

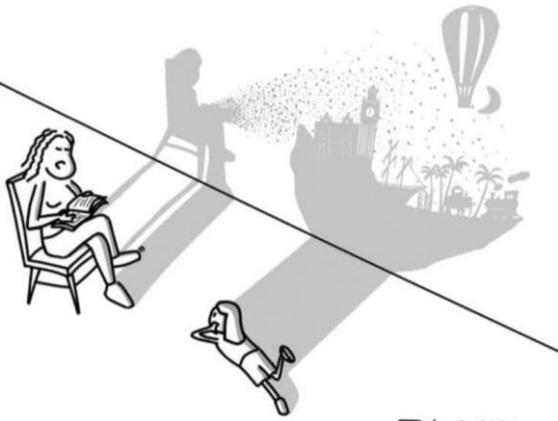


At Howley Grange we are determined that every pupil will read easily, fluently and enthusiastically for both pleasure and information, as we believe that reading is the cornerstone of their learning.

Through developing a range of reading strategies, our pupils will explore and deepen their understanding of a wide range of genres, authors and styles and be able to voice their opinions and thoughts about the texts read.



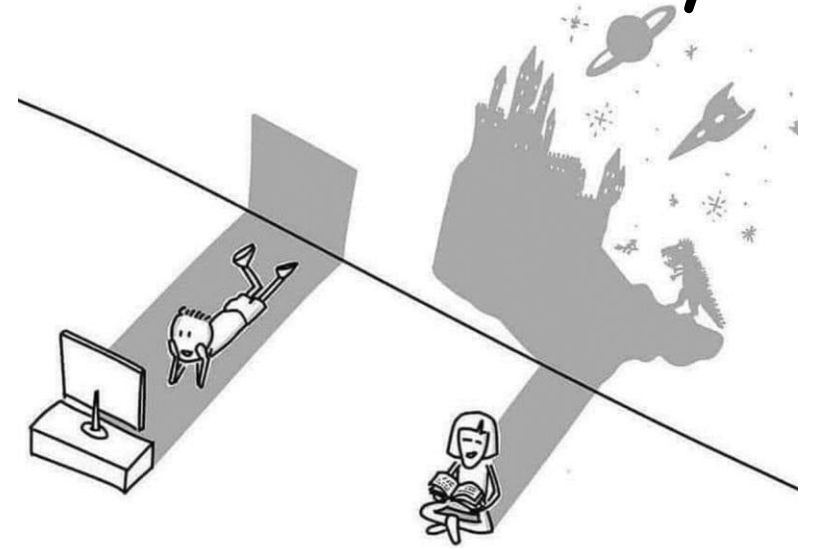
Supporting your child
at home with reading



YO_RUNNER
Duce

"If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales."

— Albert Einstein



YO_RUNNER
Duce

What the research
says....

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words kids would have heard by the time they were 5 years old:

Never read to, 4,662 words;

1-2 times per week, 63,570 words;

3-5 times per week, 169,520 words;

Daily, 296,660 words;

and five books a day, 1,483,300 words.

The Reading Framework (DFE 2023)

The survey of 71,400 children and young people by the National Literacy Trust has revealed that fewer than one in three children (28%) aged 8 to 18 read daily for enjoyment. While this remains the same as for 2022, the figure stood at 38% when the survey began in 2005, marking a 26% fall in those who read daily.

Over half (56%) of children and young people aged 8 - 18 don't enjoy reading in their free time. This is an all-time low statistic since we began surveying children in 2005 and is down 15.2 percentage points from its height in 2016.

National Literacy Trust, 2023

20 is plenty!

Children who read for
20 minutes a day...



Will have a world of
imagination & creativity
opened to them



Will have better
general knowledge



Will be exposed to 1.8
million words a year



Will improve critical
thinking skills



Will improve their
communication skills



Will have a broad
vocabulary



Will have reduced
stress levels



Will learn how to
develop empathy



Will improve their test
results



The impact of **READING**

20 minutes per **DAY**



A CHILD WHO **READS**



20 MIN



5 MIN



1 MIN

is exposed to
1.8 MILLION
words per year
and scores in
90th percentile
on standardized test

is exposed to
282.000
words per year
and scores in
50th percentile
on standardized test

is exposed to
8.000
words per year
and scores in
10th percentile
on standardized test

Why is there a decline in reading for pleasure?

