



# Reading Together

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A Guide for Parents/Carers



# Reading Together : A Guide For Parents/Carers

## The School aims to:

- Provide pupils with a stimulating reading environment through which they can develop as enthusiastic, independent and reflective readers
- Introduce children to a wide range of literature and encourage them to read for meaning, pleasure and interest
- Develop pupils' reading ability in terms of fluency, accuracy, understanding and phonological awareness
- Encourage children to respond to ideas, vocabulary, organisation of language, plots, and characters encountered during reading experiences
- Help pupils to offer personal views and opinions about what they have read

This guide is designed to help you to understand some of the strategies used by teachers so we can enable parents, children and teachers to work together more effectively.



## Background

- We place great importance on the teaching of reading and value any opportunities for sharing books with children.
- We know that children make the most progress when they have regular opportunities to read with adults both at home and at school. This is equally true for inexperienced as well as more fluent readers.

*Any Contributions parents are able to make towards the reading partnership are very much appreciated by all the teaching staff*



## Establishing Routines

- **Try to have regular reading sessions with your child.** Make it part of the family routine and ensure that it is a relaxed time, where outside distractions are kept to a minimum.
- **Little and often is the key.** Ten to fifteen minutes is enough particularly for early readers, however longer (up to 25 minutes) may be needed for more fluent readers.
- **Make reading an enjoyable experience.** Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else and try again later.
- **If you can't manage to find the time regularly** perhaps a friend, a relative or an older child may be able to help.



## Reading Together

- **When your child brings home a different book** examine the cover, spine and title pages. Try to use the correct terms e.g. author, publisher, chapter, contents etc.
- **Please let the child hold the book and turn the pages** so they can get the right angle to help them focus on the print.
- **Try to praise your child for all their efforts.** Use sentences that start 'I like the way you did ...,' and try to avoid being too critical.
- **If your child becomes stuck on a word** be patient, allow them time to try and work it out or make a 'good guess.' Help them to look for clues in the pictures, by reading on to the end of the sentence and/or by sounding out initial letters or recognising any letter blends within the word. **Remember that it is important to keep the story going**, so if an attempt on an unknown word is not forthcoming then tell the child the word and carry on.
- **If your child misses out words or adds extra ones**, encourage them to slow down, but it is the 'making sense' that should guide your response. If the words missed or added do not change the meaning then try to avoid interrupting the flow of the story. However, if the meaning is altered or the story becomes nonsensical, **wait to see if the reader goes back to try to make sense of what they have read.** If not, stop them by asking questions such as, 'are you sure that was right?' or 'please try that section again'  
Make sure the understanding has been established before continuing.
- **There is more to being a good reader than just being able to read the words accurately.** Just as important is being able to understand what has been read. Always talk to your child about the book. Ask questions about what has happened and what might happen next, the characters and how they behave and the parts of the book that arouse interest or puzzle and may need more explanation.



## What should I do if....?

- **My child doesn't like the book**

If you feel your children has made a reasonable attempt at a book but is clearly not enjoying it then please don't continue. Try to find an alternative at home or wait until they get a chance to change the book at school.

- **The book is too easy or too difficult**

We will aim to match your child's reading books to their level however it is important to remember that just because a child can read a book fluently it does not mean that it is of no value or cannot be enjoyed. Similarly, a child may be attracted to a book beyond their current reading ability. In these cases it may be helpful to share the reading or even read the book to your child, as struggling with a book with many unknown words can easily cause frustration and even put children off reading altogether.

- **I don't enjoy reading or don't read well myself**

It is still useful to let your child share their reading books with you. Even if you cannot correct them you can still show an interest and give them encouragement.



## Communicating with School

Try to communicate regularly with the class teacher via the reading diary. Try to use positive comments and raise any queries you may have about how your child reads to you. It would be most useful to the staff if your comments were linked to aspects of your child's reading such as:

- **Fluency** - Are they able to read the text smoothly and confidently without needing to pause or hesitate too often?
- **Enjoyment** - Are they keen to read and discuss the book?
- **Expression** - Do they attempt to keep the listener interested by using expression in their voice? Do they take notice of the punctuation?
- **Prediction** - Can they make informed guesses about what might happen next in the book?
- **Clues** - Are they able to use picture clues, the sounds of initial letters or letter blends or other words within the sentence to help them decode unknown or unfamiliar words?
- **Summary** - Can they provide a brief account of what they have read?

Clearly it would not be necessary or practical to comment on all these things each time you share a book with your child, therefore we recommend that you focus your attention on just one or two areas.

**Thank you for your support**

# Suggested Reading Lists

The following lists represent examples of suitable books for early, confident and finally independent readers.



## Early Readers

Author	Title
Janet and Allan Ahlberg	The Baby's Catalogue
Janet and Allan Ahlberg	Burgalar Bill
Janet and Allan Ahlberg	Each, Peach, Pear Plum
Janet and Allan Ahlberg	Funnybones
Janet and Allan Ahlberg	Peepo
Janet and Allan Ahlberg	The Jolly Postman
Louis Baum	Are We Neally There?
Raymond Briggs	The Snowman
Raymond Briggs	Father Christmas
Anthony Browne	Bear Hunt
Anthony Browne	Willy The Wimp
John Burningham	Mr Gumpy's Outing
John Burningham	Mr Gumpy's Motor Car
John Burningham	The Shopping Basket
John Burningham	Avacado Baby
Eric Carle	The Very Hungry Caterpillar
Babette Cole	The Trouble With Mum
Erc Hill	Where's Spot
Shirley Hughes	Alfie Gets In First
Shirley Hughes	Dogger
Shirley Hughes	Chips and Jessie
Pat Hutchins	Rosie's Walk
Pat Hutchins	Goodnight Owl
Pat Hutchins	Titch
Rachel Isadora	My Ballet Class
Judith Kerr	The Tiger Who Came To Tea
Arnold Lobel	Frog and Toad Book
Margaret Mahy	The Boy Who Was Followed Home
David Mckee	Not Now Bernard
Jill Murphy	Peace At Last
Jill Murphy	The Last Noo Noo
David McPhail	The Bear's Toothache
David McPhail	Where Can An Elephant Hide
Jan Pienkowski	Meg And Mog
Jan Osmerod	Be Brave, Billy
Jan Osmerod	Sunshine
Jan Osmerod	Moonlight
Tony Ross	Goldilocks And The Three Bears
Maurice Sendak	Where The Wild Things Are



