



Supporting reading at Bluecoat Aspley Academy

Supporting your child's reading

You may not be as involved in your child's reading as much as you once were when they were at primary school. However, appropriate support and interest from an adult is an excellent way to help your child develop their reading skills.

Things to say as your child reads to you and gets stuck at a word:

- Nothing. Give some time to try and understand it independently.
- "Can you say the first sound?" Apply some phonic knowledge
- "Which word might make sense here?" Even if they're wrong, this shows that they understand the story or could be a means of building their vocabulary ("Yes, it's a type of transport, but the author chose a different word.")
- "Chunk it up!" Seeing smaller words in bigger words (For example, 'walking' has 'walk' in it)
- "Let's re-read it." This gives them a chance to re-read the sentence and reach the tricky word with a 'running start'.
- "Close your eyes, then look again." Close one's eyes, open them and then see if the brain can identify the word as a 'sight' word rather than sounding it out or applying context.
- "Speed up the sounds." Sounding out doesn't sound like a word, encourage them to run the sounds together to it sounds more like an actual word.
- "Skip it!" Return to the word when they understand more of the context – remember to do so!
- "What's the main word?" Identify the root word and then add on prefixes or suffixes.
- "Let me say it." Tell them the word so that the story doesn't get forgotten.

Things to say as your child reads to you and uses the wrong word:

- First, think to yourself "does it matter?" Saying the wrong character's name or the word "go" rather than "went" won't change the meaning of the story. Let it go.
- "Can you check it?" Does that look right, sound right, make sense?
- "Make a picture in your head." What word doesn't fit?"
- "What is happening here and how does this sentence fit in?"

Things to say to encourage your child to understand what they're reading:

- Ask a question about what they have already read (to themselves, or to you).
- "What do you think is going on? / What do you think will happen?" To develop inference skills.
- "How does this remind us of that other book?" To make a text-to-text connection
- "What does this make us think about - our world? / - what we saw on the news? / -what we saw yesterday?" To make a text-to-world connection.
- "Does this remind you of when...?" To make a text-to-self connection where he relates the book to themselves or to their own experiences.
- "How does that look in your head?" To encourage your child to create an image of the scene.
- "Which do you think is the most important?" To evaluate events or characters.

Your child will encounter a range of texts in school, each subject includes reading of some sort and your child has to become adept at moving between texts written for different purposes and in different formats.

Your child should know how to read a dictionary, thesaurus, a glossary, a search engine and different charts, tables and graphs.

Real world literacy is used in school but see every task, chore or occasion at home as a reading opportunity.

For example, help your child to read:

- A bank statement
- A phone or utilities bill
- A medicine label
- A restaurant or takeaway menu
- Food packaging
- An insurance or tax form
- Online 'user agreements'

Using a newspaper to promote literacy

Questions you could ask to make the most of your free or local newspaper:

- Read a headline. What might the article be about? Why? Were you right?
- Read an article. What could the headline be? Why?
- Look at an image. What might the caption be? Why?
- Read a caption. Draw the associated image. Explain your thinking process.

You could use online resources to encourage children to read and develop their literacy and comprehension skills.

Check out: <http://www.bbc.co.uk/newsround/> and <http://www.firstnews.co.uk/> for articles suitable for younger readers.

Accelerated Reader

Some Year 7 and Year 8 students have access to an online Accelerated Reader account. They can complete quizzes and check their reading progress through this. A list of 'recommended reads' for each colour is also available.

We would encourage children to read for twenty minutes each day and the log enables us to monitor, and reward, their progress.

<https://UKhosted26.renlearn.co.uk/2246401/HomeConnect>

Local Libraries

Encourage your child to visit and join a local library.

<http://www.nottinghamcity.gov.uk/libraries>

The Bluecoat Learning Resource Centre

Students are able to check out two books at a time.

We recommend that one of these is a book of the appropriate Accelerated Reader colour (if applicable), the second could be a different level or a non-fiction text.

Students can write paper and online book reviews using the Library programme, earn positive points for reading the author of the month and receive personalised advice and guidance from expert staff.