- Games and online distractions
- Rise in social media
- Finding books boring
- Lack of time
- Not being read to from an early age by adults (at home and school)
- Seeing reading as a process for learning rather a pleasure activity

What can you do to
help and support your
child with their
reading?

Discuss
the book
with me.

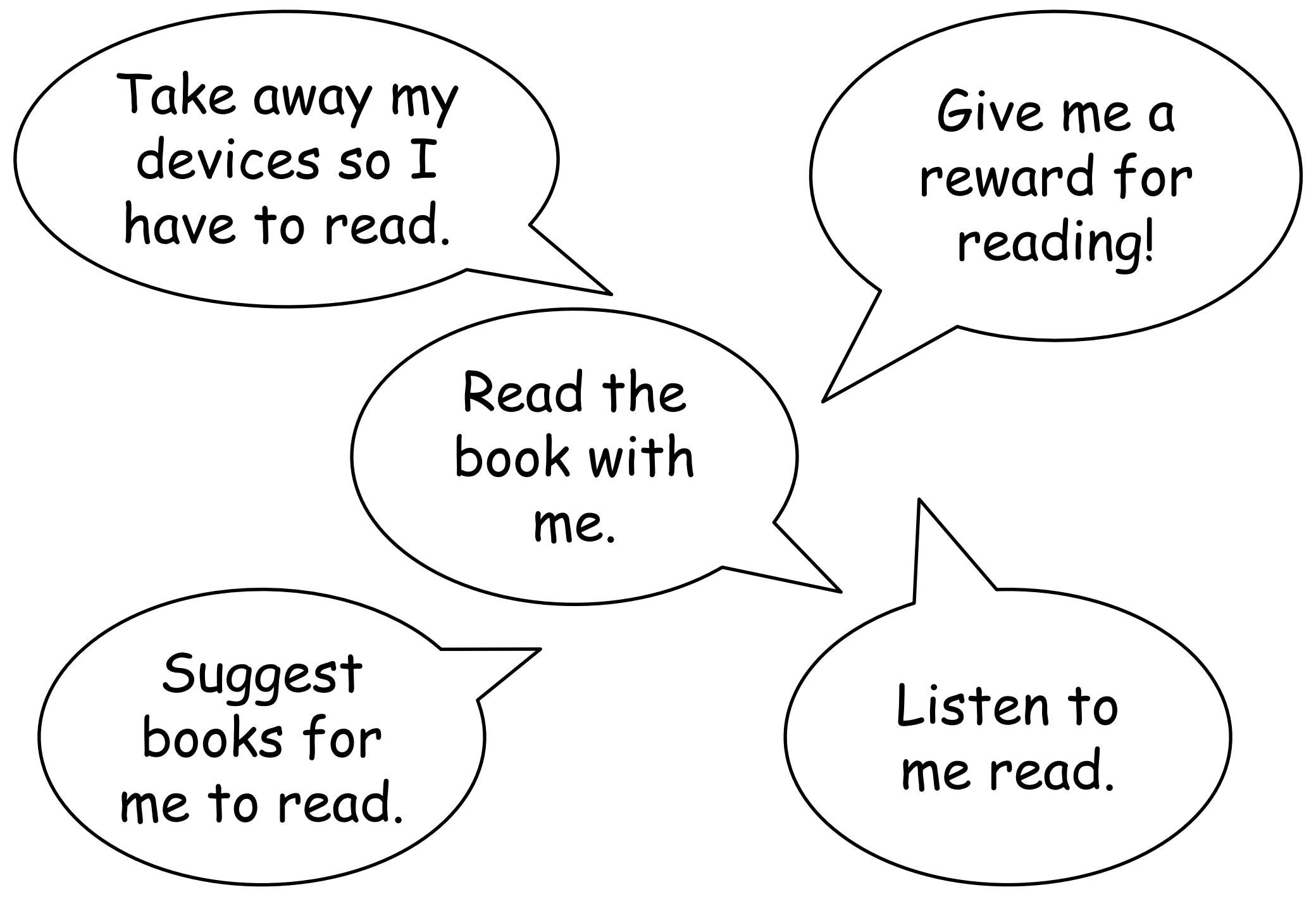
Show me
lots of
books.

Visit a
library.

What our
children say....

Have a routine
of reading
before bed.

Seeing my
grown-ups
read.



