



Reading at Home

Delce Academy
Kate Kogut



Inspire
Partnership

WHY IS READING SO IMPORTANT?

- Reading is the gateway to learning
- Learning to read supports the children so they can learn everything else
- They can travel to far away lands and discover the most incredible characters
- They can learn new words that they can use in our own writing



READING HAS TWO COMPONENTS

Word Recognition

Recognising words presented in and out of context.

The ability to apply phonic rules - blending phonemes to decode.

Quality phonics work – main approach for beginners in learning to decode (sound out).

Comprehension

The process by which words, information and sentences are interpreted and understood.

The same applies to both spoken and written understanding.

Continues to develop throughout life!

DEVELOPING WORD RECOGNITION SKILLS

- Phoneme (letter sound) awareness and phonics teaching



- Repetition and teaching of ‘tricky’ words which may not be phonetically plausible

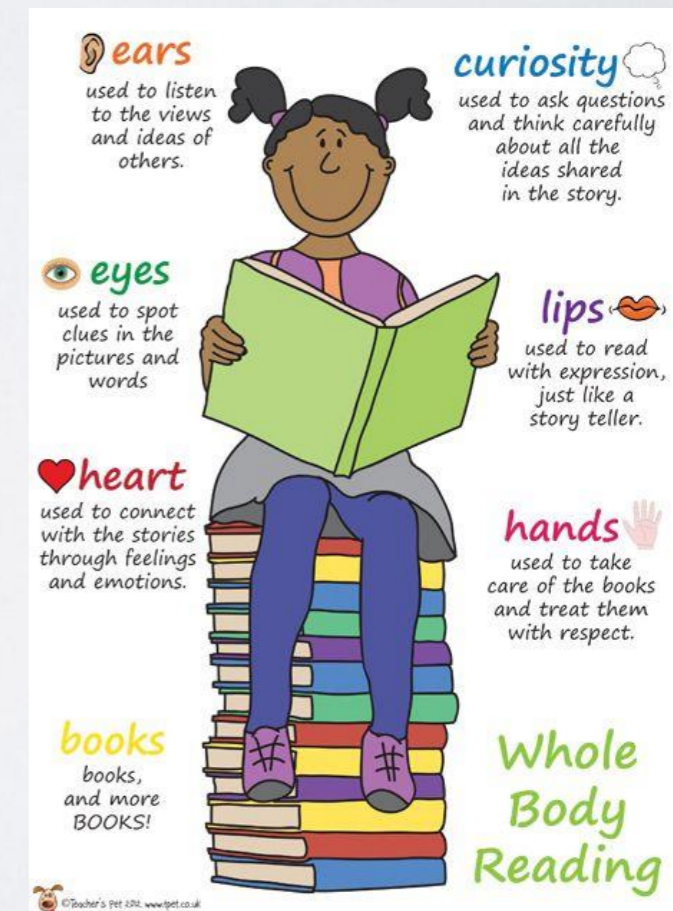
c-a-t

- Recognising patterns in words.

READING AT HOME

Be a good role model:

- Find some time in the day to read yourself
- Let your children see that you get pleasure from reading
- Share your favourite books/reading material with them – even books you enjoyed reading as a child.



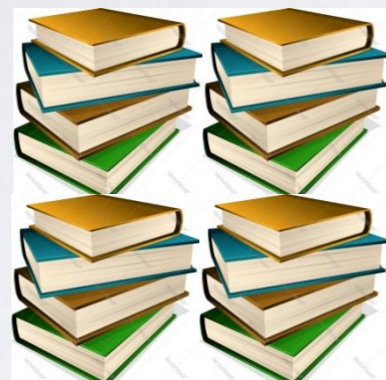
BENEFITS OF READING DAILY

20 mins
a day



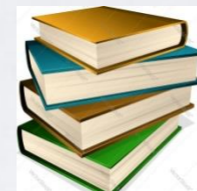
1,800,000
words

5 mins
a day



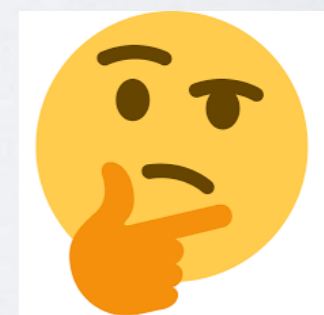
282,000
words

1 mins
a day



8,000
words

**What can the
children do
with all those
words that
they learn
from reading?**



WHAT CAN THEY READ AT HOME?

