

# Books at Bedtime 5th March 2020

Reading with your children



# STATISTICS

## Data from the National Literacy Trust

- Children and young people's reading engagement has steadily fallen over the past four years
- Children and young people who enjoy reading are five times more likely to read above the level expected for their age compared with their peers who don't enjoy reading (17.0% vs 3.5%)
- Children and young people who read daily are four times more likely to read above the level expected for their age compared with their peers who don't read daily (22.3% vs 5.7%)

The proportion of toddlers being read to every day has dropped by a fifth over the last five years, according to research warning that the decline is a significant threat to child development.

The annual Understanding the Children's Book Consumer Survey from Nielsen Book Research, interviewed 1,596 parents of 0 to 13-year-olds, and 417 14 to 17-year-olds in the UK last autumn. It found that while 69% of preschool children were read to daily in 2013, that figure had dropped to just 51%.

As for why they were not reading to their children, 19% of parents of three to four-year-olds said "the struggle to find energy at the end of the day" was a factor, while 16% cited "the child's preference to do other things".

# What can we do to help our children become readers for life?

**Survey finds proportion of toddlers having story time fell by a fifth in five years**



▲ Parents cited exhaustion and the distraction of screen devices as factors that get in the way of reading.  
Photograph: Alamy

# Reading at School

1. Individual reading to an adult.

2. **Guided Reading:**

Reception and KS1: Guided Reading carousel.

KS2: Whole class guided reading.

3. **Phonics and Spelling:**

Reception and KS1: Letters and Sounds phonics programme.

Year 2,3,4 : No-nonsense spelling- applying the sounds they have learnt.

4. **Discovering books through English or Topic learning.**

5. **Storytime.**

# *Reading Records*

*Who should write in the reading record?*

*How will people write in them?*

*How often should I write in my child's reading record?*

*Can my child write in their own records?*

# Changing books



3 times a week, Monday, Wednesday, Friday. Library books = Monday



3 times a week, Monday, Wednesday, Friday. Library books = Monday



Twice a week (reminded) Monday, Friday. Other days if/when needed. Library books = Monday



Whenever they need to, first thing in the morning. Library books - Monday



Whenever they need to, first thing in the morning. Library books - Tuesday

# How we read to your children at school

Record keeping - on-going assessments

R,1 and 2 - carousel of guided reading activities (each (ability) group will read with the class teacher at least once a week.

3 & 4 - whole class guided reading (less confident readers will still get to read with the class teacher 1:1 or in small groups during interventions)

Interventions

Parent and other helpers

# Books that go home

Things are about to change!

## Phonetically Decodable Books

- Each child will be sent home one phonics book weekly with specific sounds related to the current phonics phase taught in class.
- It will also contain one or two tricky words which children have to learn from sight as they are not fully decodable such as **you, are**

These books will have a *Learning to Read* **green bookmark that says**

**'I am fully decodable, please listen to me read it.'**

The second book, that can be changed more regularly, will be a banded book, like the ones your child brings home at the moment. This will have more challenging words in it and you may have to help your child with some of these.

These books will have a *Loving to Read* red bookmark that says 'I am not fully decodable, please help me with the trickier words.'

# How you can read with your child at home

- Choose a good time to read to avoid confrontation.
- Sit comfortably side by side so that you can both read the book.
- Read little and often. Ten to fifteen minutes five times a week.
- If your child misreads a word, don't interrupt immediately, give them a chance to self-correct. Conversely, you could tell your child some of the trickier words so that the flow isn't being constantly interrupted. This is a judgement call!
- If your child needs to sound out a word, encourage the letter sounds rather than letter names. S-a-n-d-w-i-ch.
- However, split digraphs do say their letter names! N-a-m-e
- Remember that children need to experience a variety of reading material - comics, newspapers, poems, non-fiction books, signposts, instructions on games etc.
- Give lots of praise and enjoy!

# And lastly....

Here are some questions you might want to ask your child:

- Where does the story take place?
- Show me in the text where it says.....
- What is happening at this point in the story?
- What kind of person is ?? How do you know?
- Which was the most interesting/exciting/funniest/scariest part of the story?
- What do you think would have happened if...?
- What do you think is going to happen next?
- How do you think the story should have ended?
- Do you know any other stories like this?
- Where can you find information on....?
- Does this book have a glossary, index, contents page etc
- Which chapter tells us about...?

Some of you were asking for recommendations for good books. Here are two links.

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

<https://www.booksfortopics.com/>

Top two highly recommended

<https://schoolreadinglist.co.uk/category/reading-lists-for-primary-school-pupils/>