






A Family Guide to Supporting Reading.

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Why is literacy and reading important?



You might think of literacy as the ability to read and write – but it's far more than that. It also includes the ability to:

- Process information, by reading or listening
- Analyse this information and structure thinking
- Show understanding and knowledge in writing or speaking

Reading and good literacy skills isn't only useful in English; as we can see from the definition above, it helps students access ALL subjects across the curriculum. In KS3 and KS4, students are expected to read many different kinds of text, including plays, poems, and non-fiction (for example, diaries, travel writing, and science writing). In fact, literacy goes way beyond school and into adulthood, in every area of academic, social, personal and work life:

- Academic performance and qualifications right across the curriculum
- Self-expression, self-understanding and social confidence
- Job opportunities



How can I support my child's reading?



Every family member can support a child's reading regardless of their own reading abilities and confidence; a powerful starting point is simply taking an interest in your child's learning. Showing an interest in what a child is learning and encouraging them in their studies can have a huge impact on how they engage with school and reading.

It may be surprising to know that supporting reading may not always involve reading and does not always require large amounts of time; having meaningful discussions while cooking or driving exposes children to new vocabulary, models ways of speaking, encourages them to articulate their thoughts, and exposes them to perspectives beyond their own.

Make the most of school communications and relationships with teachers. Speak to teachers about specific concerns or questions you may have about your child's reading; they may be able to offer help or advice.



Encouraging a love of reading:



- Let your child choose what they want to read rather than what you think they should read.
- Encourage your child to read from a range of sources such as magazines, newspapers, comics, and the internet.
- Don't be afraid to use audiobooks to support reading. Children may read along with them, listen to them before bed, or perhaps you could listen together.
- Visit libraries together.
- Talk to your child about what you enjoy or don't enjoy reading. Ask them about what they have read; you don't need to "test" them, just show some curiosity!
- If you can, make time to read together.
- Remember, the world is full of opportunities to practice reading, whether it's reading a bus timetable, a menu, or a set of instructions.



Supporting progress in reading:



- Try some skimming and scanning together. Skimming is when you read through a piece of text quickly to find out what the main idea is; scanning is glancing through a piece of text to find a specific piece of information. You can do this with a newspaper – perhaps ask your child to find something out for you.
- Help your child to work out what an unfamiliar word means by getting them to read the rest of the sentence and look for clues.
- Help by testing your child when they have spellings to learn, and by encouraging them to look up words they don't know in a dictionary.
- Read books or plays that your child needs to study for school. You don't have to understand every word or phrase as you read – in fact, it can be very powerful to research and learn together!
- Encourage your child to go to a study support group.
- Find newspaper or online articles about topics your child is studying.
- To help support comprehension and inference, talk about the adverts and think about what messages they are trying to get across when you are watching TV or reading a newspaper.
- Give plenty of praise and encouragement!

If your child has Dyslexia, you may also find these additional strategies helpful:

<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child/reading>



I would like support with my own reading.



Sometimes, adults may feel like they cannot support their children with reading as they are themselves struggling readers. This is nothing to be embarrassed about and there may be a great many reasons why an adult does not read as confidently as they would like to. While all pupils can be supported with their reading regardless of the reading abilities of the adults around them, as discussed previously, if you would like extra support with your own reading, the following resources may be useful:

The National Literacy Trust: <https://literacytrust.org.uk/parents-and-families/adult-literacy/>

The Adult Literacy League: <https://www.adultliteracyleague.org/resources/>

BBC Skillswise for Adult Learners: <https://www.bbc.co.uk/teach/skillswise>



Help – useful organisations and websites.

Below is a list of organisations and websites where you can get more information about reading with your child.

