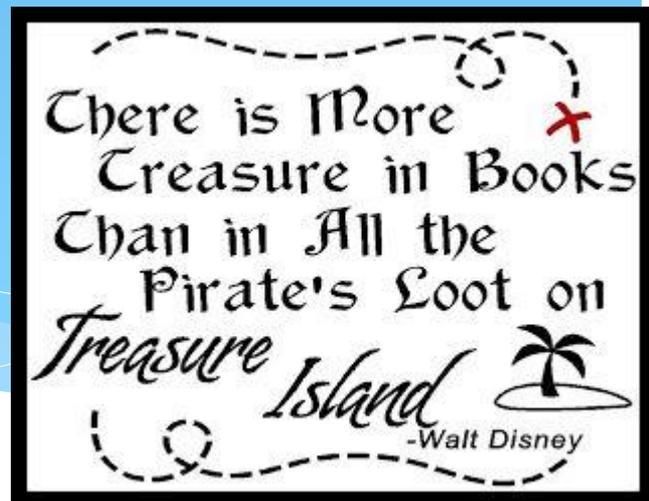




Strategies to support children's reading

October 2016



‘Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all.’

Children’s and Young People’s Reading Today
National Literacy Trust 2012



‘Children who are supported in their reading at home are more likely to enjoy reading and tend to achieve more highly at school.’

Building an Outstanding Reading School
Oxford University Press

The simple view of reading

Reading is when you...

- Use phonics to decode words
- Read the tricky words on sight
- Understand what you have read

Being literate is when you...

- Know how to choose the book that you need for a particular activity or purpose
- Can talk about authors and identify genres and their features
- Have a real curiosity about words and their meanings and understand the power that words can have
- Have reading stamina – be able to read and concentrate for extended periods of time.

If your child finds reading difficult, develop reading flow by...

- Regular tricky word practise
- Using lots of praise for blending and having a go
- Encouraging use of pictures to make sensible guesses
- Pointing out repetition
- Pointing out spelling patterns
- Breaking down polysyllabic (more than one) words into syllables
- Reading around the unknown word. What would make sense?
- Noting the shape of a word

If your child has just started to take off with their reading...

- Encourage the use of a story voice (fiction) or the expert voice (non-fiction)
- Discuss use of punctuation and how it informs reading flow and style
- Discuss likes and dislikes
- Discuss layout and genre
- Ask questions and expect the child to explain their response with supporting evidence from the text
- Explore words and their meanings

If your child is already a good reader...

- Discuss word meanings and how they add to the ‘feel’ of the text
- Identify the time and place that a story is set and ask for evidence to support their answer
- Ask your child to make direct reference to the text when answering questions or give proof of something that they have inferred
- Encourage your child to develop reading stamina by providing them with longer, more challenging texts that interest them
- Probe to ensure that tricky vocabulary is really understood
- Give your child lots of real reading contexts.

Supporting reading is more than just sounding out tricky words...

- * There are 2 sides to reading – decoding and comprehension.

- * Comprehension:

Retrieval of information from the text

Deduction (drawing own conclusions)

Inference

Language for effect

*“Let’s get the dinner on shall we?” said Matthew’s mum.
“What are we having, Mum?” Matthew asked her. “Cottage pie and peas,” she replied cheerily. Matthew grinned from ear to ear. Mum smiled back at him. “I tell you what,” she said, “why don’t you go and learn your spellings for twenty minutes before we have dinner?” The smile on Matthew’s face disappeared. “Do I have to?” he whined. Matthew thought practising spellings was a bit like watching paint dry.*

Retrieval of information

Example question: What was Matthew's mum making for dinner?

Answer: Cottage pie and peas.



Inference



Example question: How does Matthew feel about eating cottage pie and peas? How do you know?

*Answer: He loves cottage pie and peas. We know this because **he grins from ear to ear** when his mum tells him that is what she is making for dinner.*



Looking at the evidence...

Deduction

Example question: **What** do you think Matthew might do next?
Explain why you think this.

Answer: There could be several answers to this, but the person asking the question would be looking for the child to have thought about what Matthew might do, based on what they have read. For example: *I think Matthew will go and watch TV instead of doing his spellings **because he doesn't want to do his spellings.***

Language for effect

Example question: 'Matthew thought practising spellings was a bit like watching paint dry.' Why is this a good way to show how Matthew feels about his spellings?

Answer: *The author is comparing spelling practice to watching paint dry to show how boring Matthew finds it.*

