



Allenbourn

---

MIDDLE SCHOOL

---

**Supporting Reading at  
Home**

## **Introduction**

Dear Parents / Carers,

This booklet is intended to help you support your child's reading at home.

We have aimed to provide you with a range of strategies to help your child with their reading, as well as suggestions for texts they may like to read.

If you have any questions about your child's progress in reading, or would like any further advice on how to support your child, please do not hesitate to contact their English teacher via the school office.

Thank you for your continued support.

# **Reading**

Being able to read fluently and with good understanding is a fundamental life skill, and the key to unlocking all other learning in school.

In school, pupils are taught to read initially using phonics (finding the sounds within written words, then blending them together), and then by approaching increasingly challenging texts and being exposed to a wide range of genres and styles of writing

In years 5 and 6, pupils at AMS are exposed to a wide range of texts in English and across the curriculum. They have regular use of the school library in order to be able to choose varied and enjoyable books for private reading, and to support their learning. They also develop a range of key reading skills such as decoding (reading words from the page), comprehension (understanding) and inference (making deductions) to help them access increasingly challenging texts.

In Key Stage 3, pupils continue to be challenged in their reading with an increasingly wide range of genres, including classic texts, and develop their skills of analysis of the writers' craft in preparation for their GCSEs.

## **Reading at Home**

As part of their homework, pupils are asked to complete daily reading outside school. This should be recorded in their diaries, along with a short comment about what they have read, which should be signed by parents / carers.

Studies show that consistently reading daily for at least 20 minutes has a significant impact on a pupil's progress in reading.

## **Advice & Strategies for Supporting Reading**

- Encourage your child to read something they enjoy every day – this will have the biggest impact on their learning
- Try to let your child see you reading as much as possible
- Share stories with your child and discuss their reading with them – see the ‘Book Talk’ prompts on the next page
- Don’t let your child skip tricky words!
  - Sound them out, then blend the sounds together
  - Look for root words that they already know within larger words
  - Break longer words down into syllables and read one piece at a time
- Challenge your child to try new genres or styles of writing that they haven’t read before (including non-fiction and poetry)
- If they can’t find a book they like, encourage them to ask our school librarian (or a teacher / adult / friend) for a recommendation
- To work out the meaning of an unknown word:
  - Read the word again
  - Look for the root word
  - Read the sentence – what is the context?
  - Are there any other words (synonyms) that would fit?
  - Read the whole paragraph and think about the setting
  - Finally, check the meaning in a dictionary

For more ideas to support reading see these websites:

<http://www.wordsforlife.org.uk/7-11>

<https://www.booktrust.org.uk/supporting-you/families/>

## Questions for 'Book Talk'

These prompts for discussion about what your child is reading will support their learning in either key stage.

Describe...

Tell me about the characters...

Find 3 words that describe...

How does the writer use language to...?

What does ... mean?

Why did...?

How does this character feel about...?

What evidence is there that...?

How are these characters similar / different?

Why is the text organised in this way?

Why did the author choose to...?

What does this word tell us about...?

Which phrase best describes...?

Which parts of the book tell you...?

Who did...?

What other books are similar to this one?

How did you feel when...?

What is the writer's opinion of...?

## Our Librarian Recommends...

### **Moving on from old favourites**

If your child likes Wimpy Kid and Tom Gates, try...

T McLaughlin – *The Accidental Prime Minister* and others

A Griffiths – *The 13-Storey Treehouse* (series)

A Mulligan – *Donut Diaries* series

If your child likes Beast Quest, try...

C Cowell – *How to Train Your Dragon* series

J Mayhew – *Eye of Neptune* (*Monster Odyssey* series)

If your child likes Minecraft, try...

W Morgan (short)

M Cheverton

G F Wolfe (long!)

### **Core authors at KS2**

JK Rowling (*Harry Potter* series)

A Horowitz (*Alex Rider* series)

M Morpurgo (animals, wartime)

R Riordan (*Percy Jackson* series)

D Freedman – *Jamie Johnson* series (football)

M Gleitzman – *Once* series (World War II); *Boy Overboard* (refugees)

G Lewis (animal stories)

A Norriss – *Jessica's Ghost*

P Reeve – *Mortal Engines* series, *Railhead* (science fiction/fantasy)

L St John (animal series, crime stories)

A Scarrow – *TimeRiders* series (time travel adventure)

R Stead (gentle real-life dramas)

R Stevens (Agatha Christie-style crime stories)

## Extension reading suggestions

P Torday – *The Last Wild* series (environment)

S Gardner – *Tinder* (war, horror)

F Hardinge – *Cuckoo Song*, and others

N Millwood-Hargrave - *Girl of Ink and Stars*

J Stroud – *Lockwood & Co* series

A range of shortened classics from [www.realreads.co.uk](http://www.realreads.co.uk)

e.g. *Egil's Saga*, *Jane Eyre*, *Ramayana*

## Graphic novels

J Smith – *Bone* series (fantasy adventure)

R Telgemeier – *Smile*, and others (family and friends)

## Information books: Read around the subject!

*Examples of the attractive books now available:*

Lonely Planet '*Not for Parents*' Guides

W Grill – *Shackleton's Journey*

National Theatre – *All About Theatre*

*Sportographica*

**See a full list of recommendations on the school website.**

**Join a public library**, and borrow books for free. Find details at

<https://www.dorsetforyou.gov.uk/libraries>