Take away my
devices so I
have to read.

Give me a
reward for
reading!

Read the
book with
me.

Suggest
books for
me to read.

Listen to
me read.

1. Encourage your child to read.

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

2. Read aloud regularly

This is a core strategy in helping your child with their reading. Reading aloud shows a child of any age that reading is a pleasure, not a chore.

Stories and words matter and children love re-reading them and poring over the pictures.

Try adding funny voices to bring characters to life.

Older children can read to younger children or you could take it in turns to read a page aloud.

There are some fantastic free audio books at <https://www.worldbookday.com/world-of-stories/> that you can listen to with your child.

Brain Development

Babies are born learning. From birth to age 3 are critical years for the development of language skills that are foundational for future learning success.

Parents are a child's first and most important teacher.

Language

The number of words that a child knows when he or she enters kindergarten is the most important predictor of a child's success or failure.

Reading aloud grows your child's vocabulary and introduces many words and concepts that you might not use in everyday conversation.

Knowledge

Books are a pleasure, yes, and they are also informative. You and your child can learn something new when you read aloud.



Why Read Aloud?

Love of Reading

Parents that read aloud demonstrate that reading is important, that reading is pleasurable, that reading is valued.

Bonding

Is there anything better than sharing a good book with a child in your lap?

Literacy Skills

Vocabulary. Phonics. Familiarity with the printed word. Storytelling. Comprehension. Reading aloud is invaluable for building literacy skills.

A fluent reader is one who can accurately and automatically decode words.

There are ways you can help your child build their fluency at home:

1. Read and follow - you read the text and your child follows along with their finger. This helps them with word recognition and models to them how they should read with fluency.

2. My turn, your turn - take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.

3. Echo Reading - as you read, your child copies. It is important here to pace yourself and read at a rate that your child can keep up with.

3. Read together as a family

Another key strategy is choosing a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all and models positive reading behaviours.

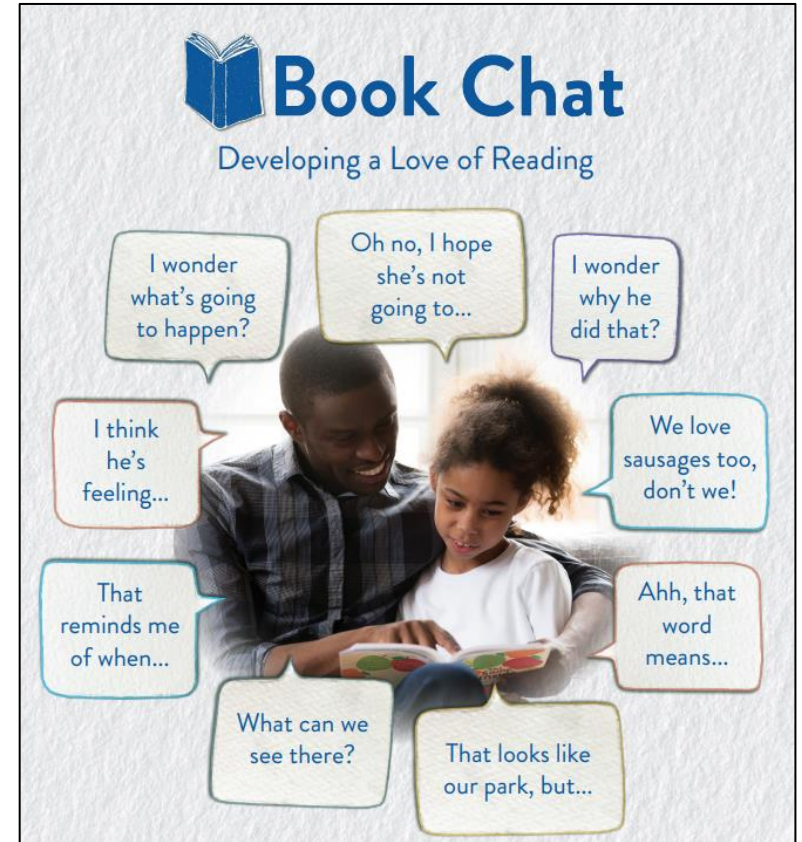
Does your child ever see you read?

4. Talk about books

This third key strategy is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

Wordless books, short videos and audio books are also great to use to start these book chats.

