



**“It is books that
are the key to
the wide world;
if you can’t do
anything else,
read all that you
can. ”**

Jane Hamilton

Welcome



Reading for Pleasure



Aims of this workshop

To develop reading at home

To understand how to
support your child to
**develop their
reading** at home

To understand how to
develop a culture of
reading for pleasure at
home





[Play me](#)

What memories do you have of reading at home as a child?

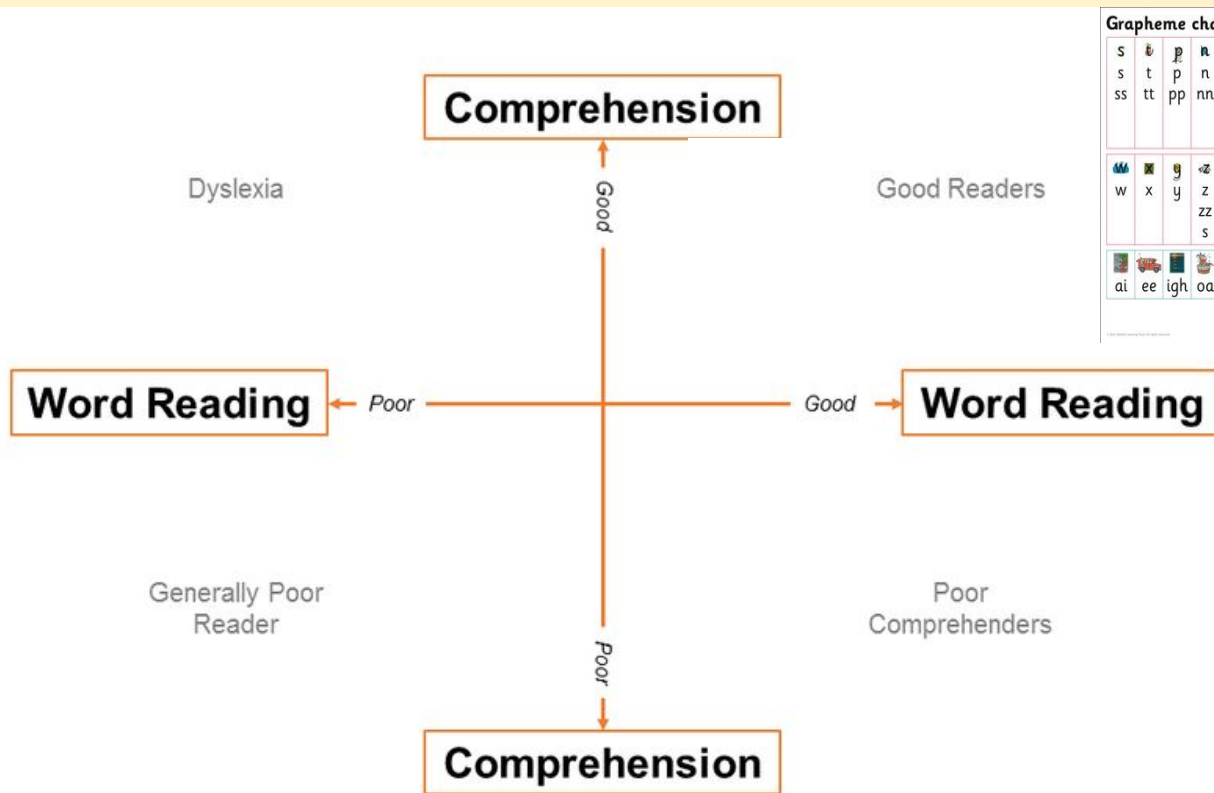


Reading is so important because ...



