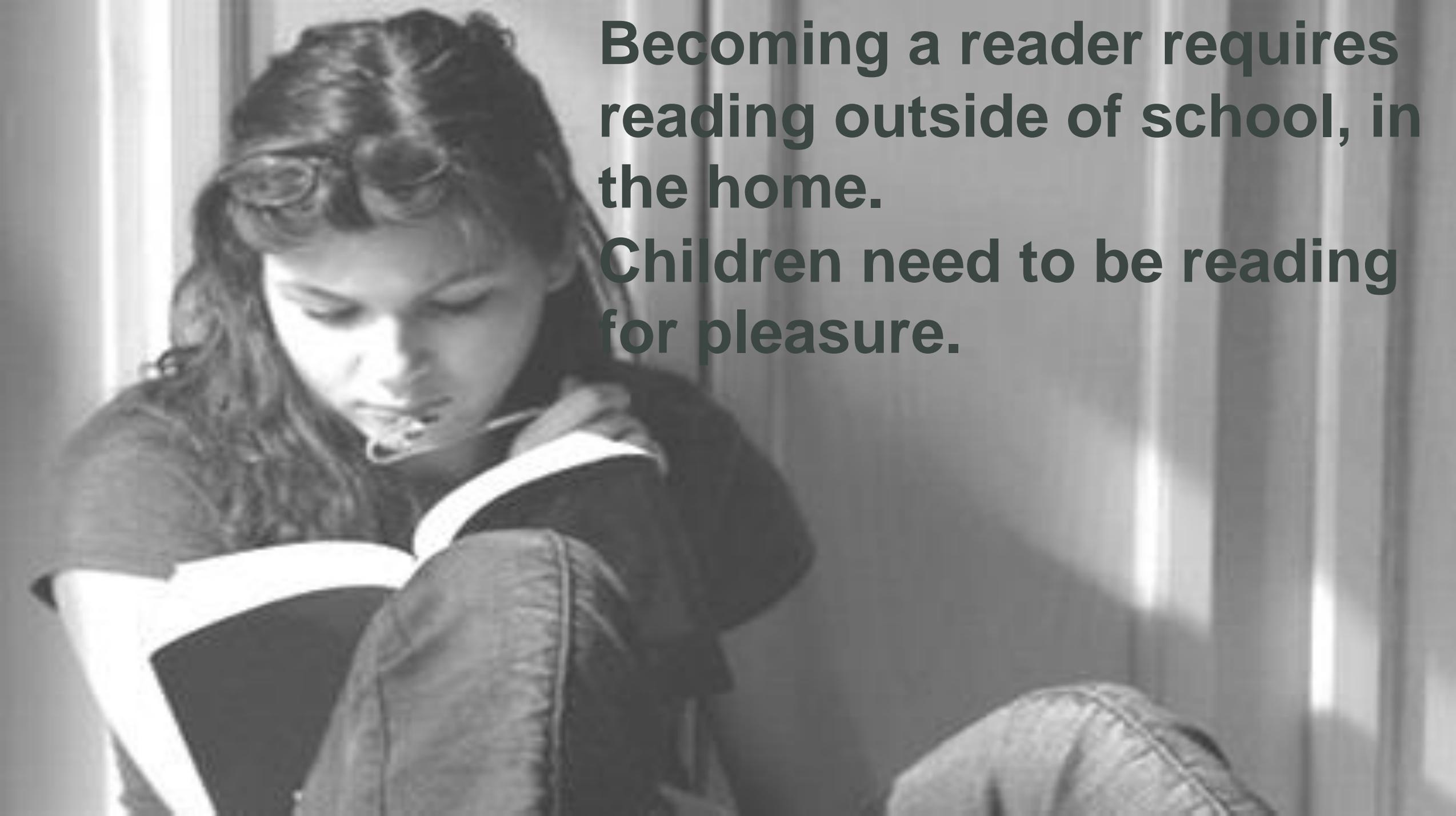
**We need time for
reading...**

“Parents must remember its not their job to teach kids to read, it is to encourage them to love books.”



j.t. lowery

Michael Rosen 2012



**Becoming a reader requires
reading outside of school, in
the home.**

**Children need to be reading
for pleasure.**



A place to read?

**Take an interest
in what they are
reading and
listen to them
read.**



Reading to your children

- **Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.**
- **Read them the book that was your favourite when you were a child.**
- **Read slowly, with expression. Try to use different and funny voices for characters.**
 - **Follow the words and read the story using the pictures.**
- **Talk about what is happening and what might happen next. Leave the story on a cliffhanger!**

Talking about books

It is not a test

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about in your book?

What can you tell me about...?

Questioning to support your children at home?

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?

Change these questions so that the answers cannot be *yes* or *no*.

- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

Hearing your child read

- **Choose a quiet time and give your child your full attention;**
- **Give support if required**
- **Explain the meaning of new words;**
- **Talk about the text using open questions.**

Now, we are going to get your children and see if you can put into practise some of the skills we learned.

How?

- Read to children as well as have them read to you – show them that you are a reader!
- Make it a part of your daily routine within your family and with friends (you can use the questions on our website with your child)
- Do it together as a family (Audiobooks, CBBC bedtime stories, Jackanory <https://www.bbc.co.uk/iplayer/episodes/b00jdlm2>)
- Don't let language get in the way! Read to them in your home language, listen to audio-books and stories together, show them you are a reader!
- Celebrate – just like in school, celebrate at home, reward, and positive praise will build children's enjoyment and satisfaction when reading.
- Oversee, monitor and record – ensure you have an on-going dialogue with teachers and the school (reading record). Ask teachers how children are getting on and is there anything you could be doing to further support.

How?

- **Must reads –try and ensure your child/children are reading these – talk about them and get them talking with their friends about them**
- **Local library – register and visit – the more books in your home the better**
- **Library books – ensure your child is utilising our school library – they can have two books out at any one time so make sure they have them on the go!**
- **Let them choose! Magazines, newspapers, comics, graphic novels, information texts, recipe books – if they want to read it, let them!**
- **Home library – have your own home library area that gives the whole family access to texts. The more texts the better (also helps not to lose borrowed books)!**

Home learning at North

MyMaths.co.uk
Bringing maths alive

reading plus
CHANGING THE WAY STUDENTS READ

LEXIA READING
CORE5

PhonicsPlay

Retrieval Practice

Spellingframe

Nessy

Home Learning

purple mash

Bug Club

symphony math

LONDON
GRID FOR LEARNING

TABLET
BOX
STARS

KS1 Reading Questions

Homework Policy

Writing Tasks

Practise Spelling at Home

KS2 Reading Prompts

50 Big Reading Questions

KS1 Task

KS2 Task

Free Online Audio Books

FUDGE Booklet

Recommended Reads

Additional resources

- Reading question stems and prompts
- 50 big reading questions
- Online audio books
- Recommended reads
- FUDGE

Year 4

Animals

- Dumb Creatures - Jeanne Willis
- The Butterfly Lion – Michael [Morpurgo](#)
- The Peppermint Pig – Nina Bowden
- Doctor [Dolittle](#) – Hugh Lofting
- The Village Dinosaur – Phyllis [Arckle](#)
- The Tales of Olga da [Polga](#) – Michael Bond
- The Great Elephant Chase – Gillian Cross

Spooky/Mystery

- The Way to [Sattin](#) Shore – [Phillipa](#) Pearce
- The Legend of Captain Crow's Teeth – [Eoin](#) Colfer
- The Sandman and the Turtles – Michael [Morpurgo](#)
- Beaver Towers – Nigel Hinton
- The Watchers – Helen [Cresswell](#)
- The Snow Spider Trilogy – Jenny [Nimmo](#)

Humour

- Jeremy James Series - David Henry Wilson
- [Vlad](#) the [Drac](#) Series – Ann [Jungman](#)
- Walking the Bridge of your Nose – Michael Rosen
- Little Wolf – Ian [Whybrow](#)
- Just William – Richard Crompton
- Vernon Bright Series – Steve Barlow
- Eddie [Dickens](#) Series – Philip [Ardagh](#)
- Desirable – Frank Cottrell Boyce
- The 13 Storey [Treehouse](#) – Andy Griffiths
- Mr Stink – David [Walliams](#)
- The Boy in the Dress – David [Walliams](#)
- Awful Auntie – David [Walliams](#)
- [Ratburger](#) – David [Walliams](#)
- My Friend's a Werewolf – Pete Johnson
- How to Train Your Parents – Pete Johnson

FUDGE

North
Primary School

Dream Big
READ!

Benefit of male reading role models

There's good evidence that children from less well-off backgrounds – and boys especially – are falling behind in their reading.

It's also the case that dads read less with their children than mums do.

Fathers who are involved in their children's early education have a significant impact on attainment and on future aspiration. Several reliable studies have shown that high levels of interest by a father in his child's schooling and education are associated with improved outcomes, including:

- Better exam / test / class results
- Higher educational qualifications
- Greater progress at school;
- More enjoyment of school
- Higher educational expectations;
- Better behaviour AND reduced risk of suspension or expulsion

Conversely, low interest by fathers in their children's education (particularly boys) has a stronger negative impact on their achievement than contact with the police, poverty, family type, social class, housing tenure and child's personality.

Research tells us that fathers – and mothers – want engagement with their children's learning and education. Children want this too.