There are several videos online to help support you with talking about books with your child at:



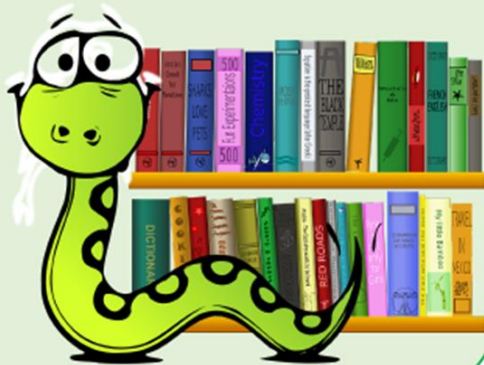
<https://ourfp.org/supporting-rah/book-chat-reading-with-your-child/>

VIPERS

At Howley Grange we use VIPERS in the classroom to talk about books and texts read, videos watched and images.

Reading Vipers

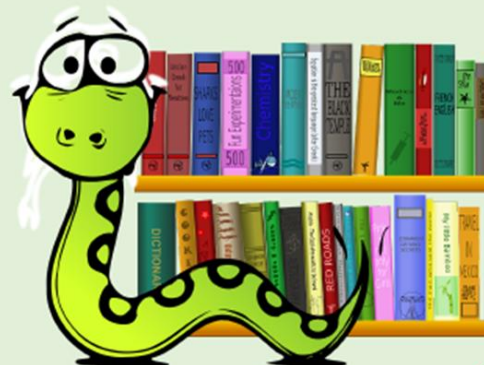
Vocabulary
Interpret
Predict
Explain
Retrieve
Sequence



www.therecycled.com © 2017

Reading Vipers

Vocabulary
Interpret
Predict
Explain
Retrieve
Summarise



www.therecycled.com © 2017

I

Is a ships horn loud or quiet?

Which word is a place where ships 'park?'

V

E

Explain what you would do if you found a penguin on your doorstep

He ran down to the harbour and asked a big ship to take them to the South Pole. But his voice was much too small to be heard over the ship's horn.

How did they get down to the harbour?