- Barrington Stoke is an award-winning publisher that makes books for reluctant, dyslexic, disenchanted and under-confident readers. www.barringtonstoke.co.uk Tel: 0131 557 2020
- Booktrust promotes children's reading and produces a wide range of information for young readers including booklists. www.bookheads.org.uk (website for teenagers) Tel: 020 8516 2977 22
- British Dyslexia Association is the national organisation for specific learning difficulties. It represents over two million dyslexic children and adults. It is one of the world's leading dyslexia organisations. www.bda-dyslexia.org.uk Tel: 0118 966 8271 (helpline). There are many other support organisations for children with dyslexia. For more information visit www.literacytrust.org.uk/links/special.html#dyslexia
- Cool-reads The cool-reads site is designed and run by Chris (15) and Tim (14) and features hundreds of cool-reads reviewed by 10-15 year olds. Children and teenagers can send in reviews or comments as well as play book games and quizzes, or join the cool-talk discussion forum. www.cool-reads.co.uk
- The National Literacy Trust is a charity dedicated to building a literate nation. The National Literacy Trust's website provides up-to-date information about literacy for all age groups in the UK. There is a section for parents including details of useful organisations, research, statistics, events, resources and links. www.literacytrust.org.uk Tel: 020 7828 2435 for information and advice.
- Reading Is Fundamental, UK is an initiative of the National Literacy Trust that gives children the opportunity to choose and keep free books.
- The RIF, UK website offers parents advice and help on reading with their children, and also has a section for teenagers featuring author interviews, competitions and book giveaways. www.rif.org.uk Tel: 020 7828 2435



A Family Guide to Supporting Literacy and Reading.



BPA Recommended Reads (Non Fiction).

Mrs Chesworth, Reading Lead. (This
is a Dyslexia-Friendly Document –
BDA Style Guide)



A Family Guide to Supporting Literacy and Reading.



Maths <ul style="list-style-type: none"> <i>The Number Devil, A Mathematical Adventure</i>, Hans Magnus Enzensberger <i>Numberland, the world in numbers</i>, Mitchell Symons <i>Weird Maths</i>, David Darling 	English <ul style="list-style-type: none"> <i>1599, A year in the life of William Shakespeare</i>, James Shapiro <i>Shakespeare through the ages</i>, Harold Bloom <i>The art of fiction</i>, David Lodge <i>The art of poetry, for GCSE and beyond</i>
Science & P.E <ul style="list-style-type: none"> <i>The Origin of Species</i>, Charles Darwin <i>The Periodic Table book</i> <i>Ask an Astronaut</i>, Tim Peak <i>Knowledge Encyclopedia - Human Body!</i> 	Art <ul style="list-style-type: none"> <i>Bloom, A story of a fashion designer</i>, Elsa Schiaparelli <i>We are artists, women who made their mark on the world</i>, Kari Herbert <i>Banksy graffitied walls and wasn't sorry</i>, Fausto Gilberti
History <ul style="list-style-type: none"> <i>The Silk Roads</i>, Peter Frankopan <i>The Greatest Women in History</i> <i>Black and British, a short history</i>, David Olusugo <i>The story of the British isles in 100 places</i>, Neil Oliver 	Music <ul style="list-style-type: none"> <i>Where are all the female composers?</i>, Nathan Holder <i>Meet the instruments of the orchestra</i>, Genevieve Heslby Naxos <i>The Guinness Guide to classical composers</i>, Keith Shadwick
Geography <ul style="list-style-type: none"> <i>There is no planet B</i>, Mike Berners-Lee <i>Ghosts of the Tsunami</i>, Richard Lloyd Parry <i>100 things to know about saving the planet</i> 	R.E <ul style="list-style-type: none"> <i>12 Major World Religions</i>, Jason Boyett <i>The Religions book, big ideas simply explained</i> <i>Big ideas, an introduction to philosophy</i>
Technology <ul style="list-style-type: none"> <i>Seven wonders of the industrial age</i>, Deborah Cadbury <i>20th century design</i>, Tony Seddon 	Drama <ul style="list-style-type: none"> <i>National Youth Theatre Monologues</i> <i>National Theatre, all about theatre</i>
Computing <ul style="list-style-type: none"> <i>Code the classics volume 1</i> 	Languages <ul style="list-style-type: none"> <i>The New Spaniards</i>, John Hooper <i>Spain by the horns</i>, Tim Elliott <i>Short stories in Spanish</i> <i>AQA Spanish crosswords</i>
PSHCE <ul style="list-style-type: none"> <i>Wired differently, 30 neurodivergent people you should know</i>, Joe Wells <i>You can do it</i>, Marcus Rashford <i>I am Malala</i>, Malala Yousafzai 	

