



Supporting Your Child's Reading

READ!
TO SUCCEED●

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Reading at Two Mile Ash School

At Two Mile Ash school, we take pride in calling ourselves a reading school. Over the last 6 years, we have actively worked together with our parents/carers and community to raise the profile of reading and foster a love of reading amongst our pupils, making it an integral part of our pupils' learning. We don't see reading as a skill just learnt in English but ensure that it is a skill embedded across the curriculum and within as many learning opportunities as possible.

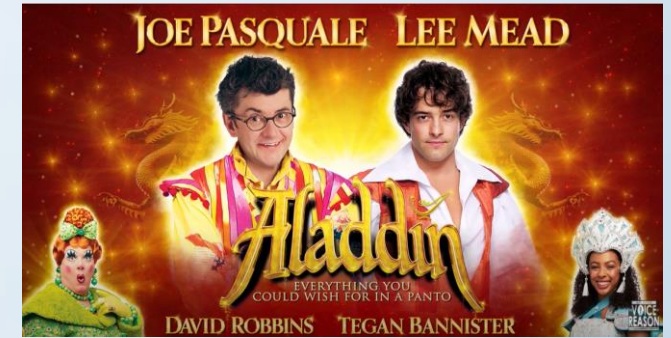
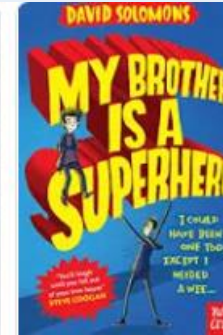
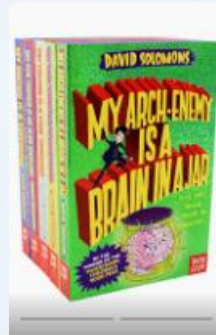
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What is Read to Succeed?

- Read to Succeed is the umbrella term that we use for everything that we do that is linked to reading.
- Throughout the day, our pupils are exposed to a variety of text types such as stories, poems, instructions and research across the subjects. They are continually using skills such as retrieval, inference, predication, summarising, word meanings in a range of contexts.
- We also encourage our children to share their love of reading by taking part in Read to Succeed homework projects.

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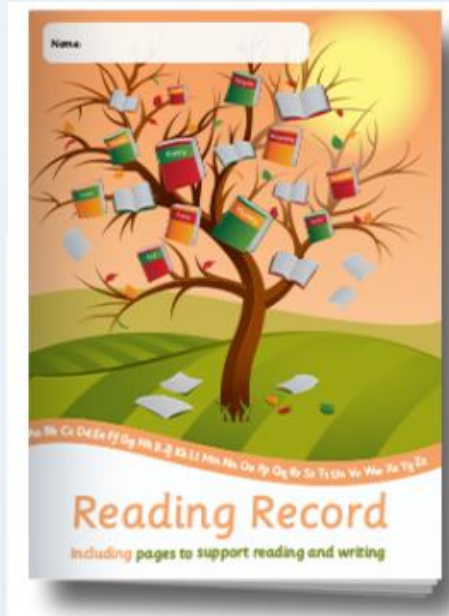
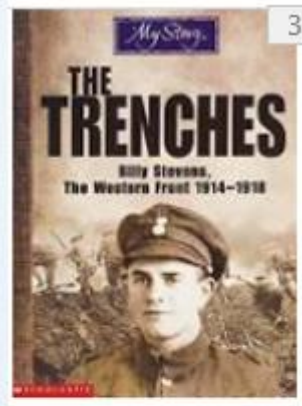
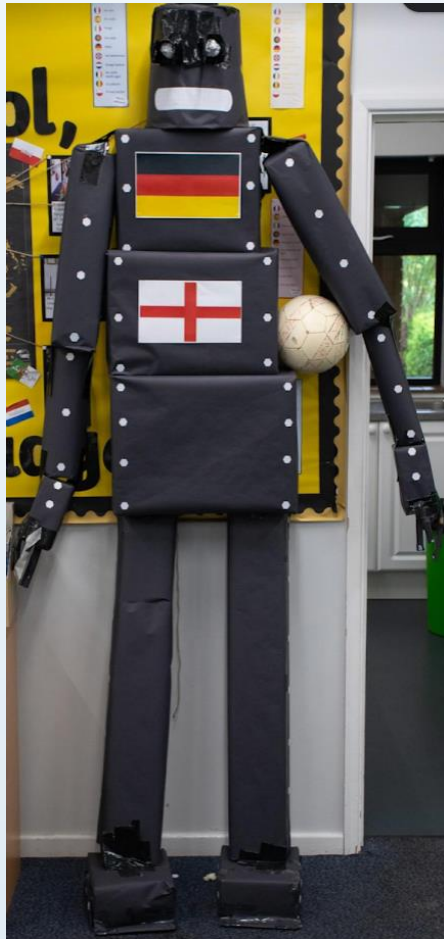
Read to Succeed



ROYAL SOCIETY
YOUNG PEOPLE'S
BOOK
PRIZE 2021

READ!
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Read to Succeed



YEAR 5 READING RECORD

READ!
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Name: _____

Class: _____

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CONGRATULATIONS

.....

