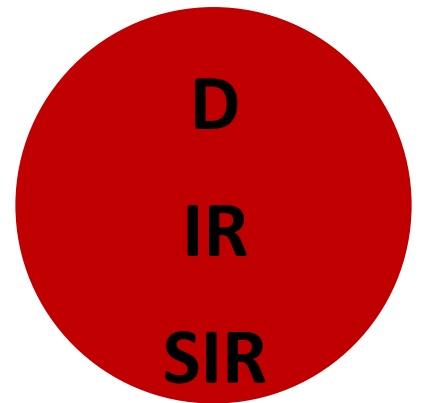




READING SOLUTIONS



The following Reading Solutions for parents are appropriate for readers who are developing readers or require intervention with their reading:

READING SUPPORT SOLUTIONS:

PARENTAL READING SOLUTIONS:

Please see below some really simple but very effective ways to support your child with developing their reading

- To make a significant improvement in reading your child needs to read, little and often. The more they do it – the better they become.
- Children don't need to understand every word to enjoy reading.
- Can they get the main points?
- Spending time at the end of reading, reading up on words misunderstood would also help.
- Talking is a really important aspect of improving reading. It aids understanding.
- Make connections between what your child is reading and a shared experience.
- Encourage your child to slow down. KS3 Y7 and Y8 read out loud to parents.
- Ask questions about the kind of texts they are reading.
- Designated reading time every day as part of a routine.
- Have lots of reading material available
- Giving them a choice about what they read and how they read it. Genre, book or tech, text type.
- Have reading material in different places. Different rooms. The car. Audiobooks in the car for long journeys.
- Reading together – model it.
- Make reading a part of everyday life – signs. Films they want to see, games
- Read whilst waiting for appointments. Take a book.
- Make the use of empty time.
- Limit screen time before bed and replace with reading time.
- Encourage your child to do their homework in the library. Make use of the free resources.
- Engage with your child about what they are reading. (Tell me questions).

IF YOU WANT TO SUPPORT EVEN FURTHER, PLEASE CONTINUE TO CONSIDER SPECIFIC WAYS YOU CAN SUPPORT CERTAIN AREAS OF READING.

ORGANISATION OF TEXT:

- Discuss and show your child how to recognise the differences between fiction and non-fiction texts
- Ensure your child has a clear awareness that the structure and organisation of a text are an important part of understanding them. Ask your child to **make predictions** about what they might expect
- Support your child to **break down information** to help them to identify key point/events in a text
- Use storyboards, flowcharts and other visual aids/graphical organisers to support your child in **breaking down information** and understanding the structure and organisation of the text
- Use sequencing and re-ordering tasks to draw your child's attention to the arrangement of and construction of ideas from the beginning to the end of a text
- Reinforce understanding of discourse markers (e.g. first, next, afterwards, so, but) so that your child can see how a writer organises and sequences information
- Make the links between reading and writing explicit. **Use reading to inform or as a way to encourage writing**

INFORMATION RETRIEVAL:

- Read together and use guided/shared reading where possible to model how to read and effectively retrieve information
- Ask your child to show their understanding of the main parts of the text by: describing what they know/have read, giving examples or summarising the basic points in their own words, and then **relating their ideas to their own experiences**
- Give opportunities for your child to practice using a text by **asking questions after reading**: a) Closed retrieval questions e.g. 'Let's think about when the boy went to the park. Who did he see?' and b) Open retrieval questions e.g. 'Tell me what you can remember about volcanoes from that passage. Give your child 'gap fill tasks' where they can add in the missing words from a piece of text
- Continue to regularly use memory recall activities, e.g. 'What was the name of the battle?'
- Use 'repeating back' when looking at reading comprehension questions before your child answers, e.g. 'Tell me what the question says'.
- Give your child the questions that they are going to answer before reading the text (or before a second reading) – this gives their reading purpose and direction. Encourage them to identify and highlight the information that they need in the text to make it easier to locate

COMPREHENSION:

- Look at the Chorlton High website for reading list suggestions
- Actively model how you read and use comprehension strategies to read and understand a text. By 'thinking aloud', your child can hear and understand the process.
- Encourage your child to **make predictions** before reading (introduce the title, any new vocabulary and read the opening topic sentence) to prime their memory
- Read together and use guided/shared reading where possible to model how to read and understand a text
- Teach or revise new/unfamiliar words before reading (**learn new vocabulary**) and then explore and discuss them in context during/after reading
- Practise re-reading the relevant part of text with your child before answering the question and model the answer seeking process. *Teach* your child how to do this by themselves. Then encourage your child to do this independently on a regular basis
- Provide opportunities for your child to summarise or paraphrase pieces of text on a regular basis
- Reinforce the content of the text by encouraging your child to make notes/draw images as they read or do this with them/for them on the board. This will help them to **visualise** the text and **break down information**

- Model (and then practise regularly) how to get 'the gist' of a text – this will help your child who struggles to access and understand all of the vocabulary to focus on the general meaning and the main messages in the text
- Activities that expose and introduce your child to new vocabulary will expand the bank of words that they have and build their confidence when approaching new texts
- Encourage your child to restate tricky sentences in their own words (verbally or in writing) – model this and do this together to start with. This will develop their understanding and their confidence
- Read often: your child may need to build up their reading stamina, fluency and processing – practice will help them to do this
- Enable your child to work with others who have more reading experience or capability
- Regularly emphasise that reading is a pleasurable and meaningful experience