Reading

Supporting your child to become more fluent readers

A Support Guide for Parents and Carers

Reading for Pleasure: How you can help at home

The Benefits of Reading

Research shows that reading has benefits in many areas of education and life. In addition to the obvious benefits on reading comprehension and attainment, it also impacts upon:

- Vocabulary
- Understanding of grammar
  Spelling skill
- Writing attainment
- Attitudes to reading and writing
  Knowledge and understanding of the world and other people

- Achievement in other subjects, including maths
- Empathy and understanding of emotions
- Development of our sense of 'self' and identity

"Because reading is so integrated into every aspect of modern life, teaching reading really is equipping children for the future." Cindi Giorgis

"Reading is the gateway skill that makes all other learning possible."
BARACK OBAMA
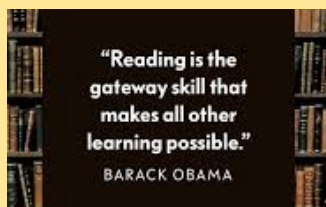
"Reading is the heart of education. The knowledge of almost every subject in school flows from reading"
James Murphy

How can you support your child at home?

- Sharing your experiences about why reading is important for life and work, whilst being mindful not to add to any negative feelings, can help children to see things but it's worth persevering.

- Avoid reading being seen as a chore through requests such as if you read for 15 minutes, you can...Whilst this may work for some young people, it is unlikely to lead to reading being seen as enjoyable activity.

- Research by the National Literacy Trust showed that reading for pleasure increased during the 2020-2021 lockdowns; one of the reasons young people gave for this was having the time to read and having fewer distractions. This would suggest that helping your child to balance their time and factor reading into their schedule in a quiet environment would be beneficial.

- Help your child to be proactive in their wider reading. For example, if they are covering World War II, explore age-appropriate texts on this through poetry, online articles or novels.

- Take an interest in what they're reading and studying at school by reading around topics as well SO that you can engage in discussion about their texts/areas of learning, whilst modelling an interest in reading

- Help your child to experience feeling successful with reading. Praise and encourage them, whilst showing interest in what they've read.

- Support your child with selecting age-appropriate texts for them to read for pleasure, rather than only encouraging them to read for schoolwork.

- Often younger children enjoy reading with their parents and their interest wanes when it becomes an independent activity and they no longer share a connection with someone over a book. Read with them or listen to audiobooks, if you don't feel confident enough to read yourself.

  "By sharing books, we can help our teens find their way in this crazy, mixed-up world." Sarah Mackenzie

Reading skills

At Ysgol Cwm Brombil, we strive to ensure that all pupils develop the following reading skills to make them fluent and successful readers in all subjects. Pupils will recognise the skills in the acronym VIPERS.

Reading Skill	Developing this skill will allow pupils to:
Vocabulary	• Understand meaning • The larger your vocabulary the easier it is to learn new words
Infer	• Read between the lines • Work out words from context cues • Explore individual words • Visualise to infer • Infer themes
Predict	• Activate prior knowledge • Develops critical thinking • Encourages thinking ahead • Promotes active questioning
Explain	• Develops understanding • Interpret information and meaning • Justify understanding • Elaborate and respond in detail
Retrieve	• Locate and record information • Identify key details from texts • Recall key information • Boost learning because information is strengthened and forgetting is less likely to occur
Summarise	• Paraphrase information • Select main points • Distinguish between the main idea and interesting information • State the gist • Take notes • Synthesise ideas and explain in own words
Sequence	• Make sense of how events unfold reading • Contributes to students' ability to comprehend what they read • Aid writing by helping to construct a cohesive and logical flow that readers can follow easily.
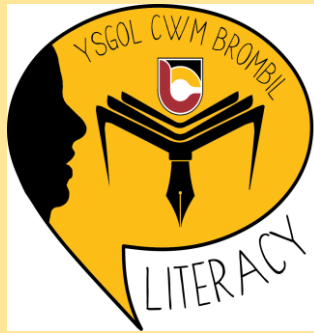
Reading Fluency

Supporting your child to become a more fluent reader

What is Reading Fluency?