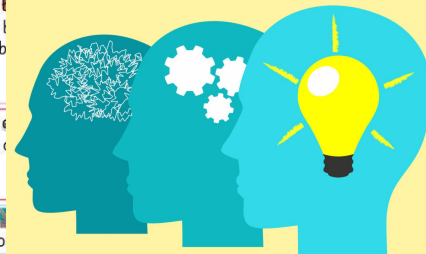
- Being able to read is one of the **most important factors in children's life chances** - reading enjoyment has been reported as **more important for children's educational success** than their family's socio-economic status
- Reading can give opportunities to **strengthen self esteem** and develop as an individual.
- By seeing your own skin colour or someone of the same sex in text or image, can be an important part of **building identity** .
- The experience of reading and storytelling can provide **support , comfort** and **joy** - sharing a reading experience can be **pure relaxation and fun** .

The Simple View of Reading



Grapheme chart

s	t	p	n	d	g	c	r	h	
ss	tt	pp	nn	dd	gg	cc	rr	hh	
w	x	y	z	qu	ch	sh	th	ng	nk
ai	ee	igh	oa	oo	ar	or	ur	er	o



The more you hear your child read, the more you'll understand what type of reader they are and how you can best support them.

Developing as a reader

EYFS

Y1&2

Y3&4

Y5&6

Phonics
Word reading
Prosody

Fluency

Talk about what they read.

Comprehension.
What do they understand?
Develop a range of comprehension skills.

Choose books based on what the
cover looks like and what interests
them. Say if they liked it.

Read a wider range of books by different authors, try
out different genres and make comparisons.

The different elements for fluency

ACCURACY

- Accurate reading depends on identifying individual words.
- Accuracy is more important than speed.
- Researchers generally agree that less than 95% accuracy will hurt comprehension.



RATE

- Rate refers to the speed with which students read.
- Rate is NOT synonymous with fluency.



EXPRESSION

- Expression includes the pitch, tone, volume, emphasis, and rhythm in speech.
- It also includes the ability to chunk words into phrases.
- Expression includes knowing how to pause appropriately within and at the ends of sentences.



AUTOMATICITY

- Automaticity includes quick and effortless identification of letter sounds.
- Automaticity includes quick and effortless word recognition or decoding.
- The more students achieve automaticity, the more mental resources can be devoted to comprehension.



What does fluent reading sound like?



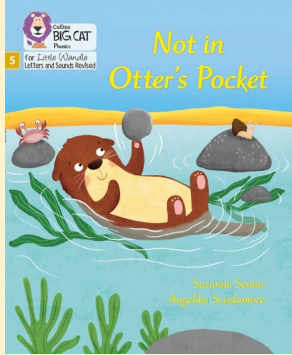
This is a child reading at the standard for the end of Year 2.

What did you notice about the girl's reading?
What did the teacher do?

Asking questions as you read

- Prompting 'What does that word say?'
- What do you think will happen now?
- So, what has happened so far?
- What kind of dragon is? Why do you think that?

Reading the books your child brings home from school



- Your child brings home a Little Wandle book or a colour band book.
- Your child should be able to read this book with some challenge - you might need to support with reading or understanding some of the words
- The level of challenge should be enough to help them to develop their reading fluency and understanding.
- Build your child's reading into your daily routine.