## Confident Readers

Author	Title
Allan Ahlberg	Ten In A Bed
Janet and Allan Ahlberg	The Clothes Horse and Other Stories
Joan Aiken	The Last Slice of Rainbow & Other Stories
Roy Aps	Time Spinner
Nina Bawden	The Peppermint Pig
Michael Bond	The 'Paddington' books
Lucy M. Boston	The Children of Green Knowe
Tony Bradman	The Dilly books
Betsy Byars	Computer Nut
Humphrey Carpenter	Mr Majeika
Helen Cresswell	A Gift From Winklesea
Gillian Cross	The Roman Bean Feast
Roald Dahl	Matilda, The Twits & George's Marvellous Medicine
Anne Fine	Bill's New Frock
Leon Garfield	Mr Corbett's Ghost
Cynthia Harnett	The Wool Pack
Shirley Hughes	It's Too Frightening For Me!
Ted Hughes	The Iron Woman
Pat Hutchins	The Mona Lisa Mystery
Tove Jansson	The Moomintroll books
Clive King	Stig Of The Dump
Dick King-Smith	The Sheep Pig, Billy the Bird & Hodgeheg
Rudyard Kipling	The Jungle Book
C. S. Lewis	The Narnia books
Penelope Lively	A Stitch In Time
Margaret Mahy	Bubble Trouble
Jan Mark	The Dead Letter Box
Bel Mooney	The 'Kitty' stories
Michael Morpurgo	The Butterfly Lion
Jill Murphy	The Worst Witch
E. Nesbitt	The Railway Children
Philippa Pearce	The Children Of The House
Jill Paton Walsh	Fireweed
Alf Proysen	The Mrs Pepperpot stories
J. K. Rowling	The Harry Potter books
Dr. Seuss	Cat In The Hat & Green Eggs and Ham
James Simon	Dear Greenpeace
Jeremy Strong	The Hundred-Mile-An-Hour Dog
Rosemary Sutcliffe	Song For A Dark Queen
Jill Tomlinson'	The Owl Who Was Afraid Of The Dark
Geoffrey Trease	Henry, King To Be
Martin Waddell	Grandma's Bill and the Napper books
Jacqueline Wilson	Glubbslyme
E. B. White	Charlottes Web
Marcia Williams	Greek Myths for Young Children



## Independent Readers

Author	Title
Joan Aiken	The Wolves of Willoughby Chase
Nina Bawden	Carrie's War
Lucy M. Boston	The Children of Green Knowe
Betsy Byars	The Eighteenth Emergency
Frances Hodgson Burnett	Secret Garden
William Corlett	The Magician's House Quartet
Helen Cresswell	Moondial
Gillian Cross	The Demon Headmaster
Roald Dahl	Danny The Champion of The World
Charles Dickens	Oliver Twist, A Christmas Carol
J. M. Falkner	Moonfleet
Anne Fine	Flour Babies
Michael Foreman	War Boy
Alan Garner	The Weirdstone of Brisingamen
Leon Garfield	The God Beneath The Sea
Leon Garfield (Abridged by)	Shakespeare, The Animated Tales
Leon Garfield	Shakespeare Stories
Eve Garrett	The Family From One End Street
Kenneth Graham	Wind In The Willows
Cynthia Harnett	The Wool Pack
Ted Hughes	The Iron Man
Norman Hunter	The Incredible Adventures of Professor Branestawm
Eva Ibbotson	The Secret of Platform 13
Brian Jacques	The Redwall books
Robin Jarvis	The Whitby Witches
Norton Juster	The Phantom Tollbooth
Judith Kerr	When Hitler Stole Pink Rabbit
Clive King	Stig Of The Dump
Charles Kingsley	The Water Babies
Rudyard Kipling	Just So Stories
Dick King-Smith	The Queen's Nose
Jack London	Call Of The Wild
Henry W. Longfellow	Hiawatha
C. S. Lewis	The Narnia books
Penelope Lively	A Stitch In Time
Jacqueline Wilson	The Bed and Breakfast Star
Michelle Magorian	Goodnight Mister Tom
Margaret Mahy	The Haunting
Jan Mark	Taking The Cat's Way Home
John Masefield	The Box of Delights
Michael Morpurgo	Arthur Highking of Britain
E. Nesbitt	The Phoenix And The Carpet
Mary Norton	The Borrowers
Philippa Pearce	Tom's Midnight Garden
Jill Paton Walsh	Fireweed
Philip Pulman	The Firework Maker's Daughter
Lynne Reid Banks	The Indian In The Cupboard
J. K. Rowling	The Harry Potter Books
Ian Serrallier	The Silver Sword
Russell Stannard	Black Holes and Uncle Albert
Noel Streatfield	Ballet Shoes
Jeremy Strong	Viking At School
Rosemary Sutcliffe	Song For A Dark Queen
J. R. R. Tolkein	The Hobbit