Reading should be for **enjoyment and interest**.

A school reading book is only **ONE** part of a child's reading repertoire.

- Books (picture books; short stories; chapter books); magazines; comics; annuals; football programmes; poetry.
- Information books; brochures; catalogues; flyers; newspapers; guide-books; eBooks; kindle.
- Websites ; take-away menus; instructions.
- Visit the library and bookshops.

RECOMMENDED READING LISTS

EYFS

The Very Hungry Caterpillar – Eric Carle
A Dark Dark Tale – Ruth Brown
Flotsam – David Wiesner
Tiger – Nick Butterworth
We're Going on a Bear Hunt – Michael Rosen and Helen Oxenbury
I Want My Hat Back – Jon Klassen
Each Peach Pear Plum – Janet and Allan Ahlberg
The Gruffalo and The Gruffalo's Child – Julia Donaldson
Lost and Found – Oliver Jeffers
Up and Down – Oliver Jeffers
The Enormous Crocodile – Roald Dahl
The Night Pirates – Peter Harris
Don't Let the Pigeon Drive the Bus – Mo Willems
Where's Spot – Eric Hill
Dear Zoo – Rod Campbell
The Jolly Postman – Janet and Allan Ahlberg
The Kipper series – Mick Inkpen, e.g. *Kipper's birthday*
Meg and Mog – Helen Nicoll
Harry and his Bucketful of Dinosaurs – Ian Whybrow
Eimer – David McKee
Not Now Bernard – David McKee
Bears Don't Eat Egg Sandwiches – Julie Falton & Rachel Suzanne
The Lion Inside – Rachel Bright & Jim Field
All Join In – Quentin Blake
The Wonder – Faye Hanson
Burglar Bill – Janet & Allan Ahlberg
Penguin – Polly Dunbar

Traditional stories

The Three Little Pigs
Goldilocks and the Three Bears
Hansel and Gretel
Little Red Riding Hood
Rapunzel
The Elves and the Shoemaker
Jack and the Beanstalk
The Gingerbread Man
Three Billy Goats Gruff



Years 1 – 2 recommended reading

Dinosaurs and All That Rubbish – Michael Foreman

War and Peas – Michael Foreman

How Big is a Million? – Anna Milbourne and Serena Riglietti

The Tiger Who Came to Tea – Judith Kerr

Mag the Forgerful Cat – Judith Kerr

Where The Wild Things Are – Maurice Sendak

Angry Arthur – Hiawyn Oram and Satoshi Kitamura

Cinnamon – Neil Gaiman

That Pesky Rat – Lauren Child

Peace at Last – Jill Murphy

Dogger – Shirley Hughes

Hairy Maclary from Donaldson's Dairy – Lynley Dodd

My Penguin Osbert – Elizabeth Cody Kimmell

The Paper Bag Princess – Robert Munsch

The Whales' Song – Dyan Sheldon and Gary Blythe

Leon and the Place Between – Angela McAllister

The Winnie the Witch series – Valerie Thomas

The Charlie and Lola series – Lauren Child, e.g. *I Will Not Ever Never Eat a Tomato*

Journey – Aaron Becker

Roald Dahl

Esio Trot

The Giraffe, The Pelly and Me

Charlie and the Chocolate Factory

The BFG

The Magic Finger

Fantastic Mr Fox

George's Magic Medicine



Julia Donaldson

The Snail and the Whale

Room on the Broom

A Squash and a Squeeze

Tyrannosaurus Drip

Smartest Giant in Town

Emily Gravett

Dogs

Meerkat Mail

Wolves

Again!