Using different technologies to promote literacy

- Reading isn't just about books. Children could read ebooks on a kindle or an iPad. They might want to use audio books in the car or on an mp3 player and read along as they listen. They might want to record their own audio books or record notes (Dragon Dictation on the iPad) to help them remember ideas rather than writing notes.
- There are plenty of literacy games on iPads including Shake-a-Phrase, Hooked On or Word Genius.
- Children can make their own electronic flashcards to help them remember or learn keywords using the StudyBlue website which is also available as a phone app.
- Children could use the Book Creator iPad app to write their own book or begin a blog using Blogger. They may want to choose to follow appropriate blogs that interest them and eventually comment on others' posts, entering into a debate and showcasing their writing talents and opinions.
- Writing doesn't have to be essays or stories. Children could use comic strips to summarise important information and develop their literacy skills. Websites such as Comic Life enable students to import images as well as compose text.



Phonics

Children are encouraged to 'sound out' words using synthetic phonics (Miskin Fresh Start). An overview of how to pronounce these sounds is available at:

http://www.youtube.com/watch?v=5J2Ddf_0Om8

We recommend that you review these sounds daily if your child is focusing on their phonics and use sounds rather than letter names when spelling words with them or for them.

Consonant graphemes Say the pure sound.

c	l	s	sh	j	ch	f
k	ll	ss	ti	g	tch	ff
ck	le	se	ci	ge		ph
ch		c		dge		
		ce				

Vowel graphemes Say the sounds in and out of order.

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	ea	i-e	o-e
					ai	e	ie	oa
					aigh	y	i	o
					eigh	ey	y	
					a			

oo	oo	or	or	air	ir	ou	oy	ear	ire	ure
u-e			oor	are	ur	ow	oi	eer		
ue			ore	ear	er					
ew			aw							
			au							

Word endings

_ive	_ism	_age	_ent	_ture	_ous	_able	_tion
			_ence		_ious	_ably	_sion
			_ant		_eous	_ibly	_ssion
			_ance		_cious	_ibly	
					_tious		

Other Ideas to encourage your child to read:

- Encourage all your family to read for twenty minutes each day. Talk about what you're reading and make suggestions for one another.
- Start a home book group – ask your child to recommend a book and all read it. Free online books are good for this. Show respect for your child's choice – this empowers them and also enables you to know what sort of thing they are reading.
- If your child is interested in a particular career or follows a celebrity – encourage them to read a biography which will enable them to learn what such a role requires.
- Secondary school students have lots of demands on their time (school work, family, TV, gaming and social media) so link rewards to reading. Make a list together of the books they want to read this year and make a new purchase dependent on completing one of the books.

- When planning a holiday or journey, or even a new purchase, commission your child to be the resident expert. Ask them to research routes, activities, different models and prices.
- Reading online is a valid activity which enables your child to learn how to navigate menus, hyperlinks, skim and scan information. Yet ensure that your child is safe online.

Further information and support:

www.literacytrust.co.uk

www.scholastic.com

Book recommendations for your child:

www.lovereadings4kids.co.uk

<http://www.scholastic.com/parents/resources/book-list/adventure-fantasy/edgy-books-your-pre-teen-will-love>

<http://www.scholastic.com/parents/resources/book-list/life-experiences-values/easy-to-read-books-older-readers-ages-11-13>

Accelerated Reader Recommended Reads

Try the following more challenging reads to help move up to the next colour:

Green books to help move up to purple

Eric Brown: An Alien Ate Me for Breakfast

Annie Dalton: Forever Friday

Paul Blum: Killer Robot

Purple books to help move up to red

Anthony Masters: Biker

Morris Gleitzman: Boy Overboard

Jeremy Strong: My Dad's Got an Alligator!

Red books to help move up to yellow

Cornelia Funke: Dragon Rider

Tom Palmer: Black Op

Meg Cabot: Love You to Death

Yellow books to help move up to black

Charlie Higson: Silverfin

Horrible Histories: The Slimy Stuarts

Darren Shan: Lake of Souls

Mary Hoffman: City of Secrets

Black books which challenge your reading

Charlotte Brontë: Jane Eyre

Mark Walden: Aftershock