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A Family Guide to Supporting Literacy and Reading.



BPA Recommended Reads (Fiction)

Mrs Chesworth, Reading Lead. (This
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<p>Key stage 3 Y7-9</p> <p>Acevedo, Elizabeth, <i>Clap when you land</i> Alexander, Kwame, <i>Booked</i> Almond, David, <i>Skellig</i> Baddiel, David, <i>The Parent Agency</i> Bawden, Nina, <i>Carrie's war</i> Benjamin, Floella, <i>Coming to England</i> Colfer, Eoin, <i>Artemis Fowl</i> Collins, Suzanne, <i>The Hunger Games</i> Dahl, Roald, <i>Fantastic Mr Fox</i> Fine, Anne, <i>Madame Doubtfire</i> Gaiman, Neil, <i>The Graveyard Book</i> Gardner, Sally, <i>Maggot Moon</i> Gavin, Jamila, <i>The wheel of Surya</i> Gino, Alex, <i>Melissa</i> Horowitz, Antony, <i>Stormbreaker</i> Ibbotson, Eva, <i>Journey to the river sea</i> Laurence, Patrice, <i>Orangeboy</i> Lewis, C.S., <i>The lion, the witch and the wardrobe</i></p>	<p>Magorian, Michelle, <i>Goodnight Mister Tom</i> Morpugo, Michael, <i>War Horse</i> Nesbit, E., <i>The Railway Children</i> Ness, Patrick, <i>A monster calls</i> Norton, Mary, <i>The Borrowers</i> Paver, Michelle, <i>Wolf brother</i> Pratchett, Terry, <i>Only you can save mankind</i> Pullman, Phillip, <i>Northern Lights</i> Rauf, Onjali Q, <i>The boy at the back of the class</i> Riordan, Rick, <i>The sea of monsters</i> Roth, Veronica, <i>Allegiant</i> Rowling, J.K, <i>Harry Potter series</i> Sachar, Louis, <i>Holes</i> Verne, Jules, <i>Around the world in 80 days</i> Yen Mah, Adeline, <i>Chinese Cinderella</i> Zephaniah, Benjamin, <i>Refugee Boy</i></p>
<p>Key stage 4, Y10 & 11</p> <p>Angelou, Maya, <i>I know why the caged bird sings</i> Austen, Jane, <i>Northanger Abbey</i> Blackman, Malorie, <i>Noughts and crosses</i> Bronte, Charlotte, <i>Jane Eyre</i> Clare, Cassandra, <i>City of bones</i> Collins, Wilkie, <i>The Woman in white</i> Dickens, Charles, <i>Bleak House</i> Haddon, Mark, <i>The curious incident of the dog in the night time</i> Hardy, Thomas, <i>Far from the madding crowd</i> Le Carre, John, <i>The spy who came in from the cold</i></p>	<p>Lee, Harper, <i>To Kill a Mockingbird</i> Martel, Yan, <i>Life of Pi</i> Orwell, George, <i>1984</i> Orwell, George, <i>Animal Farm</i> Pullman, Phillip, <i>The book of dust</i> Rosoff, Meg, <i>How I live now</i> Simpson, Joe, <i>Touching the void</i> Stoker, Bram, <i>Dracula</i> Tolkein, JRR, <i>The Hobbit</i> Wells, HG, <i>The time machine</i> Zusak, Markus, <i>The book thief</i></p>