

De La Salle School

Supporting your Child with Reading



Reading is power

Reading is a continuing gift - available to everyone

One of the most important gifts we can give our children is a love of reading. Confident, active readers use reading skills to follow their passions and change their perspectives on the world around them.

Reading Agency UK reported:

"Children who read books more than once a week gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly."

Readers who struggle to process and cement their understanding of phonics find it difficult to read fluently, as they are unable to decode and find meaning in written language, when reading more sophisticated and complex text.

Learning to read is complex, with children having to process many aspects at the same time:

- decoding
- reading with fluency
- absorbing new vocabulary
- understanding what a text is saying
- discovering that reading is pleasurable
- building knowledge about the world

Phonics is an advanced skill which, when practised, becomes natural - like riding a bike.

Not everyone acquires these skills at the same time.

Children unable to acquire phonic skills simply need more training and practice to help them develop their literacy skills.

At De La Salle, it is our priority that no child feels left behind. Upon arrival, and then annually, we complete individual reading tests to establish reading ages - identifying pupils who require further phonics support to improve their comprehension and providing intervention as quickly as possible, to promote a love of reading in all our pupils.



1. RECOGNISE THE SOUNDS IN SPOKEN WORDS

Phonological and phonemic awareness is the ability to hear, identify and manipulate sounds in spoken language – including rhymes, syllables, and the smallest units of sound.

2. CONNECT THE SOUNDS OF SPEECH WITH LETTERS

Phonics is a systematic way to teach the alphabetic principles - the understanding that letters represent sounds of spoken language - and that there is a predictable relationship between letters and sounds..

**A STRONG
READER
MUST BE ABLE TO ...**

4. UNDERSTAND WHAT YOU HAVE READ

Comprehension is the goal of reading (the thinking process readers use to understand what they have read). Strong vocabulary, background and the understanding of how language works are key to comprehension.

3. READ WITH ACCURACY AND EXPRESSION

Fluency is a child's ability to read a book or other text with accuracy, at a reasonable rate, and with expression. A fluent reader doesn't have to stop to decode every word.



Key Factors

Accuracy

Decoding unfamiliar words by saying the sounds corresponding to the letters and blending the sounds together



Automaticity

Once pupils can decode a word accurately, they need the right quality and quantity of practice so that they can read it automatically.



What it takes to be a fluent reader

Accuracy

Through phonics, pupils learn the alphabetic code. This allows them to decode any unfamiliar words they come across.



Automaticity

Once pupils can decode a word accurately, they need the right quality and quantity of practice so that they can read it automatically.



How students become accurate and automatic readers

Stages of Intervention

Highly Personalised interventions

Additional interventions to allow all students to work at age-related expectations or above

Inclusive quality first teaching for all.
Students reading for pleasure at home



How are we improving Reading?

Testing

- All students are Reading Age tested , at least once a year
- Any concerns lead to an interview with our Reading in Action Co-ordinator
- Specific testing is used for comprehension and understanding - additional focussed testing to highlight specific gaps and a need for intervention
- Dyslexia concerns are investigated by our RiA Co-ordinator

Analysis of Data

- Reading age and chronological age are compared
- Students are categorised within year groups according to age and specific needs
- Staff and parents are made aware of most recent reading ages
- Appropriate interventions are decided upon to meet individual needs and requirements
- Information is shared with staff, parents and students

Interventions

- Reading is a whole school focus in every lesson - with students being involved in integrated and inclusive reading activities, including a wide variety of activities promoting reading for pleasure
- A variety of reading techniques are used during lessons to ensure accessibility for all
- Reciprocal reading strategy is used during relevant lessons to expand reading techniques and comprehension
- Weekly reading lessons- using text and groupings appropriate for reading ages
- Targeted classes devoted to improvement of accuracy and automaticity
- Phonics intervention (Lexonik) - to improve phonics
- Readworks - to improve comprehension and understanding
- IDL - to digitally improving reading and spelling
- 121 sessions with Learning Support Assistants / paired reading with reading buddies
- Specific classes for intervention lessons

If your child describes words blurring on the page or experiencing headaches when reading, please book an appointment with an optician and ask your doctor for a referral to St Helens Orthoptic Clinic



What can you do at home?

