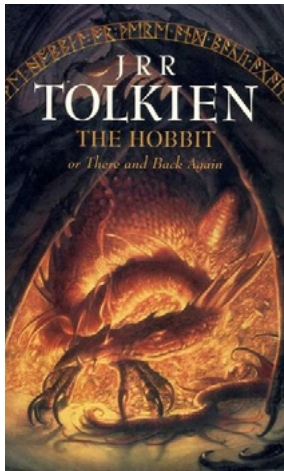
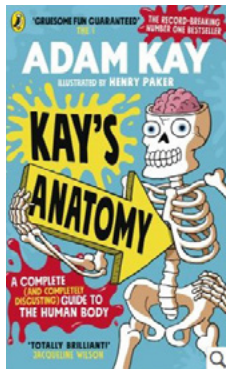
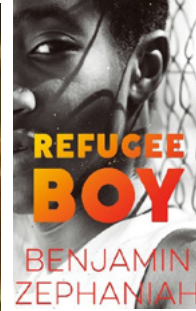
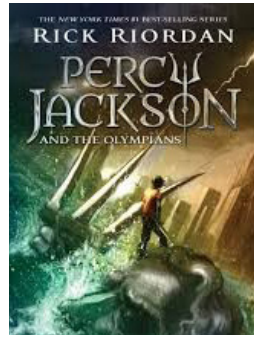
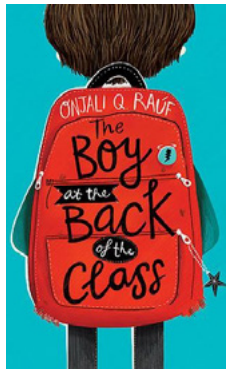


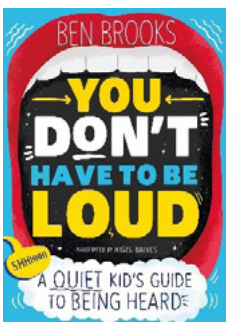
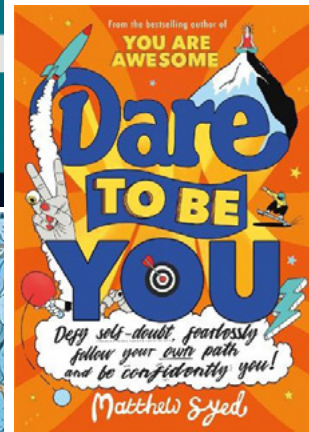
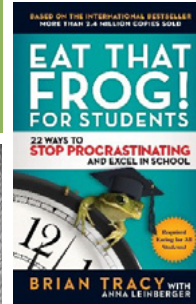
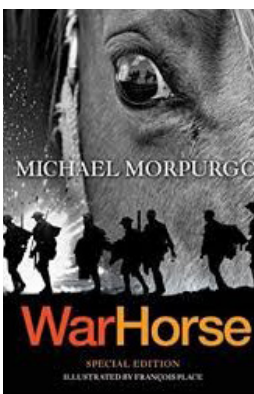
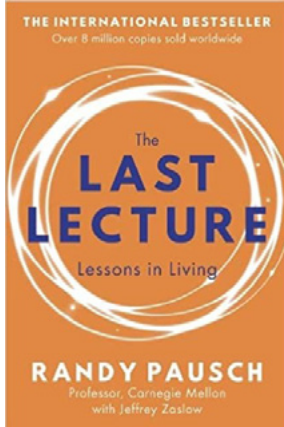
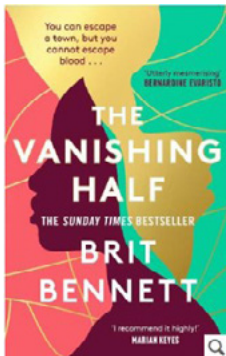
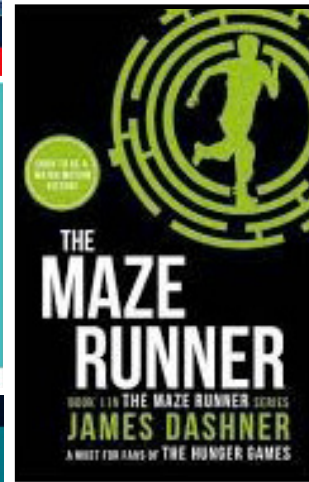
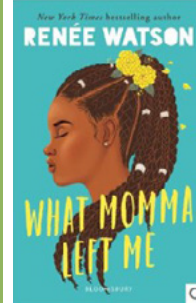


Reading at St. Anne's

Families' Guide to Reading at Home



At St. Anne's, we believe that if you can read anything, there is no limit to what you can learn. This guide is designed to explain how we will support your child in their reading in school, and how you can support them at home.