Little Mouse's Big Books of Fears

Raymond Briggs

The Snowman

Father Christmas

Fungus the Bogeyman

Ug: Boy Genius of the Stone Age

Books parents can read aloud

The Owl Who Was Afraid of the Dark – Jill Tomlinson

The Christmasaurus – Tom Fletcher

A Necklace of Raindrops – Joan Aiken

The Kingdom Under the Sea – Joan Aiken



Years 3 – 4 recommended reading

Picture books for older readers

The Dark – Lemony Snickett and Jon Klassen

Black Dog – Levi Pinfold

Those Shoes – Maribeth Boelts

Rosie Revere, Engineer – Andrea Beaty

Ada Twist, Scientist – Andrea Beaty

The Fantastic Flying Books of Mr Morris Lessmore – W.E. Joyce

The Mysteries of Harris Burdick – Chris van Allsburg

Comics / graphic novels

The Asterix series – René Goscinny and Albert Uderzo, e.g. *Asterix the Gaul*

The Adventures of Tintin series – Hergé, e.g. *Explorers on the Moon*

Stormbreaker – Anthony Horowitz

Artemis Fowl – Eoin Colfer

Poetry / short stories

Please Mrs Butler – Allan Ahlberg

Revoltin' Rhymes – Roald Dahl

Dirty Beasts – Roald Dahl

Sea Prayer – Khaled Hosseini

The Mrs Pepperpot short stories – Alf Prøysen

Just So Stories – Rudyard Kipling

The Witch's Vacuum Cleaner short story collection – Terry Pratchett

Dragon's at Crumbling Castle short story collection – Terry Pratchett

Short chapter books

The Great Piratical Rumbustification – Margaret Mahy

Fortunately, the Milk – Neil Gaiman

The Saga of Erik the Viking – Terry Jones

The Legend of Spud Murphy – Eoin Colfer

The Worst Witch series – Jill Murphy

The Raven Boy and Elf Girl series – Marcus Sedgewick, e.g. *Fright Forest*

The Raven Mysteries – Marcus Sedgewick, e.g. *Flood and Fang*



The Something Wickedly Weird series by Chris Mould, e.g. *The Wooden Mile*

The Ottoline series by Chris Riddell

The Goth Girl series – Chris Riddell

The Captain Underpants series – Dav Pilkey

The Mr Gum series – Andy Stanton, e.g. *You're a Bad Man, Mr Gum!*

The Mr Majeika series – Humphrey Carpenter

The Moomin series – Tove Jansson

Longer chapter books

Charlotte's Web – E.B. White

The Tale of Despereaux – Kate DiCamillo

The Miraculous Journey of Edward Tulane – Kate DiCamillo

The Boy, the Bird and the Coffin Maker – Matilda Woods

Journey to Jo'burg – Beverley Naidoo

Millions – Frank Cottrell Boyce

The Wild Robot – Peter Brown

The Hamish and the World Stoppers series – Danny Wallace

The Fizzlebert Stump series – A.F. Harrold

The Gregor the Overlander series – Suzanne Collins

The Shapeshifter series – Ali Sparkes, e.g. *Finding the Fox*

A Series of Unfortunate Events – Lemony Snickett, e.g. *The Bad Beginning*

How to Train Your Dragon series – Cressida Cowell

The Spiderwick Chronicles series – Tony DiTerlizzi and Holly Black, e.g. *The Field Guide*

The Tales from the Five Kingdoms series – Vivian French, e.g. *The Robe of Skulls*