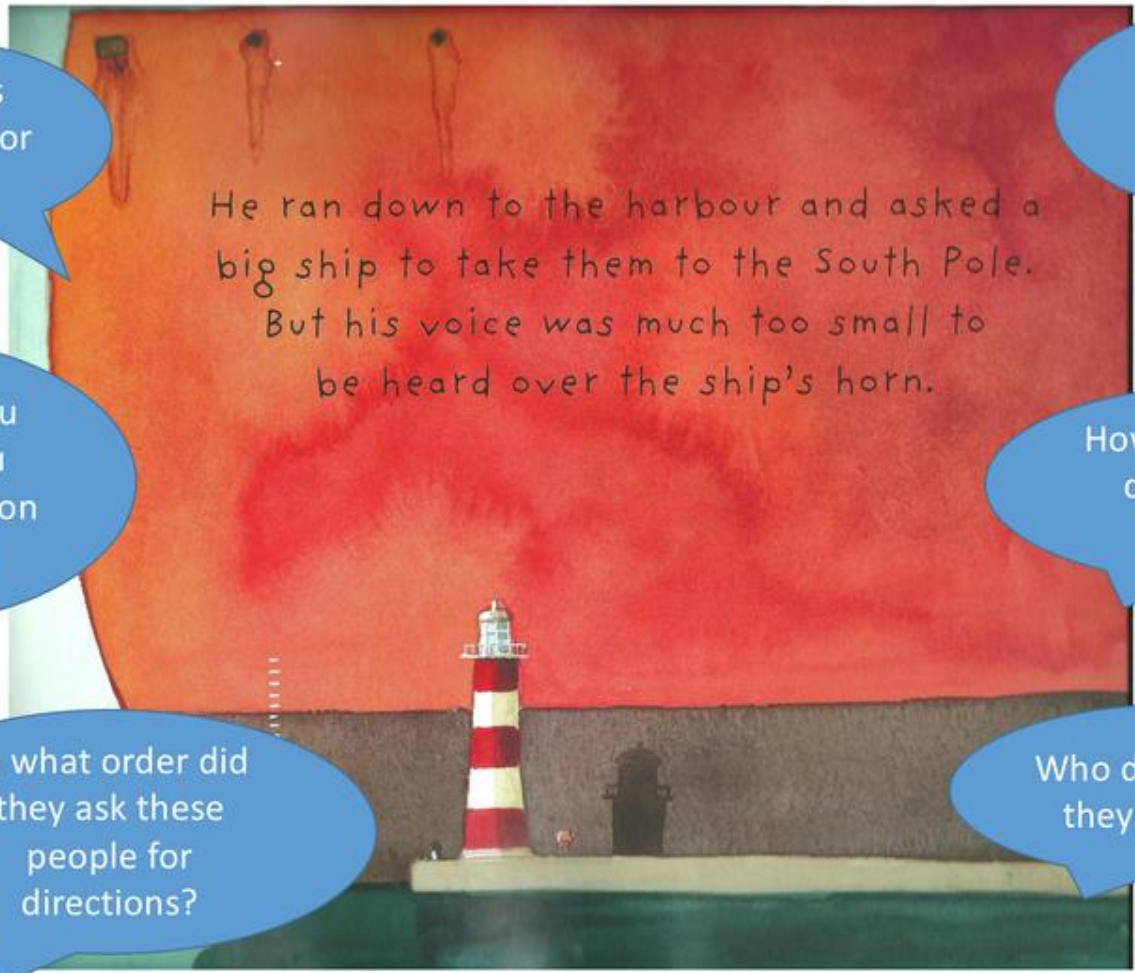
R

S

In what order did they ask these people for directions?

Who do you think they ask next?

P





VIPERS questions:

V - Can you find synonyms for the word ship.

I - Are the men peaceful?

P - Where do you think the men are going? Why do you think they are going there?

E - Why do you think the sky is dark and stormy?

E - Can you say how the two boats are similar? Why is this?







R - Approximately how many men are on each ship? What power does the ship use?

S - Summarise what you can see on the ships.



KS1 Reading Vipers







Example questions

 Vocabulary	<ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
 Infer	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story?
 Predict	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
 Explain	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
 Retrieve	<ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?
 Sequence	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?



KS2 Reading Vipers

Example questions

 Vocabulary	<ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
 Infer	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story?
 Predict	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
 Explain	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
 Retrieve	<ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?
 Summarise	<ul style="list-style-type: none"> • Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text. • What is the main message of the text? • Using information from the whole text, identify which statements are true. • Which of the following would be the most suitable summary of the whole text? • Which statement is the best summary for the whole of page... • Look at the first two paragraphs. Which sentence below best describes the...

5. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

Halesowen and Long Lane Library (and others too!) enable families to explore all sorts of reading ideas. Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow. See [Libraries Connected](#) for more digital library services and resources.

It is important to choose books that your child enjoys and can relate to.

<https://youtu.be/Pf-u-nGozME>

On our school website are links to book recommendations for each year group and also a monthly 'No Shelf Control'.

Year 2 – 50 Recommended Reads	
<input type="checkbox"/> Traction Man is Here Mini Grey Picturebook story	<input type="checkbox"/> Marge in Charge Isla Fisher & Eglantine Ceulemans Chapter book
<input checked="" type="checkbox"/> Billy and the Beast Nadia Shireen Picturebook story	<input type="checkbox"/> Spyder Matt Carr Picturebook story
<input checked="" type="checkbox"/> The Big Book of the Blue Yuval Zommer Non-fiction	<input type="checkbox"/> ... and the Piano Old
<input type="checkbox"/> The Couch Potato Jory John & Pete Oswald Picturebook story	<input type="checkbox"/> The Rainbow Bear Michael Morpurgo & Michael Foreman Picturebook story
<input type="checkbox"/> Claude at the Circus Alex T. Smith Colour-illustrated chap	<input type="checkbox"/> Oliver and the Seawigs Philip Reeve & Sarah McIntyre Chapter book
<input type="checkbox"/> Can I Build An Shinsuke Yoshir Picturebook	<input type="checkbox"/> Anna Hibiscus Atinuke & Lauren Tobia Chapter book
<input type="checkbox"/> Investir John P. Comi	<input type="checkbox"/> Unlocked Delaram Ghanimifard & Tiny Owl Picturebook anthology
<input type="checkbox"/> The Bee Book Charlotte Milner Non-fiction	<input type="checkbox"/> Beegu Alexis Deacon Picturebook story
<input checked="" type="checkbox"/> The Prouddest Blue Ibtihaj Muhammad, S.K. Ali & Hatem Aly Picturebook story	<input type="checkbox"/> Bloom Anne Booth & Robyn Owen Wilson Picturebook story
<input type="checkbox"/> The Storm Whale Benji Davis Picturebook story	<input type="checkbox"/> The Jasmine Sneeze Nadine Kaadan Picturebook story
<input type="checkbox"/> The Story of the London Underground David Long & Sarah McMenemy Picturebook story	<input type="checkbox"/> Gregory Cool Caroline Binch Picturebook story
<input type="checkbox"/> Into the Forest Anthony Browne Picturebook story	<input checked="" type="checkbox"/> A Planet Full of Plastic Neal Layton Non-fiction
<input checked="" type="checkbox"/> Midnight Feasts A.F. Harrold & Katy P. Poetry book	<input type="checkbox"/> Leaf Sandra Dieckmann Picturebook story
	<input type="checkbox"/> The Enchanted Wood Enid Blyton Chapter book
	<input type="checkbox"/> Lubna and Pebble Wendy Meddour & Daniel Egneus Picturebook story
	<input type="checkbox"/> The King Who Banned the Dark Emily Haworth-Booth Picturebook story
	<input type="checkbox"/> Mil...

