



Reading Parents' Toolkit

**Reading Matters –
Catch us
Reading!**

All students are given the opportunity to read for pleasure during tutor time. There are no constraints upon what students read at this time – the focus is pleasure. However, there is a recommended reading list for both our libraries that we encourage students to choose from.

Students read challenging fiction and non-fiction materials in their English lessons and, in addition to that, Year 7 also have a separate reading lesson where they are given the opportunity to read and discuss their choice of book with others.

Students in Years 7 – 9 follow the Renaissance Accelerated Reading Programme or free reader scheme and are invited to quiz/review regularly, in order to monitor progress in their reading.

We would ask you to encourage your children to establish and maintain a regular pattern of wider reading.

Reading Ideas

Paired Reading

This is a way to support readers. You both read the book out loud together, with the student setting the pace. If she/he feels able to read a little on her/his own, she/he can give a signal such as a knock on the table or a gentle nudge. If she/he stumbles over a word, you tell the student what it is and carry on reading until the signal is given again. This helps the reader grow in confidence.

Using reading prompts

Reading prompts are strategies that students learn to use in order to help them read and make sense of words that are challenging or unfamiliar. For successful readers these prompts become second nature and an integral part of their reading skills toolkit.

Less successful readers need encouragement to use reading prompts whenever they read. By reinforcing the importance of the reading prompts, we can help readers to feel more confident and ultimately more independent when accessing a text.

Reading prompts

Sounding out words (using the sounds the letters make in that word)

Finding smaller words inside longer ones (es-cape)

Using the rest of the sentence to help with a difficult word (to find the meaning)

Using other clues on the page to help them read accurately (including graphics and pictures)

Re-reading the preceding words when stuck (this might mean a word or two, or part of a paragraph)

Breaking down longer words (cha-rac-ter)

Knowing that sometimes it doesn't matter (if the unknown word does not hinder understanding, you can move on and deal with it another time)

Reading Strategies

You can help a student understand more about a text by:

Predicting	You can make informed guesses about a text by predicting: What the text is going to be about? What will happen next?
Skimming	You can read quickly through a text in order to get a gist of what the text is about.
Scanning	You can search a text for a specific word, phrase or number.
Close reading	When you pay close attention to the words, phrases and sentences you can build up your understanding of the meaning of a text.
Questioning	You can ask questions about a text to clarify your ideas.
Empathising	By putting yourself in someone else's shoes you can begin to empathise and feel what they feel.
Visualising	Building a picture in your mind can help you to gain a better understanding of the text.
Inferring	By reading 'between the lines' you can find meanings that you are not initially obvious.

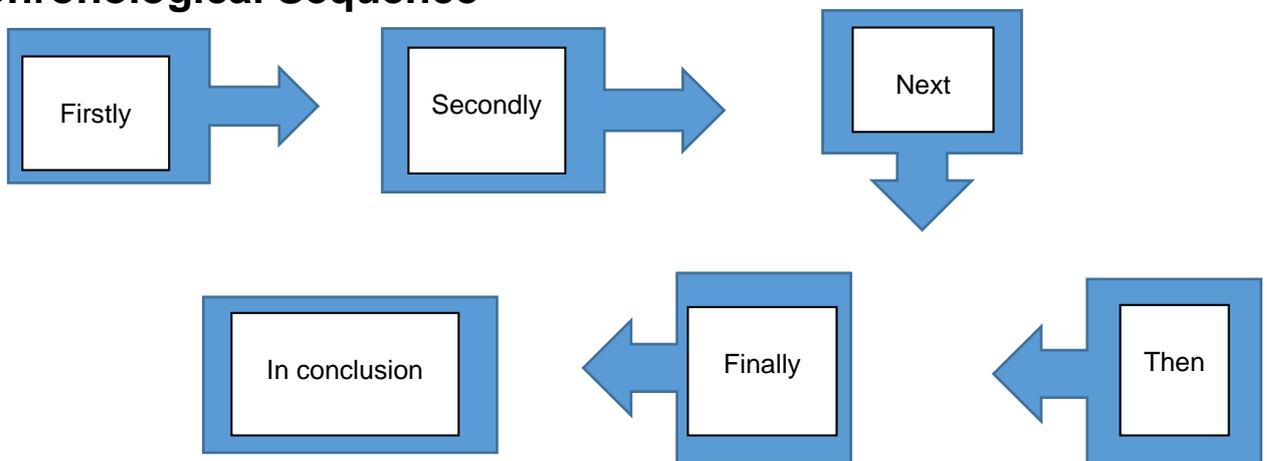
Further Strategies to use during reading.....