Authors

Michael Morpurgo and Dick King Smith for books about animals

Roald Dahl for books as dark as they are funny and imaginative

David Walliams for general silliness

Jacqueline Wilson for books about ordinary kids

J.K. Rowling for the Harry Potter universe



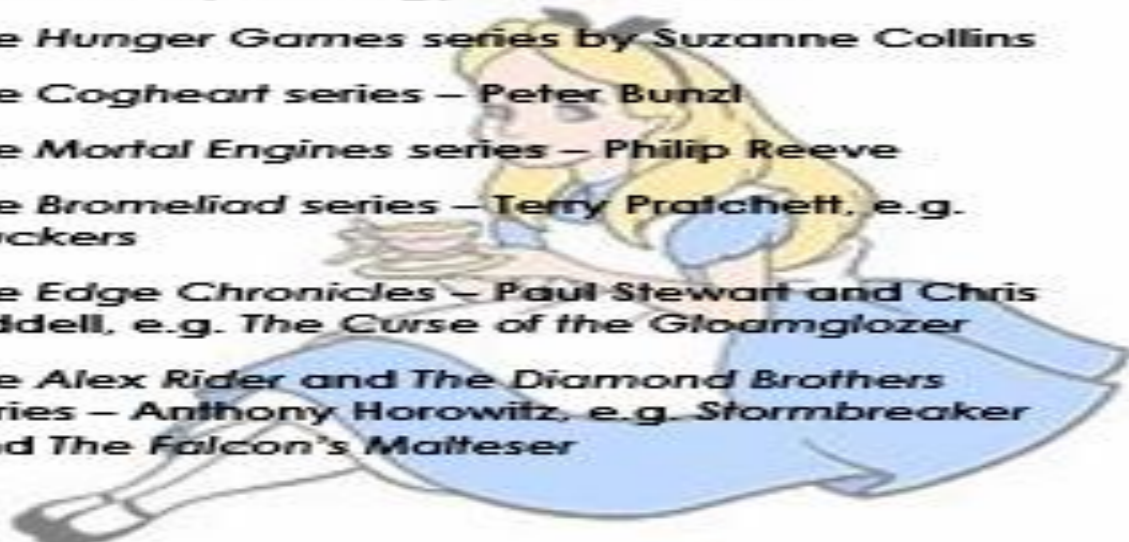
Years 5 – 6 recommended reading

Modern issues

The Other Side of Truth – Beverley Naidoo
The London Eye Mystery – Siobhan Dowd
Wonder – R.J. Palacio
Boy 87 – Ele Fountain
Kick – Mitch Johnson
Refugee Boy – Benjamin Zephaniah
Kiss the Dust – Elizabeth Laird
Trash – Andy Mulligan

Fantasy

The House with Chicken Legs – Sophie Anderson
The Graveyard Book – Neil Gaiman
Un Lun Dun – China Mieville
The Carpet People – Terry Pratchett
I Was a Rat! – Philip Pullman
Clockwork – Philip Pullman
The Scarecrow and His Servant – Philip Pullman
Howl's Moving Castle – Diana Wynne Jones
The Artemis Fowl series – Eoin Colfer
The Last Wild series – Piers Torday
His Dark Materials trilogy – Philip Pullman, e.g. *Northern Lights*
The Silver series – Cliff McNish, e.g. *The Silver Child*
The Doomspell trilogy – Cliff McNish
The Hunger Games series by Suzanne Collins
The Cogheart series – Peter Bunzl
The Mortal Engines series – Philip Reeve
The Bromeliad series – Terry Pratchett, e.g. *Truckers*
The Edge Chronicles – Paul Stewart and Chris Riddell, e.g. *The Curse of the Gloamglozer*
The Alex Rider and The Diamond Brothers series – Anthony Horowitz, e.g. *Stormbreaker* and *The Falcon's Malteser*