You have achieved the
READ TO SUCCEED certificate for

.....

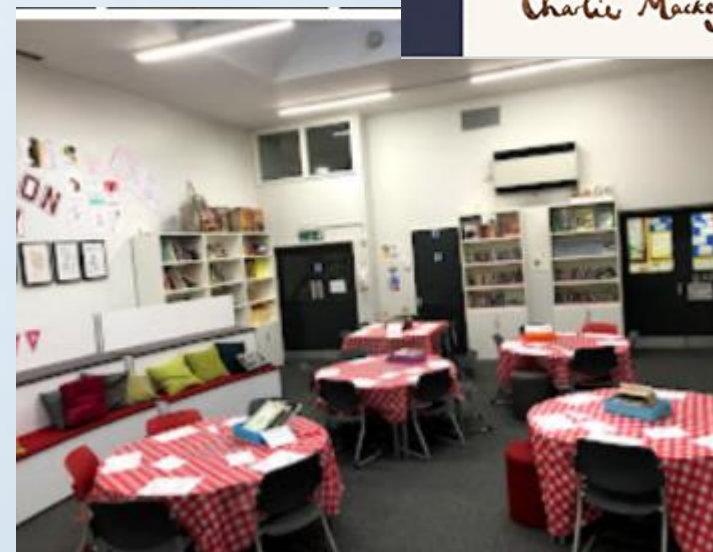
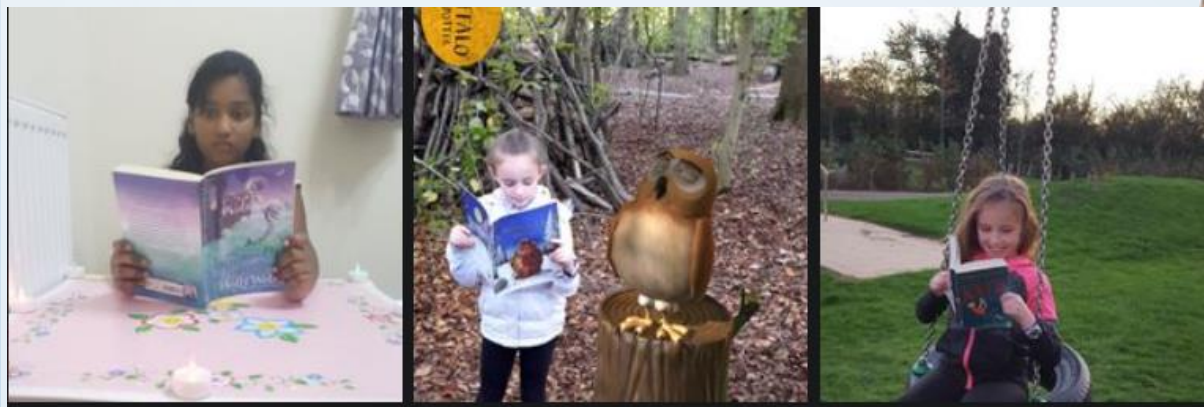
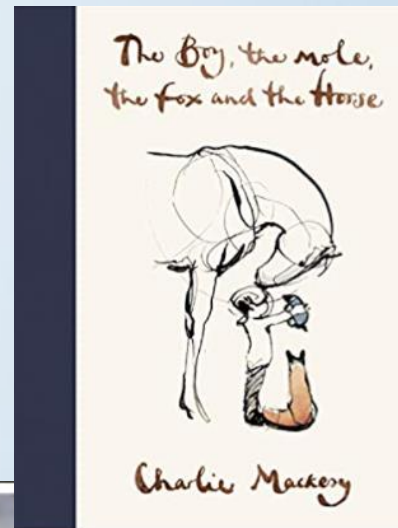
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Merit achieved:

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Completed:

Read to Succeed





READ! TO SUCCEED!

Our Reading Pledge

- At TMA, we will ensure that we read to the children daily every day for 10 minutes and would ask you to match this by reading for 10 minutes at home. Your child should be reading a variety of genres as regular reading is crucial to help children become fluent readers.
- This can be your child reading to you or, occasionally, an adult reading to a child. The impact on reading for just 20 minutes can have a huge impact on a child's vocabulary and understanding of the world.

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Why read
20 minutes a day?

Student A reads 20 minutes a day.



3,600 minutes per school year.
1,800,000 words per year.

Student B reads 5 minutes a day.



900 minutes per school year.
282,000 words per year.

Student C reads 1 minute a day.



180 minutes per school year.
8,000 words per year.

So, how do I help my child with their reading?

Read more!



Creative Reading Adventures

 = 180 minutes

Nagy & Herman, 1987

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OUR READING PLEDGE

1. This is a direct result of the fact that the...
2. The...
3. The...
4. The...

[illegible]

These findings have been confirmed by other studies. For example, a study by the University of California, Berkeley, found that people who are more socially connected are more likely to be healthy and live longer. Another study by the University of Michigan found that people who are more socially connected are more likely to be happy and satisfied with their lives.

