

## Finding texts for your child:

If your child struggles with reading, they will be reluctant to select texts and may need some encouragement. This can be a barrier to finding reading an enjoyable activity but can easily be overcome.

During Covid, some young people had lots of guidance at home to read, whereas others were not able to hear others to read and missed out. It's clear that we need to be proactive in guiding students to read a range of material options so that they can see that reading takes on many forms. This can include non-fiction articles from magazines, websites or newspapers, novels, plays etc. It doesn't necessarily matter what they read, as long as they are committing to reading on a regular basis. Modelling reading fluency is also important along with preservation once a text is selected.

## Where to look:

- School libraries will have free access to books which will have age related material.
- Taking children to book shops to browse material is a good way of sparking interest.
- Audio books on phones and tablets are also easily accessible.

## How to choose:

- Remember that it doesn't matter if they want to read an article, comic book etc; helping them to enjoy reading and find texts is the important thing. On-line articles and websites are a good starting point if a child is reluctant to start reading.
- You can look at fiction topics that they may be interested in or encourage them to read about a particular topic online.
- If they've enjoyed reading a book before then encourage them to explore other texts by the same author.
- If they are browsing for a text, then encouraging them to read the blurb on the back of the book is a good starting point.
- Ask the school for your child's reading level if you do not know it already and choose age-related texts to select books. For students who struggle with reading, books from Barrington Stoke publishers and the OUP Super Readable Rollercoasters may be worth exploring. If your child is at the early stage of phonics, your school should be able to provide a sequential reading programme with short texts for comprehension practice.

## The importance of listening to texts:

Sharing stories as a family is an enjoyable process that many young children enjoy. When students start to read for themselves, they often lose the joy of sharing a text with someone else which can lead to disengagement. Children can listen to stories with complex vocabulary which improves their thirst for learning new concepts.

Reading out loud and sharing stories together has many benefits as previously stated but also breaks up the normal routine of the day. When reading together, a magical connection is created and in turn an enjoyment for reading is sparked.



*"When we read, we can be inspired to want to build a better world and a brighter future. So, keep reading and change the world."*

*CHRISTOPHER EDGE*