Children of the Red King – Jenny Nimmo, e.g. *Midnight for Charlie Bone*

The Maze Runner series – James Dashner

The Gone series – Michael Grant

Historical setting

I am David – Anne Holm
The Silver Sword – Ian Serraillier
The Secret of the Blue Glass – Tomiko Inui
The Once series by Morris Gleitzman
The Little House series – Laura Ingalls Wilder, e.g. *Little House on the Prairie*
Roll of Thunder, Hear My Cry – Mildred D. Taylor
Coram Boy – Jamila Gavin
John Diamond – Leon Garfield
Arthur: The Seeing Stone – Kevin Crossley-Holland
The Roman Mysteries – Caroline Lawrence, e.g. *Thieves of Ostia*
Secrets of a Sun King – Emma Carroll
Letters from a Lighthouse – Emma Carroll



Classics

The Railway Children – E. Nesbit
Black Beauty – Anna Sewell
The Secret Garden – Frances Hodgson Burnett
Heidi – Johanna Spyri
Treasure Island – Robert Louis Stevenson
Twenty Thousand Leagues Under the Sea – Jules Verne
Journey to the Centre of the Earth – Jules Verne
The Hound of the Baskervilles – Arthur Conan Doyle
Tom's Midnight Garden – Philippa Pearce
The Sword in the Stone – T.H. White
Little Women – Louisa May Alcott
Alice's Adventures in Wonderland – Lewis Carroll
The Wonderful Wizard of Oz – L. Frank Baum
The Chronicles of Narnia series – C.S. Lewis, e.g. *The Lion, the Witch and the Wardrobe*

Notable Authors

Rick Riordan for mythical adventures
Chris D'Lacey for dragon adventures
Malorie Blackman for serious, issues-based books
R.L. Stine for children's horror



HOW OFTEN DO YOU READ WITH YOUR CHILDREN?



- Daily?
- Once or twice a week?
- Less than that?

- **Regularly read with your child to monitor their progress and feedback to the teacher**
- **Find a nice time in the evening where you are both relaxed and cosy, ready to listen to a fantastic story.**

Year 1 and 2

Key Stage One

By the time they leave Year 2, your child must be able to read accurately and fluently without overt sounding and blending. Below are some questions for you to think about to ensure your child is making the relevant progress.

- Is your child responding speedily with the correct sounds when reading?
- Are they able to accurately blend sounds in unfamiliar words?
- Are they confidently able to read common exception words in age-appropriate books?
- Towards the end of Year 2, are they able to read words accurately and fluently without overt sounding and blending?

Throughout their whole class reading sessions, the children will be taught a number of different reading strategies. For these to become embedded, it would be ideal for the children to continue to practice these at home (with an adult where necessary). Below are some questions you can ask your child to support them in their learning of the reading strategies:

Clarifying: Checking the text makes sense to them and rereading when it doesn't. They should also begin to discuss new vocabulary and what it means to them.

Questions:

Did that sentence make sense? What should we do if we read something that doesn't make sense? What do you think that word means? Does that word remind you of another word you know?

I didn't understand ... so I...

I think that means...

Summarising: Retelling the main events in a story.

Questions:

In your own words, what are the main events in the story?

In the beginning...

In the middle...

In the end...

My favourite part is...

Key Stage One

Inference: Identify how the character's thoughts and feelings by using what they say and do and linking it to their own lives

Questions:

How do you think the character is feeling? Why do you think that? Have you ever felt the same? What did you do when you felt like that?

I think the main character is feeling... because...

I think the main character is thinking... because...

I felt this way when I... and I ...

Predicting: Predicting what might happen from what they have read and the images they can see

Questions:

What might happen next? Why do you think that? What can you see in the picture? What did it say in the text?

I predict that... because...

I wonder if...

Evaluating (supported): Beginning to discuss the author's vocabulary choices and the impact it has on them. Explaining their favourite words and phrases with reasons

Questions:

Why do you think he used...? What is your favourite word/phrase? Why is it your favourite?

The author use... because they...

My favourite word/phrase is... because...

Making connections: Make comparisons between the book they are reading and any others they have read

Questions

How is this book the same as another book you have read? How is this book different to another book you have read?