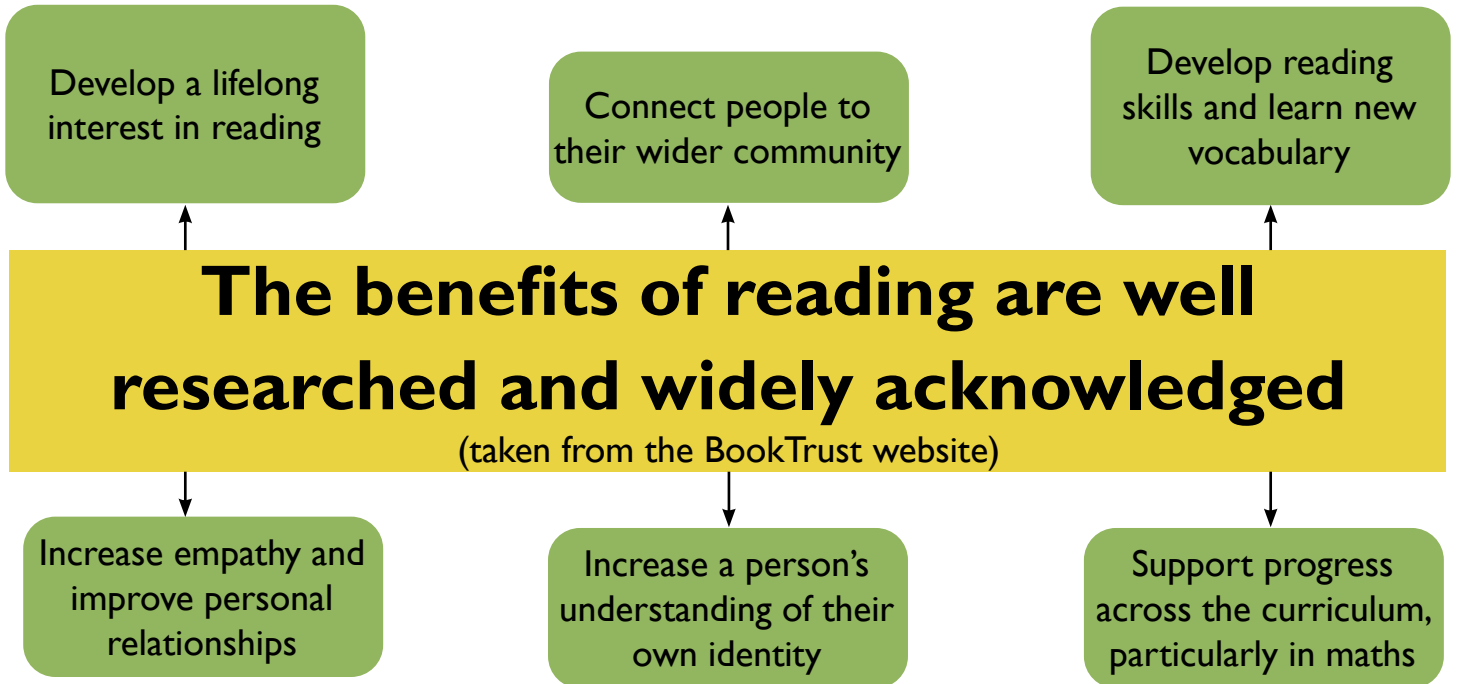
“ I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage. ”

Roald Dahl

Why is Reading so Important?

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

Dr. Seuss



I'm sure these are all things we want for our children. Additionally a study by NHS Digital showed that 1 in 6 children had a probable mental disorder in 2021, which has increased from 1 in 9 in 2017. Reading is one way of helping these children, and a way of preventing future mental health issues.



As well as being good for our health, reading is a strong indicator of academic success which makes life easier in the long term. At St. Anne's we want our students to leave us happy, healthy and on the path to success.

With this in mind, we dedicate learning time and pastoral time across our whole curriculum to support students' reading development. We believe that if our students can read anything, then there is no limit to what they can learn, both with us in school, in their own time, and after they leave us.

As with all skills, the more a person practises, the better at that skill they become. Reading is a form of brain training: it strengthens the neurons in our brain's language centre and the part of the brain which processes visual information (taken from Harvard Medical School). Reading helps to train us to be better at other activities which also use these areas. And the more we strengthen these neurons, the easier reading becomes.



“A reader lives a thousand lives before he dies . . .
The man who never reads lives only one.”

George R. R. Martin

Where to Find Ideas of What to Read:

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go” – Dr Seuss

It can be hard to know where to begin or what to read next. Sometimes all it takes is one book to make a difference—once students find a book they enjoy, it can open the door to reading more. That is why it’s important to introduce them to a wide range of books in different ways. Here are some ways to discover new reading suggestions.