- Have a dictionary available, so that you can look up unfamiliar words.
OR
- Use Post-Its to write unfamiliar words down and then go back to them once you have finished reading, so you do not lose continuity when reading.
- Encourage text marking, if the students are permitted to write on the resource. They can underline key words and jot thoughts/ideas in to the margins.
- If the text is fiction, ask the reader to identify the genre of the text. What are the main conventions of that form?

.... and after reading

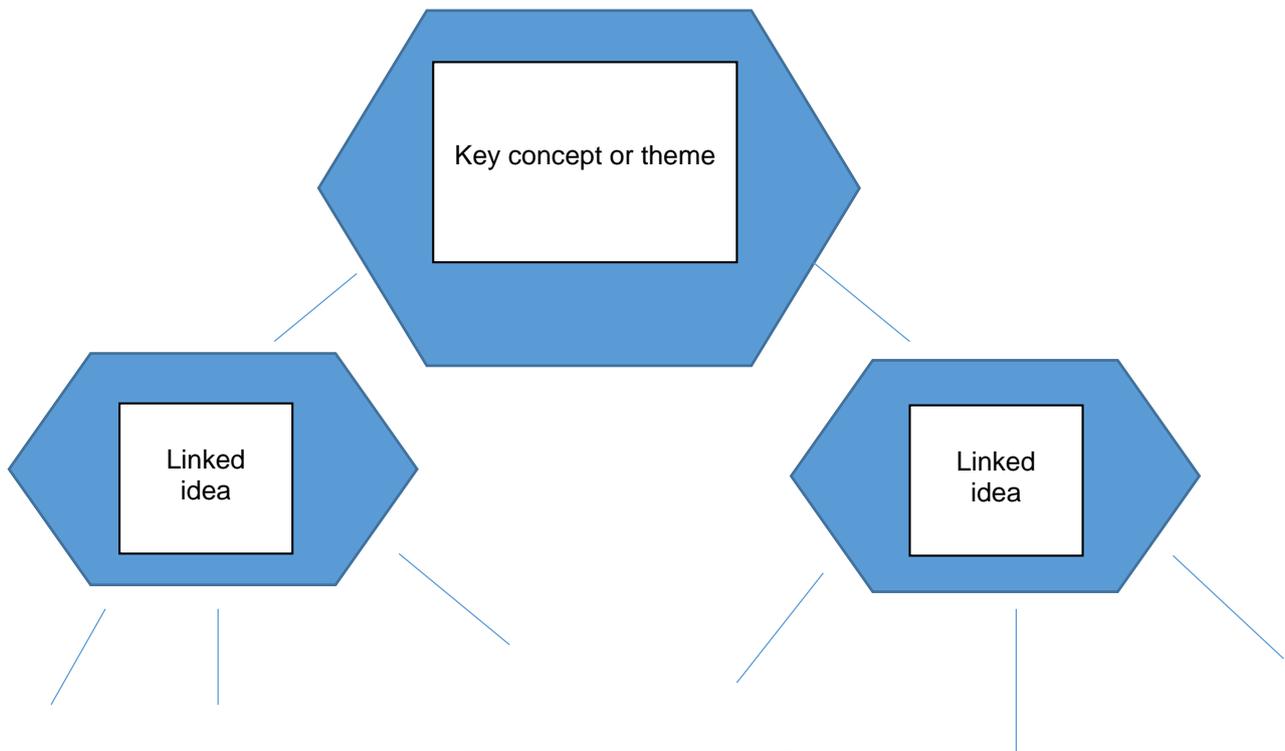
- Text restructuring: the reader repeats the information in another format, e.g. flow chart, list, concept map or grid. This encourages the reader to think about the information and to recreate it in a different form, ensuring understanding of the subject matter and an ability to sequence ideas.

