



Literacy at RAINHILL HIGH SCHOOL



Reading

The Parents' Toolkit

Reading Matters

At Rainhill High School we recognise the importance of reading and how our pupils' successes in life will be defined by an ability to read fluently and skillfully. To that end reading is a priority in all subject areas and we strive to ensure that all of our students are taught how to read with fluency and comprehension in order to allow them to leave us as strategic readers. Alongside this, reading for pleasure is embedded within the school's culture and we provide regular opportunities for your child to engage with and share an enjoyment of reading with each other and their teachers.

Reading for Pleasure at Rainhill High School

- All students in Years 7-11 will participate in reading for pleasure on two occasions each week with their form tutor.
- Most English lessons will begin with an opportunity for silent, independent reading.
- All students in Years 7-9 will participate in a fortnightly timetabled library lesson in which they will share in a collaborative reading experience with their English teacher.
- Students are invited and encouraged to participate in the reading clubs on offer to both Key Stage 3 and Key Stage 4 students.
- Throughout the year there will be various reading competitions and events in which your child is encouraged to participate.
- Your child is also encouraged to make use of our school library which is stocked with a range of exciting fiction from all eras and non-fiction texts to support their studies in all subject areas.
- If your child is in Key Stage 3 they may also be selected to participate in our peer mentoring programme - *Reading Buddies* - in which they will participate in a paired and supportive reading experience with students from Year 10 and the Sixth Form.
- During every summer holiday your child will participate in a *Summer Reading Challenge*.
- Our reading successes will be celebrated.

To support your child's reading for pleasure please encourage the use of the school and local libraries. When selecting suitable and interesting reading material the link below is a useful starting point: **The School Reading List** where you can find reading lists for both Key Stage 3 and Key Stage 4 which is sub-categorised into each year group

<https://schoolreadinglist.co.uk/category/secondary-ks3-ks4-reading-lists/>

Supporting Reading

Paired Reading

You can support your child with their reading by making this a shared experience, where you read to one another. Alternate in whichever way you feel most comfortable, it can be paragraph by paragraph or page by page. If your child stumbles over a word then you should tell them what it is and address any errors that they make. If your child is a less confident reader then allow them to set the pace.

This will allow them to increase in confidence and fluency, supported by clear roles and goals in their reading. Paired reading is also a practice which will allow you to enjoy reading for pleasure together, so you can make the whole experience shared from the initial selection of the book.

[*At the end of this booklet is some further guidance on how to conduct effective paired reading with your child.](#)

Repeated Reading

Repeated reading is a strategy used with very young children and is also proven to be successful with mature readers as a way to consolidate comprehension in reading. Allow your child to read a chapter of a novel or a non-fiction article independently. Then together read it for the second time. During this reading you become their reading guide. Question them on what they have read to check the understanding.

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. During a paired read or ask your child to read out loud to you use the **reading prompts** on the next page to help your child become a more strategic reader:

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 does not matter (if the unknown word does not hinder understanding, you can move on and deal with it another time)

Independent Silent Reading

Encourage your child to spend time reading individually and independently. This should be for a significant period of time of at least 20 minutes and should be encouraged to become a regular routine. It allows your child to practice their reading skills and develop in confidence and fluency without interaction.

It is also a good idea for you to let your child see you reading individually and independently on a regular basis.

Read Out Loud

You will definitely have spent time doing this when your child was younger and there are numerous benefits to continuing this practice into the teenage years. You will be able to read with the appropriate fluency (pace, expression and intonation) to model expert reading for your child.

Reading Strategies

You can help your child understand more about a text they are reading by encouraging and supporting their development of the reading strategies below:

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 by moving your eyes through a text at speed in order to get a gist of what the text is about.
Scanning	When you need to locate information in a text you can search a text for a specific word, phrase or number.
Close Reading	This is 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. This is useful when reading fiction but can be just as effective in non-fiction reading.
Inferring	This is when you read 'between the lines', move beyond what is explicitly stated in a text to find meanings that are not initially obvious – the implicit meanings.