Figure 1

100



How to Support Your Child's Reading

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Why should you read with your child?

- Fosters imagination and creativity
- Children are exposed to more sophisticated language through their reading than simply being spoken to (link to better writing)
- Exercises the brain
- Increases focus and attention
- Allows children to understand the world around them
- Allows children to feel emotions/ relate to emotions due to events in the book.
- Relaxes children
- Better self esteem and confidence
- Children see reading as a positive, enjoyable experience

What makes a successful reader?

Being able to read requires two skills:

- Being able to decode the symbols that are in front of you
- Understanding what is being read (using clues, having some prior knowledge on the subject)

BOTH of these skills are essential for anyone to become a confident, successful reader

Decoding words

- The more children read, the quicker they build up a bank of sight words, ones that they can just read without having to think of the sounds as they are part of their long- term memory.
- When children come across an unfamiliar word, they need to know how to try to decode it

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Break into familiar words-
book/worm basket/ball

Spilt word into root word and
prefix/suffix-
play/ful

Break it into syllables-
mu/si/cal

p -a-n-t-o-m-i-m-e (mime -using rules
they already know i split e)

Words with two vowels together-
li/on qui/et

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Words with a double consonant-
hap/py, lit/tle, and diz/zy

For some children following these rules can be challenging. For these children to become successful readers, the more exposure they have to words and reading these words in a context, the more sight words they will add to their long-term memory.

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Comprehension



- Some children can read fluently, however, don't understand the text.
- Comprehension is just as important as decoding and reading with fluency. If a child decodes fluently, but does not fully understand the story or text, then they can struggle to enjoy or appreciate books.
- It is therefore essential that children have opportunity to discuss what they are reading.
- One of the more crucial parts of reading is being able to conclude and infer ideas.
- Open ended questioning such as; 'Why do you think that happened?' or, 'What makes you think that?' will help with this.
- Asking children to tell you why or show you clues in the text/pictures can improve their inference skills dramatically.
- There are a list of questions you can ask your children in the reading records and in our, 'Guidance for Supporting Your Child's Reading at Home' document.

How to support your child with reading



- Set aside 10 minutes
- Sit in a comfortable place
- Look at the book together and ask your child why they chose it and what they think it is about. Why do they think that?
- If you have already started reading the book, ask your child what has happened so far/ what have they learnt so far (non-fiction)
- Encourage them to predict what may happen next and explain why using evidence from the text.
- Discuss words and actions that tell us more about a character.

How to support your child with reading



- If your child gets, 'stuck' on a word, use the decoding strategies.
- If they are still unsure, tell them the word and get them to repeat it and re-read the sentence with the word in it.
- If your child swaps a word with another of the same meaning whilst reading (mum instead of mother) ignore this.
- If they reach a word and don't know the meaning(but still understand what is happening) then this means that they have understood the text. The word can be discussed after your time reading together, using the text to help.

How to support your child with reading

- If they haven't understood a sentence, read it to them. Include the sentence before and after, to help them make sense of the text.
- If your child is not adding expression when reading, read some of the text out so that they can hear what it is meant to sound like.
- Point out punctuation to your child so that they know to include this in the way they read.

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Reading and the reading record

- Your child should read their school reading book every day for 10 minutes.
- They can read other genres too, eg. own book/magazine/newspaper article/Bug Club. All reading is great!
- We would like parents to sign reading records 5x a week (lower school) and once a week (upper school).
- Completed records are recognised through, 'Read to Succeed' certificate and merit bookmark.

Comments

Lower school- We encourage a mixture of comments made by parents and children.

Upper school- children are to write a comment about the book, eg.

What they have enjoyed reading
What they think will happen next and why
Would they recommend the book and why
Summary of story, so far

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New vocabulary

Lower school- children need to fill in the 'tricky words or new words I have learnt' table

Upper school- to complete the new vocabulary table with meaning of word.

English Homework (years 3 and 4) Weekly

Reading 5x a week for at least 10 minutes
(each time)
Spellings (test on a Friday)

Bi-weekly

Bug Club - reading books set with
comprehension activities

Read to Succeed

Sent through parentpay/ Fb- encourages and
celebrates the love of reading



Children who have two books

We continually assess to see where our children are with their reading fluency. We find that children who find reading challenging may have gaps in their phonics, which we address in English lessons and additional interventions.

Your child may come home with two reading books. One of these books is for them to build up their phonics knowledge and sight words and the other is for them to read with an adult, with the adult taking the lead. This will mean that the pupil will be practising their phonics as well as being exposed to books that they are interested in and will increase their vocabulary, hence encouraging their love of reading. If your child is receiving two books, the school will notify you of this.

Your child may also be given additional Bug Club homework or Rapid Read homework to encourage their reading fluency or comprehension. If this is the case, again the school will notify you.





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Guidance For Supporting
Your Child's Reading At Home