This book is the same as... because...

This book is different to... because...

Year 3 and 4

Lower Key Stage Two

Clarifying: give or explain the meaning of words in context

Questions:

Identify one or two new words and find their meaning using an electronic device or dictionary

Summarising: describe the main ideas from more than one paragraph

Questions:

In your own words, what are the main events in the part of your book you have read today?

So far,

Inference: identify how information/content is related and contributes to meaning as a whole

Questions:

Using your own background knowledge and clues from the text, how would you describe the main character?

The main character is... and I know this because...

Predicting: predicting what might happen from details stated and implied

Questions:

What might happen next and what evidence is there?

I think will happen next because in the text I read that...

In the next chapter I think that..... will happen because...

Evaluating: Explain how meaning is enhanced through word choice

Questions:

How does the author's/poet's use of language effect the reader?

The author used words such as.... which made me feel... because...

Making connections: make comparisons across books

Questions

How does this book compare to other books you have read?

This chapter reminds me of... because...

This book reminds me of... because...

Year 5 and 6

Upper Key Stage Two

Clarifying: give or explain the meaning of words in context

Questions:

Identify three new words and define them with example sentence.

Find and copy two words that have the same meaning.

Find and copy two words that have a different meaning.

Summarising: describe the main ideas from more than one paragraph

Questions:

What is the main theme/key idea?

What is the main idea of this paragraph and what are the key details?

Do you think the author/poet is trying to convey a message? Why?

Inference: identify how information/content is related and contributes to meaning as a whole

Questions:

What do we know about this character – what clues from actions, description or speech are there?

Where do you think this text is set and why?

What is the overall mood of the text and why do you think that? What impressions do you get?

Predicting: predicting what might happen from details stated and implied

Questions:

What might happen next and what evidence is there?

Do you think that... will change their behaviour? Why? Why not?

What might happen at the end of the story?

Evaluating: Explain how meaning is enhanced through word choice

Questions:

How does the author's/poet's use of language effect the reader?

How has the author/poet used figurative language effectively?

Which words create the mood of the text? Give two impressions this gives you of the?

Making connections: make comparisons within the text

Questions

How does what you read today link to the beginning of the text?

How does this book compare to other books you have read?

How does this story compare with other stories in the same genre or by same author?

READING RECORDS

- Please remember to check your texts and emails regarding when the children will be changing their books
- They will be only bringing their reading records in once a week on the day shared by your class teacher.

Date, book and the page number	Comments <small>Colour in or tick the stars to show how much you enjoyed your reading</small>
	★★★★★
	★★★★★
	★★★★★
	★★★★★
	★★★★★
Tricky words, or words to practice	

Date	book and the page number	Comments
Tricky words, or words to practice		
New sounds I have seen e.g. "light" "toe"		

WAYS TO HELP YOUR CHILD BECOME A BETTER READER.

Research has shown that children who read regularly at home believe they are 'Good at Reading', and are therefore keen to move their reading forward for their own enjoyment.

- **Encourage them to read every day (15 minutes a day), make this a REGULAR ROUTINE!**
- **Remind them to 'read on' or 'back' to check word meanings.**
- **Talk about words they do not understand, try to work out by the reading the whole sentence or paragraph, or look them up.**
- **Support them in writing a comment in their home school reading record, noting what they have enjoyed, or any new words they may have encountered.**

KEY MESSAGES

- Try to listen to and read with your child regularly
- Find a quiet place to share books where you can feel comfortable and relaxed
- Encourage your child to have a go at reading words, by using phonic skills to read any unfamiliar words, and by working on building up their sight vocabulary.
- Talk about the meanings of words to help to develop your child's understanding and use of language.
- Encourage your child to read a range of texts.
- Read books to your child as well; if they see you enjoying a book it will encourage and motivate them to want to learn to read.
- Ask them questions about the text to develop their understanding



Inspire Partnership

Transforming children's lives through
partnership and collaboration