Chronological Sequence

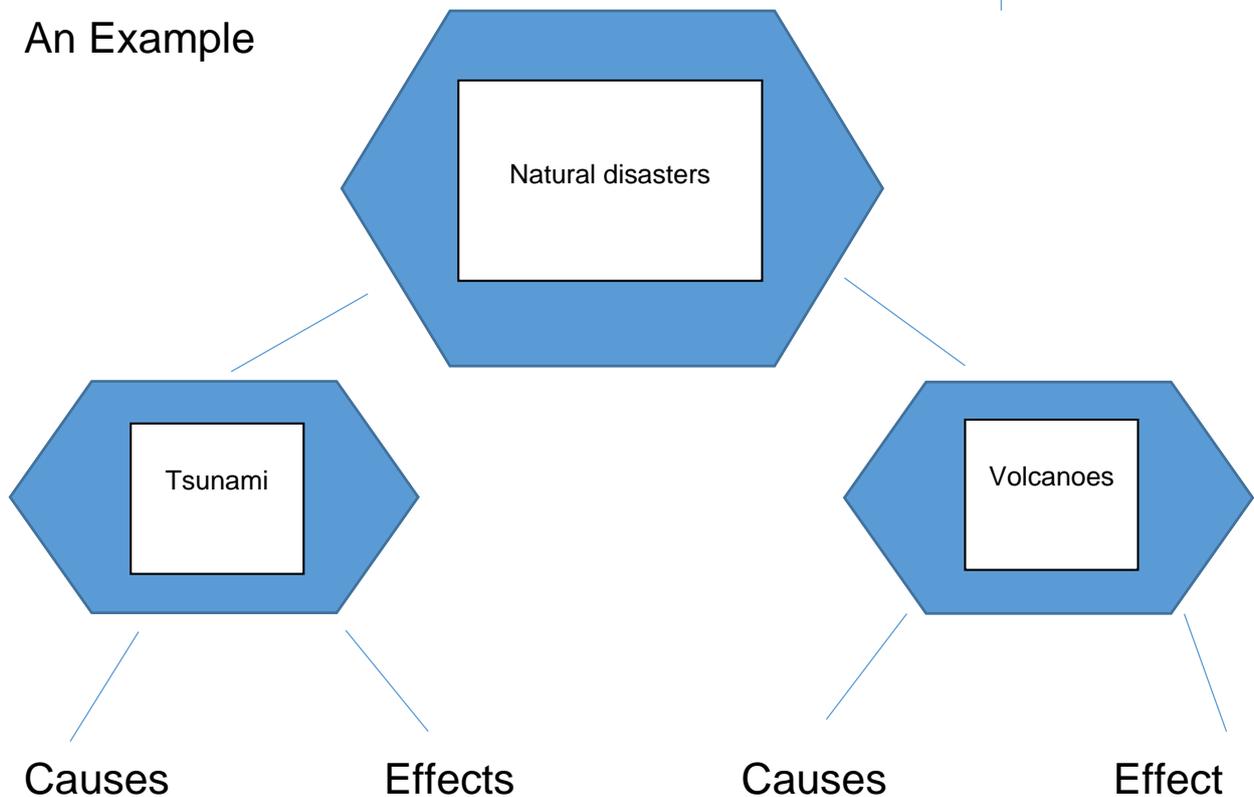


Concept Map

The reader is asked to consider the main theme or idea from the reading. Further, linked ideas can be added. This is a useful technique for visual learners.



An Example



Reading Information Texts

Before	<ul style="list-style-type: none">▪ Examine the titles, headings and subheadings. Do they help us to determine the theme of this text?▪ Are there any captions or pictures to help us?
During	<ul style="list-style-type: none">▪ Use a dictionary to look up words that are unfamiliar.▪ Alternatively, make a note of words you do not understand and look them up when you have completed your reading.▪ If you are permitted to do so, underline key words and phrases.▪
After	<ul style="list-style-type: none">▪ Can you identify the main theme of the text?▪ Can you make connections to what you already know about the topic?▪ Can you record your understanding by writing a summary or drawing a concept map?

Reading Literary Texts

Before	<ul style="list-style-type: none">▪ Read the title and the blurb. Can you identify the genre?▪ Are there any illustrations? How do they help you to understand the theme of the text?▪ Look at the first page: can you identify the type of narration? Is it first person narration?
During	<ul style="list-style-type: none">▪ After you have read a page or two, can you predict what might happen next?▪ Identify the key characters. Are there any characters you like/dislike? Can you explain why you have this view?
After	<ul style="list-style-type: none">▪ Can you create a timeline of events?▪ Would a mind map help you to link characters and what happens to each of them?▪ Summarise the story in your own words▪ Evaluate the success of the story. How could it be improved?