At De La Salle, we appreciate how powerful and important reading is for empowering our pupils, as it can bring enormous joy and inspiration.

We all want our young people to have the greatest life chances available to them and daily reading of a wide variety of texts can help support this.

- Your child has been reading every day since primary school.
- Whilst we provide younger pupils the opportunity to read with prefects as their 'Pair-fect Reading Partner', nothing compares to the time shared between parents/guardians and children engaging in texts together.

Try to make Reading a daily routine

Give books as gifts

Instead of picking up a phone, encourage them to pick up one of their new books; this can be anything which interests them and develops their vocabulary.

Have a family bookshelf

You and your child can share interests and develop conversations about well-loved stories

Adapted story movie nights

Choose a movie adapted from a book to inspire your child to read the story and find out any sneaky spoilers or missed out scenes

Reading can include any types of texts;

Newspapers/magazines, autobiographies, thrillers, detective novels - even cookery books

When cooking, include your child and ask them to read out the instructions. Ask them to read the outline of a programme or film you are watching

Visit your local library together

Buying books can be so expensive, especially if your child decides that they aren't enjoying their new story. Your local library will allow you and your child to try books you know you will all enjoy, but also take a risk with new texts too.

Use our 'Pass it On' scheme in school

Enjoy

Reading should always be enjoyable, so if its reading in bed or on the floor or couch with a cuppa, just make it work for you. You all deserve these moments together.

Read yourself

Taking time to read a book can feel like a luxury when you're a busy parent/guardian, but making time to read is great for you and for inspiring your child too

If you read with your child daily, then they will hear around **1.4 million** more words than their peers who choose not to read.



Why is reading for pleasure important ?

Evidence shows that reading for pleasure leads to increased attainment. There is a significant positive relationship between enjoyment and attainment, indicating that pupils who read more are also better readers and ultimately achieve better in school.

Evidence suggests there is a positive relationship between reading frequency, reading enjoyment and attainment

What are the benefits of reading for pleasure?

- Reading attainment and writing ability;
- Text comprehension and grammar;
- Increase in use of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader and in all subjects;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation, and;
- A greater insight into human nature, decision-making and empathy.

Parental involvement in a child's literacy has been reported as a more powerful force than other family background variables, such as social class, family size and level of parental education



The Teenage Years

As your child moves through secondary school, they may see reading as work rather than fun and may stop reading for pleasure - the more you try to persuade them, the more they turn against it.

Try some of these tips to re-establish their love of reading:

Young Adult (YA) novels tackle the edgy issues that teenagers may struggle with, from friendship issues, romance and peer pressure to grief and troubles at home or school. Teenagers will gravitate towards relatable subject matter whether they are personally grappling with these issues or seeking thrills.

Graphic Novels - once dismissed as being comic books, are now recognised for the award-winning literature they are. These may also be the key to getting some teenagers hooked on books again and are available in a wide range of genres, from adventure and fantasy to historical fiction and even GCSE Shakespearian novels to bring their English revision to life.

Encourage your teenagers' interests with appropriate adult level books.
(Check reviews before passing them over)

Find non-fiction titles on subjects your teens are curious about e.g. climate change, racial injustice, political corruption, or true crime. Check out adult non-fiction bestseller lists to see what is going viral.

Audiobooks - if your teen is struggling to access or engage in reading books, download audiobooks to their phone to listen to. You could connect an audiobook to the car when taking journeys together and listen to stories which can engage the whole family.

*Please don't panic if your child chooses to read the same book over and over again, we have all found comfort in our favourite characters.

Useful Websites

- <https://www.gov.uk/government/publications/10-top-tips-to-encourage-children-to-read/10-top-tips-to-encourage-children-to-read>
- <https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>
- https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/7_Top_Tips_to_Support_Reading_at_Home.pdf
- <https://literacytrust.org.uk/resources/brilliant-ideas-reading-for-pleasure/>
- <https://researchschool.org.uk/durrington/news/read-and-repeat-how-every-teacher-can-and-should-be-a-teacher-of-reading>

**If you require any further information please contact
our Reading in Action Co-ordinator**

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