Library / Events

If ever you need any quick fire inspiration you can always come to the library. Not only are the librarians always willing to help you find something in particular, but there are plenty of book reviews and review book marks you can read to see whether this is the book for you. The school library has plenty of events that highlight different genres and book options available, including the book fair!



Book Awards/shortlists

Every year, multiple shortlists are published, displaying some of the best pieces of literature of the year. One of the most famous is the Carnegie Book Awards that publish both a longlist and a shortlist absolutely filled with fantastic suggestions for anyone to enjoy.



Websites

There are plenty of websites out there that are able to recommend new books to you. [Meet New Books](#) is one of them. All you have to do is write your favourite book into the search engine and this website will recommend countless new books/book series for you to indulge in.

Newsletters

The library at Enfield Campus always publishes a library newsletter where new books, teacher and student favourites and generally popular books are emphasised which could lead to some inspiration for some new reading!

Book Shops & Public Library

It is always important to visit your local library or bookshops. They always have the most up to date books and collections. Not only that, but if either the library or the bookshop does not have what you are looking for, you can always ask the librarian/shopkeeper to recommend something else or order in the exact book you want!



“There is more treasure in books than in all the pirate’s loot on Treasure Island.”

Walt Disney

How Can You Support Your Child's Reading at Home?

“You can never get a cup of tea large enough or a book long enough to suit me”
C. S. Lewis

When your child has found a book which interests them, it is important to keep the support coming. How often have we all at some point got a few pages in, been called away from it, and then found it hard to pick it back up again? Here are some things to try:

Before:

Before they start reading, ask them about what has happened so far in the book:

- What have they enjoyed?
- What do they think of the characters?
- Does it remind them of other things they have read/heard/seen?
- What questions do they have about it?



Ask them what they think is going to happen in the book. Before we read anything in school we ask them to predict what they will find in the text, so this would mirror what they should be used to.



During:

Ask your child to use their bookmark to track their eyes' journey down the page. The bookmarks are a natural progression from how reading is taught, all the way from Early Years Foundation.

If you are reading with them, help them by checking their understanding of the topic:

- “What do these words mean, here?”
- “This usually means ___; what does it mean here?”
- “What does ‘it’, ‘this’, ‘that’, ‘them/he/she’, ‘then’, etc. refer to?”
- “What is this sentence telling me?”
- “Why is this sentence important?”



You can also ask them what questions come to mind while they are reading.

This mirrors what we do in school.



After:

After we read something together in class, we ask students to summarise the main things in their own words. This feels like zooming back out of the text, to take a wider view of it. At home, ask your child what the main things are which have happened, or what they have found out.

You can also ask them to make overall links to other things they have read/heard/seen, which encourages them to look for over-arching themes.