Monthly Children's Book Newsletter for Children, Parents and Teachers

No Shelf Control

Edition 33 January 2024

Stitch Padraig Kenny

Our first BOOK OF THE MONTH for 2024 is Stitch by the wonderfully talented Padraig Kenny.

"Stitch" ingeniously reimagines Mary Shelley's Frankenstein, delivering a spellbinding tale that intricately entwines themes of friendship, humanity, and acceptance. Set against a backdrop of darkness, Stitch and Henry, crafted by the late Professor Horrocks, navigate a treacherous world with each turn of the page. Through Henry's accessible prose and profound undertones, "Stitch" beckons readers to ponder the complexities of life and soul, mark upon the heart and soul.

Other books based on classics



This Month's Book Reviews

RAINBOW SAURUS

How Do Meerkats Order Pizza?

Rainbowsaurus
A new favourite for younger children who love 'We're Going On A Bear Hunt'. A family set off in search of the chaurus and onomatopoeia for younger readers to join in with.

Brooke Barker
Faber & Faber 8+

Rise of the Zombie Pigs

Emily-Jane Clark
Scholastic 6+

Somehow the first book in the 'Beasts of Knabbly Bottom' series fantastically funny book that's impossible not to love. When food starts going missing and bite marks start appearing, Maggie gets the blame. So with the help of Fred, they decide to investigate, but have they bitten off more than they can chew?

Simon Philip & Nathan Reed
Bloomsbury 4+

Please

When Bill forgets to use the magic word 'please', take a surreal turn. A fun way to introduce and discuss manners with young children that will have everybody giggling and trying to guess what will happen to poor Bill next.

Christopher Edge
Black Hole Cinema Club - March 23

one to wait for...
Nosy Crow - March 23

Christopher Edge has written some truly spectacular sci-fi novels, so we're always excited to see what he has in store for us next. Just from the cover alone I can tell that it'll be great!

This term we are also starting our 'Read - Return - Repeat' book trollies for children and grown-ups to choose a book to read at home. More details to follow!

6. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

Wherever possible, move away from devices and screens.

Kindles are another great idea for reading.

7. Bring reading to life

There are so many ideas to suggest..

- *try cooking a recipe you've read together

- *play a game where you pretend to be the characters in a book

- *discuss an interesting article you've read

- *play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home

- *organise treasure hunts related to what you're reading
- *create your child's very own book by using photos from your day and adding captions
- *encourage your child to write the next chapter of a book

8. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times and places for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

Remember that helping your child to progress as a reader and enjoy reading for pleasure needs you, your child and the staff at Howley Grange to work together to help and support him or her on their journey. There may be a few bumps along the way, but reading is such a vital life skill for now and the future.

<https://youtu.be/XiBS8IF48uM>

Useful links:

[10 top tips for parents to support children to read - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Reading at Home Archive - Reading for Pleasure \(ourfp.org\)](http://ourfp.org)

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/>

<https://wordsforlife.org.uk/parent-support/>

<https://misterbodd.wordpress.com/no-shelf-control/>

<https://www.worldbookday.com/world-of-stories/>