

A love of reading is the biggest indicator of future academic success.

OECD (The Organisation for Economic Co-operation and Development)

Top 10 tips to help and support your child to become a reader –(DfE)

1. Encourage your child to read: Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

2. Read aloud regularly: Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

3. Encourage reading choice: Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

4. Read together: Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

5. Create a comfortable environment: Make a calm, comfortable place for your family to relax and read independently - or together.

6. Make use of your local library: visit them and explore all sorts of reading ideas. Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow. See [Libraries Connected](#) for more digital library services and resources.

7. Talk about books: This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

8. Bring reading to life: You could try cooking a recipe you've read together. Would you recommend it to a friend?

Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



9. Make reading active: Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

10. Engage your child in reading in a way that suits them: You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

Further guidance and ideas can be found on <https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

Reading at home: EYFS and Key Stage 1

Above all we want our children to have success at reading and see reading as a pleasurable activity to do with their parent/carer. Our children will bring home two books, one from our reading scheme (Big Cat) which matches the phoneme (sound) being taught. This book should be aimed at 90% fluency for the child i.e that the child can rapidly decode and read nine words out of ten. The second book, will be one for the child to be read to and shared with their adult.

For the reading scheme book we encourage parents to use the **Four Step Reading Approach to help** children reading more fluently and connecting better with the text.

The first read when the reader may be relying heavily on decoding and blending their sounds together. This is a good time to point out new vocabulary but to not make this the focus of the read. For this first read- you may read the book to your child to help them get an understanding of the text.

On the second read, child may recognise some of the words they have read previously, there will be an increase in fluency and they may begin to ask questions about unknown vocabulary etc.

By the third read, adults can begin to ask them deeper comprehension questions

The fourth time the book is read, the children should be almost completely independent. This is the 'fun' read and shouldn't take long.

Parents are encouraged to record in their child's reading record when they have heard them read.

Year 2 and Key Stage 2. Home reading - Every child is actively encouraged to read to an adult at least four times a week. A shared reading record ensures communication between the teacher and parents.

Some children will continue on the reading scheme books (Big Cat) and we recommend continuing with the four read approach as stated above.

Other children will have moved beyond the scheme books and will be selecting reading books, guided by their teacher, appropriate to their ability.

Strategies you may use include:

- Help your child summarise what has been previously read. These reading books will be longer than scheme books and your child may need support to have the stamina to continue with chapter books.
- Listen to your child recap parts they have read independently at school to help you keep up with the story.
- Discuss predictions of what may happen next. What do they think about the characters?
- Modelling- reading the text to your child demonstrating intonation, language structure and expression, especially with dialogue- children love varied accents!
- Listen to passages read out loud with lots of praise.
- Ask a few questions about the story if your child has read silently.
- Enjoy your time with each other.

Text recommendations list: are organised by year group and available on class pages on our website to support and guide our parents, carers and children in their book choices.