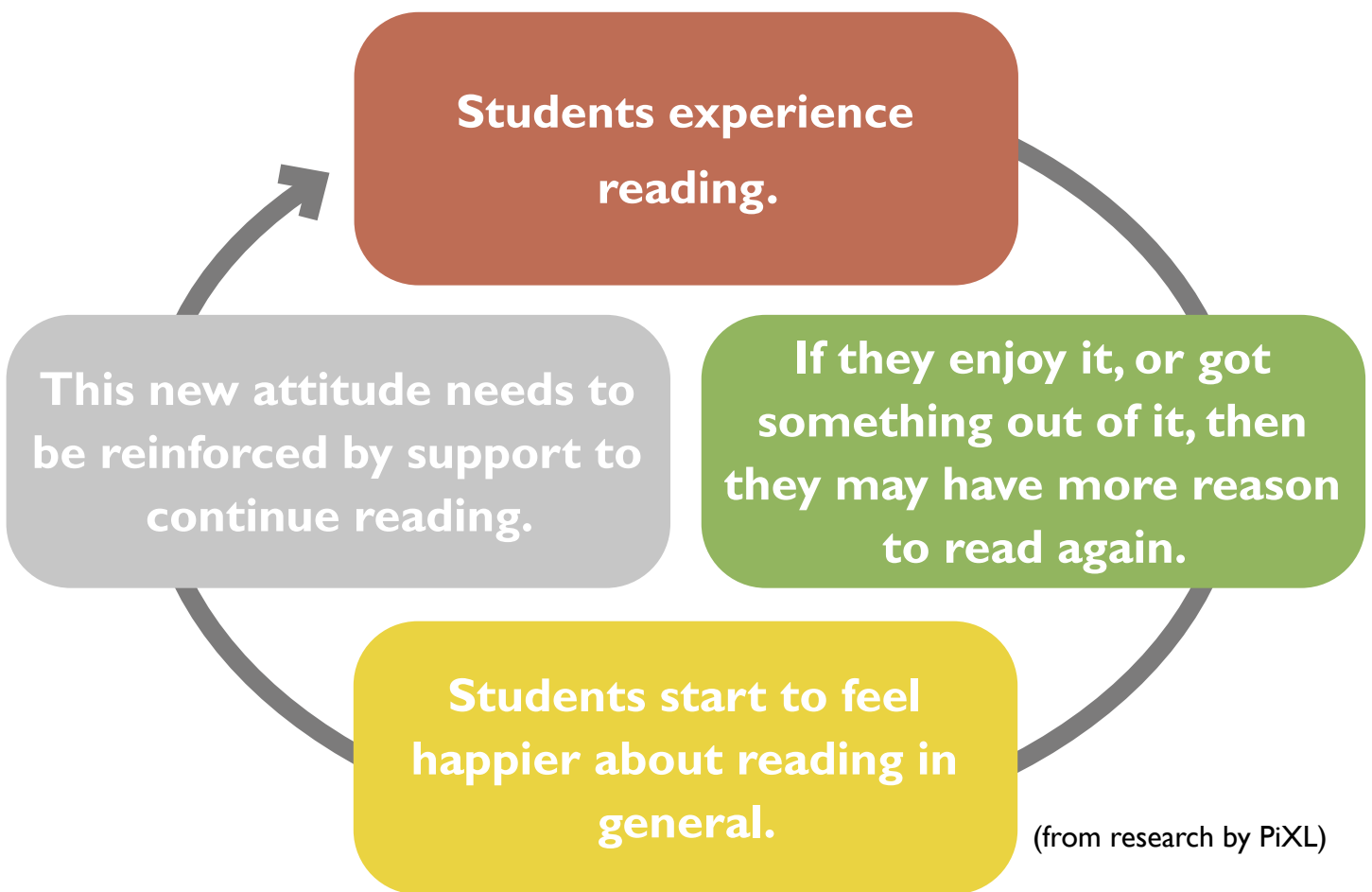
These strategies train your children in the cognitive habits of strong readers. We have taken these from a range of sources, such as *Reading Reconsidered* and *Closing the Reading Gap*.

What About Students Who Find Reading Challenging?

“Books are uniquely portable magic.” - Stephen King

Everyone's neurons (the pathways in their brain) look different, depending on genetic make-up and experiences. Some people's neurons are not as smooth as others, and this can make reading more challenging (taken from Harvard Medical School website).

This means that practice is even more important. In the same way that physiotherapy supports the development of movement, reading can strengthen parts of the brain which can then compensate for any neurons which may make reading a challenge. And just like physiotherapy, it may be frustrating at times, but the important thing is not to give up. Therefore, we all need to help children who struggle to see reading as something which can be enjoyable, and to make reading a positive experience.



We will support your child in school, and it is important for them to have support and regular practice at home. You can help them by:

- Help them to find books or magazines about topics they are interested in. You can use your Local Library to gain access to their online books or any number of book-based websites to help with this.
- Share with them what you read when you were younger, or discuss what you are reading/have read.
- Read something together. Even though your child can now read independently, this doesn't mean they have to. Why not read a book out loud to each other? Or read the same book at the same time, and discuss your thoughts as you go?
- Find/create a comfy space with few distractions where they and you can read.

This advice can also be used for someone who has lost interest in reading as they have gotten older.

How can I Support my Child to Overcome their Reading Barriers?

“ There is no Frigate like a Book To take us Lands away. ”
Emily Dickinson

As your child reads with you, watch out for the things which can make reading more challenging. Here are some barriers and suggested strategies that we use in school:

Barrier	Strategy
Coming across new information	Pause after new information and discuss it – acknowledge that this is new, not something they have forgotten. This helps to take the stress out of reading and boosts confidence.
Coming across unfamiliar vocabulary	<ol style="list-style-type: none">1. Pause2. Acknowledge it is unfamiliar3. Define the word for them. If you are not confident doing this, then look it up together. Put the word into a new sentence – you could maybe make it up together.4. Change the word – can you add a different ending to the word? Can you change the tense?
Long sentences	Break the sentence up into different parts, and re-read each one separately. Talk about what each part adds, and then add the sentence together back together and put it into different words.
Having the main information at the end of a sentence	Some sentences, usually complex ones, have the main information at the end. I have used a few here. When you come across these, pause, and then verbally rearrange the sentence. Can you change the order of the information? You may want to break it into more than one sentence, if you can.

Final Thoughts:

It is surely every schools' aim to send their students out into the world, ready for life's ups and downs. This is why, as a school, we encourage your child, whatever their situation, to be readers for life.

Happy reading,