Y1 & Y2: 10-15 minutes

Y3 & Y4: up to 20 minutes

Y5&Y6: minimum 20 minutes - develop habits of an independent reader

Supporting your child before, during and after they

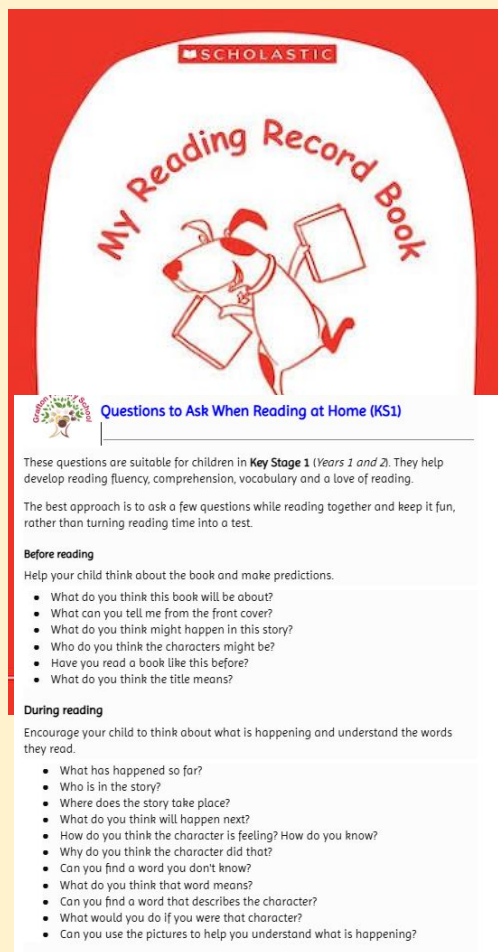
- **Make reading enjoyable:** Sit with your child and take an interest. If they don't want to read- share the book or read to them first.
- **Be positive:** If your child says something nearly right, prompt with "nearly- let's check together". Boost your child's confidence with praise for even the smallest achievement.
- **Success is the key:** Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This does actually discourages reading for pleasure.
- **Maintain the flow:** If your child mispronounces a word do not interrupt immediately. Instead, allow opportunity for the child to self correct and fix it up themselves.
- **Regular practice:** Aim to read to and with your child every day. *'Little and often'* is best. Listening to a child read is a parent/carer responsibility.
- **Communicate with the school:** Your child has a reading record from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.
- **Develop your questions:** Use the prompt sheet provided to help.

Making it a Routine – Keep it Simple

1. **Before reading** : “What do you think this book will be about?”
2. **During reading** : “What do you think will happen next?”
3. When you come across a **tricky word** : “What could help you work it out?”
4. **After reading** : “Tell me what happened.”
5. **To finish**: “What did you enjoy most about the book?”

A helpful tip: Give your child time to think before answering. If they are unsure, look back at the words or pictures together. Praise their effort and encourage them to explain their ideas.

Two or three thoughtful questions during a short reading session is enough.



Questions to Ask When Reading at Home (KS1)

These questions are suitable for children in **Key Stage 1** (Years 1 and 2). They help develop reading fluency, comprehension, vocabulary and a love of reading.

The best approach is to ask a few questions while reading together and keep it fun, rather than turning reading time into a test.

Before reading

Help your child think about the book and make predictions.

- What do you think this book will be about?
- What can you tell me from the front cover?
- What do you think might happen in this story?
- Who do you think the characters might be?
- Have you read a book like this before?
- What do you think the title means?

During reading

Encourage your child to think about what is happening and understand the words they read.

- What has happened so far?
- Who is in the story?
- Where does the story take place?
- What do you think will happen next?
- How do you think the character is feeling? How do you know?
- Why do you think the character did that?
- Can you find a word you don't know?
- What do you think that word means?
- Can you find a word that describes the character?
- What would you do if you were that character?
- Can you use the pictures to help you understand what is happening?

How to develop a culture of reading for pleasure at home

You read to your child. Your child listens to enjoy.



Start early and have a routine: start reading to your child from an early age. This can be in English or another home language.

Visit the library: use the public / school library to choose books that you can read to them and books that they want to read to themselves. Variety is important.

The importance of a bedtime story: in research, children talk about their enjoyment of a bedtime story and this is a key factor in developing a love of reading.

A child is never too old for you to read to them.

Let's try out what we've discussed in the school library

Look at the books together.
Which books look interesting?
Which book do you want to read?

Find a space to read to your child.
How will you show that you're enjoying reading to them?



Listen to your child read.
Praise and encourage them.
Use the prompt sheet to try out some questions.





What are you going to do as a result of this workshop?



Remember, the sooner you start, the more likely it is to become a routine.

Thank you for giving up your time today





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Ideas for bedtime reading:
<https://schoolreadinglist.co.uk/>