Reading fluency is the ability to read accurately and automatically, as well as with expression. If your child does not automatically recognise words accurately, reading turns into a really hard and onerous task. It can slow down the reading process and because your child will be using so much mental energy on trying to make sense of what they are reading, it can become a tiresome task. Also, meaning is lost and understanding the text they are reading becomes very difficult.

Reading with Expression

When we **read with expression,** meaning can be made through tone, volume, pauses, emphasis and intonation. Therefore, it helps the reader understand the content of what they are reading and it allows them to transfer the meaning to their listeners .

Different approaches your child will be familiar with

At Ysgol Cwm Brombil, we are using a range of approaches to support our students with reading fluency, based on their specific needs. These may include approaches such as:

Reading Approach	What does this approach entail?
Reading aloud/ modelled expression	Texts are read aloud to children. The reader includes variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery.
Reciprocal reading/ guided reading	Pupils work in small groups and use four reading strategies: summarising, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.
Shared reading	The text is displayed for all pupils and the teacher reads and when confident, pupils start joining in and reading with the teacher.
Echo reading	In echo reading, the teacher or confident reader reads a short segment of text, sometimes a sentence or short paragraph, and the student/s will echo it back.
Paired reading	Pupils or teacher and pupil will read aloud to each other.
Independent reading	Pupils read the text independently .

How can you help?

What you can do	How you could do it
Read Aloud	Read aloud to them, or listen to an audio book together, so that they can regularly hear fluent reading of a variety of texts. They may also benefit from reading along with the text so that they can see the words whilst listening to them. Use the Read Aloud bookmarks provided to encourage discussion before, during and after reading.
Use alternative texts	If you feel your child may be resistant to you reading whole texts or fiction, you could mention you've read an article they may like and read it to them. Alternatively, you could listen to audiobooks in the car or over breakfast.
Simple practice	Discuss the importance of repetition and practice with your child. If they are practising their reading fluency in school, they may be undertaking repeated readings of a text, similarly to if they were to practise a piece of music, a song or a theatrical performance. You could share examples where repeated practice of something has helped you so that they can understand the importance and benefits of the repetition.
Listen to your child and work on expression	If your school sends home short texts for your child to practise their fluency with, encourage them to do this. Try to find time to listen to them and offer them praise. Be guided by your school as to whether the reading expression is 'mapped out' following a modelled reading in school or whether students are to experiment with their expression at home. It's useful to have a joined-up approach so that home and school support is aligned. Use the Reading Fluency bookmarks provided.
Encourage	Continue to encourage your child to read, whilst not making it appear as a 'chore'.
Revise Phonics	Revise the complex speed sounds with your child to ensure that they know them. Full phonic awareness is imperative to be a fluent reader. When pupils switch to alphabet from using phonics, some of their phonic awareness may be lost. Use the complex speed sounds list provided.

How can you help?

What you can do	How you could do it
Show them you read	Does your child see you reading online or from a book? Share your likes and dislikes about what you have read with you your child.
Provide space and time	Help your child to set aside at least 15 to 20 minutes every day. Make sure that they have a quiet area to do this.
Use alternative texts	Take an interest in what they are reading and if they are enjoying it. Ask them what they think will happen next, then the next day ask them if the predictions came true.
Variety is the spice of life	Encourage your child to read a range of texts such as comics, fiction, non-fiction, newspaper articles and web-based material.
Audiobook alternatives	Research has found that audiobooks can improve children's reading skills and enjoyment of reading as well as their mental wellbeing. If your child is reluctant to read a book, you could offer them an audiobook. These are available online or through the library. **Useful websites** https://www.bbc.co.uk/sounds https://www.learnoutloud.com/Free-Audiobooks https://freeclassicaudiobooks.com/
The Gift of reading	Include books in birthday and Christmas presents.
Explore	Explore new vocabulary together. You could see how many times a week you could use a new word from their book.
Revise Phonics	Revise the complex speed sounds with your child to ensure that they know them. Full phonic awareness is imperative to be a fluent reader. When pupils switch to alphabet from using phonics, some of their phonic awareness may be lost. Use the complex speed sounds list provided.