Further Strategies to use during reading ...

- Have a dictionary available, so that you can look up unfamiliar words.

OR

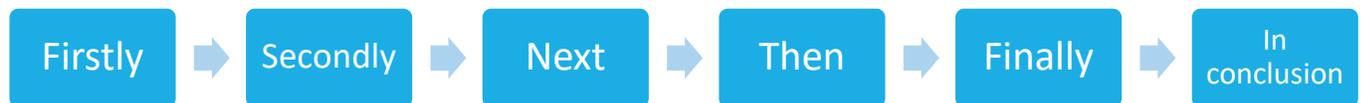
- Use Post-Its to write unfamiliar words down and then go back to them once you have finished reading, so you do not lose continuity when reading.
- Encourage text marking, if the students are permitted to write on the resource. They can underline key words and jot thoughts/ideas in to the margins.
- 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:** encourage your child to repeats the information they have just read but in another format, e.g. flow chart, list, concept map or grid.

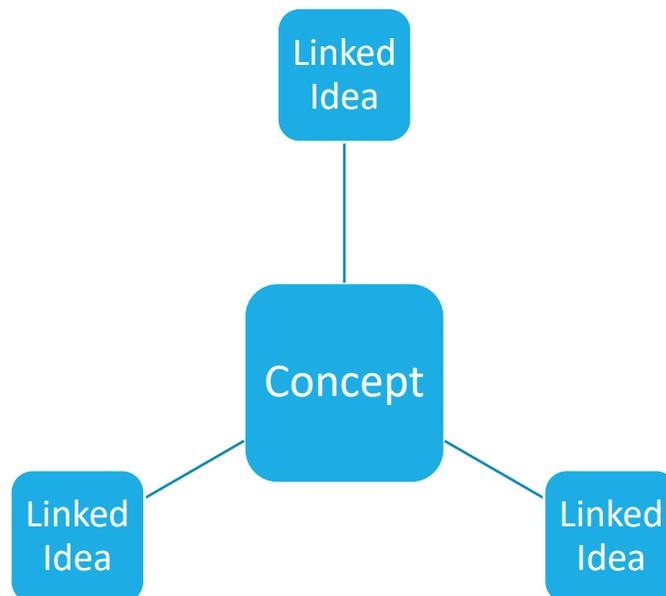
This encourages the reader to think about the information and to recreate it in a different form requires understanding of the subject matter and an ability to sequence ideas.

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.



Reading Information (Non-Fiction Texts)

Before	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	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	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 (Fiction)

Before	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	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	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?

Further Guidance on Paired Reading

This is a fantastic way to build reading confidence in your child without focusing on mistakes. Frequency is important so aim to do this for a minimum 10 minutes per day.

Stage 1 Reading Together

1. Read aloud together allowing your child to set the pace. Point to words as you read them.
2. If your child makes a mistake with a word, state the correct word and move on.
3. This stage should last for the first 5 days of reading for around 10 minutes.

Stage 2 Reading Independently

1. Allow your child to read alone for some time. You can set an end goal or allow your child to do this if their confidence is still lacking.
2. Arrange a “sign” (such as a tap on the table, or a squeeze on your arm) that your child can make when they would like to read independently.
3. Begin by reading aloud together.
4. When your child gives the sign, stop reading immediately and allow them to continue reading aloud.
5. If a mistake is made then join in and correct the word and continue reading together until your child gives the “sign” again.

Stage 3 Taking Turns

1. Take turns in reading. Allow your child to start the reading and set themselves a goal such as a paragraph or page or even a chapter.
2. Alternate by your agreed goal.
3. If your child gives “the sign” then stop reading and allow them to continue until they indicate for you to take over.

Tips

- Find a quiet and comfy place to read away from noise and distractions.
- Praise your child for reading correctly – but don’t interrupt their reading to do this – smiling and nodding your head work well.
- Make sure your child looks at the words when they are reading. Pointing to words whilst reading them may help.

Paired reading may feel strange at first but you will both get used to it and remember this is about building a confident reader so don’t worry too much about the mistakes!