Reading fluency
What things should I consider when reading aloud?

TONE
Suggests your mood and/or your intention.

PACE
The speed at which you speak. Varying speed can show changes in emotions, such as increased fear.

PAUSE
Taking a pause can help to express emotion and to place emphasis on certain parts of a text.

INTONATION PITCH
Speaking in a high, low or natural voice. For example, when a person is nervous or excited, their pitch may be higher than normal.

VOLUME
How loud or quiet your voice is. Varying volume can communicate different emotions.

EMPHASIS
The pressure, or stress, that is placed on certain words/phrases to draw attention to specific content or even change the meaning of what is said.

TIP
Try reading the text in different ways and see how it affects the meaning. You can then decide which you think may be best.

What should I ask myself when reading with expression ?

When reading with expression we are trying to convey a particular mood or feeling with our voices.

TONE
What tone do you want to present? For example: anger, disappointment, regret etc.

PACE
Would faster or slower pace work better? Would this change in different parts of the text?

PAUSE
Where in the text might a pause reflect a feeling or place emphasis on what you're saying?

INTONATION & PITCH
Would a higher or lower pitch suit different words OF sentences in what you're reading?

VOLUME
How could increasing Or decreasing the volume at different points in the text help you to communicate the relevant emotions?

EMPHASIS
Which words/phrases could be drawn attention to in order to highlight specific content or even change the meaning of what is said?

What do you think you would use to help convey the meaning of the text ? Pauses? Emphasis? Intonation? Volume? and pace?

Read- Aloud
Bookmark
Turn and Talk Points

Listen **carefully** while the text is read aloud to you. reads . Take turns discussing:

Before Reading

- I think it is about ....because....
- Already this reminds me ..... because....
- I think I will learn .... because ....
- I know that this topic is about.... but I would like to know......
- I would really like to find out about....

During and After Reading

- It was confusing when ...
- At first I thought.....
- I was surprised by....because....
- So far....has happened....
- This reminds me of ....because.....
- Something new I learned was ....
- I liked the part where.... because...
- It was so (funny/ sad/ interesting/ unbelievable/ unconvincing/ convincing...) when
- I think the writer was.... because....
- I think the character..... was.... because....

Useful Strategies
for
Reading New Words

Try...

· **Saying every sound** in the word from start to finish and **make** the sounds run into each other as smoothly as possible. /s/t/r/a/p/   /s/t/r/e/tch/ /s/t/r/aigh/t Does it sound like a word you've heard before?

· **Chunking the word into soundbites**: char-act-er ; sol-u-tion ; class-i-fi-ca-tion.

· **Looking for words within words**: therefore ; addition ; paragraph

· **Looking for bits of meaning (morphemes) within a word**:

 dis-appear-ing

· **Matching to a pattern** you already know: eight ; neighbour ; freight

· **Finding a trick for remembering weird words** like... phlegm ; queue ; genre...so that you can recognise them again

· **Looking for clues** in the pictures and layout of a page

· **Reading beyond the word,** then looking back and trying again. What might fit?

Reading the words or sentence before and after to see if you can work it out.

The Importance of Phonic Awareness
To be a fluent reader, an individual will fully recognise the sounds below.

Please use this, with your child to regularly revise the sounds.

Complex Speed Sounds

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk

b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch

Vowel sounds

a	e ea	i	o	u	ay ā-e ai	ee y ea e	igh ī-e ie i y	ow ō-e oa o

oo ū-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure