

**Open a Book...
Support for Reading
in the Early Years**



**Learning
Improvement Service
Early Years Team**

*“Don’t confuse learning to read with learning to enjoy books said someone....
In fact it’s a brilliant idea to confuse learning to read with learning to enjoy books,
because children who enjoy books will want to learn to read, go on reading, will
understand books, will love books, will do unbelievably well at school”.*

(Michael Rosen Oct 2010)

Current research

Over recent years there has been a plethora of research into reading published by leading communication charities and educationalists and much of it makes pretty grim reading....

“Being able to read well is vital for a child’s prospects at school and in life. Yet every year, almost 148,000 children leave primary school in England unable to read well. This includes one third of all children growing up in poverty...We know that young children who enjoy reading independently will have had the door opened to new discoveries and wide interests, to knowledge, creativity, and confidence. Reading is the critical route to other subjects as well as a provider of wider opportunities for giving more and getting more from life and work.” (Read On, Get On – Save the Children 2014)

“Boys’ underachievement in reading is a significant concern for schools across the country. In a National Literacy Trust survey, 76% of UK schools said boys in their school did not do as well in reading as girls.” (National Literacy Trust 2012)

“Research has shown that falling behind in early language and communication affects children’s ability to ‘decode’ and understand printed words. Children who experience difficulties understanding the ways that sentences are structured, the meaning of words or the social use of language also have difficulties with early reading.” (The Lost Boys Report 2016)

Whilst each piece of research reports on its own findings and draws its own conclusions, there are many common themes identified, which have been used as a basis for the following guidance. The overriding message though is that we need to motivate children to want to read through making it **exciting, inspiring, fun and accessible to all!**



Starting with the EY Curriculum

“Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.” EYFS Statutory Framework

Early Years Outcomes - Reading - Age Typical behaviour

Birth to 11 months

- Enjoys looking at books and other printed material with familiar people.

8 to 20 months

- Handles books and printed material with interest.

16 to 26 months

- Interested in books and rhymes and may have favourites.

22 to 36 months

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’

30 to 50 months

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40 to 60+ months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Existing early learning goal – reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Proposed new early learning goal - Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Proposed new early learning goal - Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

A long way to come in few years, we now need to consider how we get children to this point or beyond....and more importantly how we get them to want to!

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

Pre-reading skills

Before children are ready to begin to learn to read, they need repeated experiences linked to developing the skills which will later help them with reading. Many of these opportunities can be introduced from a very young age (or even birth) and then learning can be consolidated over time.

Children will benefit from:

- Being read to and sung to regularly, including the repetition of simple songs and stories.
- Sharing sensory books, containing different colours, patterns and textures.
- Exploring sounds through body percussion and using bought and home-made musical instruments.
- Talking about sounds they hear in the environment.
- Joining in with action songs, rhymes and riddles.
- Making up new words to simple tunes, linked to everyday routines.
- Being introduced to a wide vocabulary and hearing lots of words.
- Engaging in simple matching games and completing inset jigsaws.
- Visiting the local library.
- Talking about and recognising print in the environment.
- Sequencing pictures from simple stories they know well (from left to right).
- Being encouraged to talk about real and imagined experiences.
- With support from adults, beginning to develop links between what is said and what is written (e.g. sharing a simple list whilst shopping)
- Engaging in specific opportunities linked to Phase 1 of ‘Letters and Sounds’ if they attend a childcare setting.

- Taking part in role-play, using everyday items, props and puppets.
- Support to recognise that print is different from pictures.
- Becoming familiar with the alphabet through singing and rhymes.
- Using toys which develop eye tracking e.g. rolling balls/ vehicles.



The link between phonics and reading

In addition to developing important pre-reading skills, children also need to be introduced to opportunities connected to Phase 1 phonic learning from an early age and this understanding needs to be secure and embedded before children move on.

Phase 1 of 'Letters and Sounds' introduces children to:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



Often children (and practitioners) find Alliteration and Oral blending and segmenting the most difficult aspects to master, so learning will need to be consolidated over time and revisited through lots of different practical activities and opportunities to hear and play with alliteration. We know that children need to explore everyday sounds and develop their auditory discrimination before they can attempt the much harder task of making links between specific letter shapes and letter sounds.

Once children are ready to move on many schools use a published scheme or plan their own learning opportunities based around the archived National Strategies 'Letters and Sounds' document. Whatever schools choose to use...

An effective, high quality phonic programme for supporting progression and pace must:

- Be consistent, systematic and developmentally appropriate
- Be fun and multisensory
- Build on earlier speaking and listening activities
- Be embedded within practice and provision
- Be accessible to all children, whilst challenging the more able
- Have systems in place for monitoring progress.



Many of the schools involved with 'Reading by Six' reviewed their approaches to teaching reading in the last few years when phonics became a firm requirement of the curriculum and the principles of effective phonics programmes were articulated more clearly. This meant focusing on having a systematic (or synthetic) approach to teaching phonics, the key features of which are to teach beginner readers:

- Grapheme/phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined incremental sequence
- To apply the highly important skill of blending (synthesising) phonemes in order, all through a word, to read it
- To apply the skills of segmenting words into their constituent phonemes to spell
- That blending and segmenting are reversible processes

They used a range of strategies to ensure that all the children participated actively in fast-paced phonics sessions and that learning was enjoyable as well as productive. The staff were passionate about teaching children phonics and showing them how to use their knowledge and skills to read, spell and write. (pp from Reading by Six – Ofsted 2010)

“Phonics is one of the most common methods used to teach mainstream children to read. The government recently published results from the 2016 phonics screen, testing every child in Year One to find out how well they are using the phonics skills they’ve learned. Results showed that only 46% of children with speech, language and communication needs (SLCN) reached the expected standard, compared with 86% of children with no special educational needs. These results come as no surprise to us but highlight the challenges faced by children with SLCN and the support they need to successfully learn to read.” (Bob Reitemeier CBE, Chief Executive - ICAN)

We do need to remember that not all children learn in the same way and that our phonics teaching should meet the needs and learning styles of all our children. Some children just seem to learn to read without acquiring the phonics skills we are teaching them, whilst other children will need a lot of repetition, patience and encouragement. Whilst phonics is generally taught discretely, it is important to then see what has been taught as a thread running throughout other subjects and opportunities in areas of continuous provision. Children should have opportunities to consolidate, apply and extend what they have been taught throughout the day and beyond. If children are struggling to grasp the early phases, it should not be about them just repeating the same opportunities again, it should be about teachers going back and seeing what they can try differently to motivate and engage the children.

Remember phonics teaching should not mean young children sitting on the carpet for extended periods of time...make it fun, multi-sensory and varied!



Developing Early Reading Skills

“The teaching of reading should encompass a balance of teaching strategies including a systematic approach to phonics and other word reading strategies, and a significant emphasis on children experiencing a wide range of texts, including moving image and digital - all available to read from the very beginning... Attention should be given to reading for purpose and pleasure, and to introduce children to more challenging texts as well as focus on word reading skills.” (David Reedy – UK Literacy Association)



In addition to teaching children to use and apply their developing phonic knowledge, it is also important to teach reading as a whole process without it being broken down completely into its component parts. We generally do this in three different ways: by reading to children, by reading with children and by listening to children read.

Many schools still use the old National Literacy Strategy/Primary National Strategy method of teaching guided reading. **Guided reading** is small-group reading instruction designed to provide differentiated teaching that supports children in developing their reading proficiency. This small group model allows children to be taught in a way that is intended to be more focused on their specific needs. It can accelerate progress and where appropriate challenge more able readers. However guided reading may not work as it is meant to in small classes where you have a wide spread of reading abilities.

When introducing a new text, topic or theme teachers often use a **Shared reading** approach. This is an interactive reading experience that occurs when the children join in or share the reading of a book or other text whilst supported by the teacher. This is a good opportunity for the teacher to explicitly model the skills of proficient readers, including reading with fluency and expression. The shared reading model often uses big books or texts with enlarged print and illustrations. Even very young children can join in with repeated refrains and rhymes in predictable/familiar texts, before they can actually recognise words.

Hopefully at frequent opportunities throughout the week children will also have chance to listen to adults telling or reading stories during **story time**, without a shared reading approach. This is a good opportunity for adults to be very expressive in their story telling through the use of different voices and intonation and on occasions the use of puppets or props. These sessions should be about exposing children to the wonder of a wide range of stories and authors. It is important for adults to pre-select and read texts they are going to use, in order to avoid any surprises and so how the story needs to be read can be considered. Stories can be read to individuals, groups and the class, but it is important to ensure the children have space to sit comfortably, with limited distractions and that the focus remains on the story, rather than how children are sitting. If children have contributed to making class books or writing their own these could also be used to show the important link between writing and reading.

The most widely used strategy in schools for teaching reading is listening to **individual readers**. This does not necessarily always have to be done by the class teacher; teaching assistants, parents, older pupils and volunteers can all be used, but it is important that everyone has a similar approach and understands how to support young children develop their reading confidence as well as their ability. It is important to ensure that children are reading at an appropriate level and that the focus is on what they can do, rather than what they can't. Adults need to find time to listen to a child read and to talk about the book without repeated interruptions or distractions. It is also worth considering when a child is asked to read and whether you will join them where they are playing or whether you always expect them to stop and come to you. It is important that children see this as valuable one-to-one time and not a rushed conveyor belt, where everyone is reading in quick succession. Children need to feel encouraged and supported by the adults they read to and there should be a balance between children learning to correct themselves and adults stepping in. Praise is also important and this needs to be regular and specific.

Whatever a school's approach to teaching reading, we need to remember that it is about a lot more than teaching children the mechanics of reading a word, then a sentence, then a book...

The Power of Reading Project which has now been running for over 10 years and which promotes "Reading for Pleasure, Achievement for Life" has reflected upon all its research and work with schools and has identified what they think works best:

1. Developing an ethos and an environment that excites, enthuses, inspires and values
2. High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter
3. A read aloud programme
4. Teachers who are knowledgeable about children's literature
5. Creating a community of readers with opportunities to share responses and opinions
6. Planning for talking about books and stories, providing structures within which to do this
7. Understanding the importance of illustration in reading both in terms of creating a text and responding to a text
8. Using drama and role play to help children to understand and access texts
9. Working with authors and author/illustrators to understand the process of creating books
10. Using literature beyond the literacy lesson – cross-curricular planning with quality literature as the starting point

(Taken from Reading for Pleasure – What we know works. Power of Reading)



"Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift." (Kate DiCamillo)

Reading Schemes/ Assessment of Reading



The majority of primary schools choose to use one particular/ or a small selection of reading schemes which have been developed linked to specific research into how children learn to read. The most popular include Oxford Reading Tree (ORT) and ORT Songbirds; Read, Write, Inc.; Collins Big Cat and Rigby Star, but other schemes are also used, including Lighthouse, Storyworlds and New Reading 360. Some schools continue to use older series, such as Ginn and New Way. Books are levelled and children work through them at their own pace, as teachers deem appropriate. Most schemes also provide additional resources to support the teaching of reading.

In recent years, Read, Write, Inc. has grown in popularity in Cumbrian schools.

'Read Write Inc., developed by Ruth Miskin, provides a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers. Each Read Write Inc. programme meets the higher expectations of the National Curriculum and uses effective assessment to accelerate every child's progress and prepare them for the National Curriculum Tests.' (Oxford University Press)

Whilst it is up to each school to decide which scheme/ approach they use, it is important for teachers to share with parents:

- How the scheme works and how books are levelled
- Which books are matched to their child's phonic level
- How they are expected to support children with reading at home and that it should never become a battle
- That it is important for children to read/ share other books as well as their reading scheme books

Assessment of reading

Schools will often use an assessment system provided by the publisher whose reading scheme books they use or will have developed something themselves. This is generally used in addition to phonics assessments which record children's progress specifically against the phases of 'Letters and Sounds' (or a scheme based on this).

Currently the only statutory assessment in Early Years for reading, is deciding whether a child has met the 'expected' level in relation to the Early Learning Goals. When assessing, it is important to reflect upon a wide range of evidence and to ensure both the STA reading exemplars and the 'exceeding' statements are used.

It is also important for teachers to understand the range of skills children will need in order to reach an expected level in the Phonics Screening Check at the end of Year 1. The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. It is however important to remember that there is a lot more to being a reader than this!

Ofsted and Reading

Since September 2019 when the Ofsted Inspection frameworks changed, there has been a significant focus on reading during all Ofsted Inspections.

'In primary schools, always consider how well reading and early mathematics are taught in early years foundation stage and key stage 1 as part of a wide-ranging curriculum that prepares children well for the next stage in their education. As in section 5 inspections, inspectors will always carry out a deep dive in reading'.
(P14 Section 8 handbook)

'A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge'.
(P10 The Education inspection framework)

In many inspection reports there are more detailed comments linked to reading than any other area. Inspectors talk about the importance of seeing evidence of a 'Love of books'; of welcoming, inspiring reading areas; of texts being carefully chosen and planned and of children's own reading books being linked to their phonic knowledge.

Quotes from some recent NW Outstanding reports

- 'Children are immersed in a magical world of books and stories from the day they arrive. Adults make careful choices about which books to read and when'.
- 'Staff's reading of books captivates the children who sit agog and listen and join in'.
- 'The nursery is an amazing place for children to develop a love of books. They are surrounded by attractive reading materials with numerous nooks and crannies for them to settle comfortably as they look at books on their own or with an adult'.
- 'The teaching of early reading is very well organised and given the highest priority'.
- Leaders have made sure that reading has the highest priority. Reading threads through every area of learning.

The Role of the teacher

"Motivation to read is a crucial component of a teacher's job. This approach results in deep engagement as well as accuracy in reading, both of which are crucial and lead to high standards. We need to develop both the skill and the will... A school should invest significantly in books and adult time to support reading. Teachers should be knowledgeable and enthusiastic about literature suitable for children so they can recommend and inspire their classes as well as individuals." (David Reedy – UK Literacy Association)

We often think about the mechanics of teaching children to read, but perhaps we need to think more about how we get children to LOVE books.

Top tips:

- Share your love of books and reading (both fiction and non-fiction).
- Introduce children to different genres, authors, styles of writing and forms of print. Always pre-read a book before sharing it with children.
- Motivate, inspire and 'hook' children in through introducing texts in exciting and unexpected ways. Carefully plan key texts which will be used with the children.
- Ensure children see role models reading regularly i.e. parents, school staff, older children, governors, sports coaches...
- Share with children details of exciting trips to bookshops/ libraries/ museums to find new books.
- Involve children in choosing/ ordering new classroom books.

- Immerse children in books through cross-curricular use.
- Don't expect children to always read, where you have decided they should e.g. sitting at a table! Create places where they want to read!
- Share books the children bring in and celebrate children's favourite books.
- Let children know it's more about them reading, than what they are reading. (Farming magazines, comics, on-line stories, recipes...all count!)
- Know your children, know what they like and what makes them tick!

"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)

"Enjoyable reading generates more reading. If you like the feeling of reading, you read more. And the opposite is true, if you don't like the feeling of reading you read less...this meant that our job was to find books or reading matter of any kind that sustained their interest and pleasure and helped them become experienced enough readers to want to go on with it." (Michael Rosen)

Incorporating Children's Interests

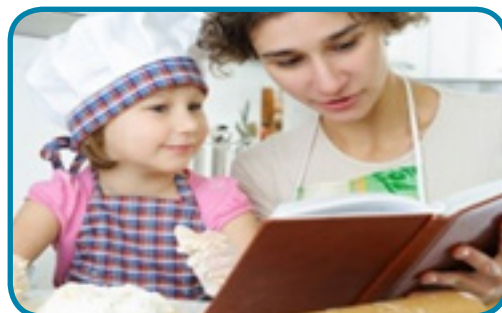
"It is particularly important to devise imaginative and inspiring ways to engage boys, since nearly twice as many boys as girls say that they don't enjoy reading at all." (Vision for Literacy 2025)

Don't presume you will know what the children are likely to be interested in. Take time to find out from the child, their previous practitioner and parents/carers, then try to find books/ printed material linked to their fascination to share with them in class. This may mean tracking down random magazines, charts, maps, posters...but if it inspires reading, it will be worth it! Hopefully this will also make the child feel valued and special as well as promoting reading as a way of gaining knowledge. Often we will be surprised by the depth of a child's knowledge and using books in this way can provide challenge for more able children, by giving them an individual focus for work at a higher level. Children with SEN may engage more fully with reading/ book related activities if they are linked to an interest or fascination they have and hopefully the children will learn from each other's fascinations if these are shared. Skilful practitioners should be able to link children's 'next steps in reading' to these incidental and planned opportunities, which will ensure greater breath of understanding of reading, than purely using a published scheme.

"Boys' writing often springs from their interests, and this can provide you with a way to stimulate interest in writing. Make sure you observe and listen to boys as they play and talk, so you are in tune with their interests". (Sally Featherstone)

.....the same also applies in relation to reading!

"There is more treasure in books than in all the pirate's loot on Treasure Island." (Walt Disney)



Reading in a digital world

Research published by the National Literacy Trust and Pearson in 2014 shows that touch-screen technology can be more effective in engaging children aged 3 to 5 with reading than books. It also reveals that technology is particularly beneficial in groups of children where literacy is a concern i.e. disadvantaged children and boys. The Early Years Literacy Survey also found that 91.7% of children aged 3 to 5 have access to touch-screen technology at home and access to touch-screen technology in early years' settings has doubled since 2013. However WHO recommend that children under 2 have no exposure to screens.



All teachers will have a personal view about the information above, but reading in a digital form is something which everyone needs to consider. Although there is a great diversity of opinion with regard to digital books and the influence of technology on young children, at the end of the day we are trying to engage children with reading and need to be open to their preferences. There is also a need to carefully contextualise reading-related guidance so it takes account of children's varied experiences in different families. Only by having a good relationship with families will we know how they read at home and how we can experience a good balance in school. If a child only reads electronically and has very few books at home, schools should be introducing that child to the joy of opening a new book for the first time...the feel, the smell, the sound! However for children who love books and have them readily available, it is important for them to know that in the modern world a lot of print is available electronically too and this may be particularly useful when finding things out.

The Book Trust recommend you:

- Recognise how print and e-books can complement each other
- Find examples of good e-books to share with children
- Access advice offered by other users of e-books
- Recognise "good" digital content for reading
- Explore the functionality of digital books
- Reduce the child's risk of exposure to inappropriate content or advertising
- Understand how digital and print books can support children with special educational needs

Reading across the curriculum

However reading is taught, it should give children skills which are transferable into all curriculum areas and we should promote reading as a vital skill which opens up a world of learning and endless possibilities. We need children to see themselves (and the adults around them) as readers and to regularly see adults turn to reading as a means of extending their knowledge, as a way of developing their imaginations and when making sense of the world around us.

There are many areas in the EY curriculum where reading is mentioned within other Early Learning Goals or where reading would help children directly to achieve a particular goal. For example:

Listening and attention - They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Understanding - They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Writing - They write simple sentences which can be read by themselves and others.





People and Communities - They know about similarities and differences between themselves and others, and among families, communities and traditions.

Being Imaginative - They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

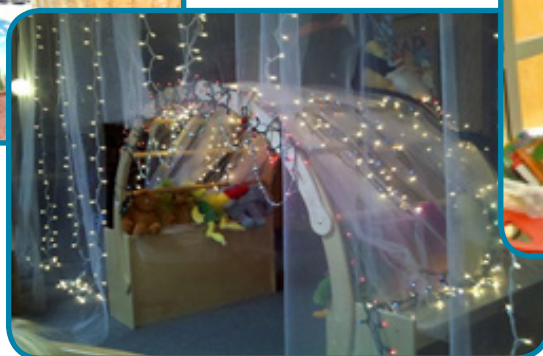
Try using books across the curriculum through topics, in Maths, in worship time and give children purposeful situations where they need to read....

Reading, reading and ...more reading - the indoor environment

Developing a beautiful reading area doesn't necessarily mean that the children will use it appropriately or that it will support the development of their reading...it's often 'not what you do, but the way that you do it' that makes a difference! Some schools choose to have multiple smaller reading spaces across their space instead...it's up to you!

Consider...

- Whether the children are going into the reading area to actually engage in reading or literacy/book related learning?
- Whether all children are choosing to visit the book area?
- Does the area appeal to both boys and girls and the interests they have?
- Are there suitable books for all children who use the area, including those with SEN and EAL?
- Does the area include lots of different forms of print, not just stories?
- Are books modern, relevant, well looked after, interesting and accessible?
- Are regular enhancements added to 'hook' the children in?
- Is there space for reading related displays?
- Do adults regularly use the space for reading with children?
- Is the reading area in a quieter area of the classroom, away from noisier areas' such as construction?
- Even if you have a dedicated book area, are there relevant books/ opportunities for reading in all other areas of provision as well?



Reading Outdoors

Think about the children in your current class and the characteristics of learning they display. Have you got children who are happiest outdoors and who learn best through outdoor opportunities?

If you have...and even if you haven't, it is important for children to have opportunities to read outdoors as well as indoors. We want children to see reading as something which can be enjoyed anywhere and a skill which has links across all curriculum areas. Some children may also feel more confident to 'have a go' outdoors where opportunities are perhaps more open-ended and linked to their play.

Consider whether you provide opportunities for children to:

- Access a variety of print in the outdoor environment (this needs to be actively used in teaching and not just displayed randomly!)
- Take part in role play linked to books and especially children's favourite stories
- Hear stories being read and told outdoors
- Mark-make on the go and record their own stories
- Access books/ reading materials outdoors and somewhere they want to read
- Engage in phonics activities outdoors



Partnership with parents

“What parents do: the bond between parent and child, and the way that parents use language at home, are crucial. Parents also have a vital role in creating early learning opportunities (like sharing stories, singing rhymes, or playing word games), which can help to compensate for the impact of poverty.” (Ready to Read – Get On, Read On)

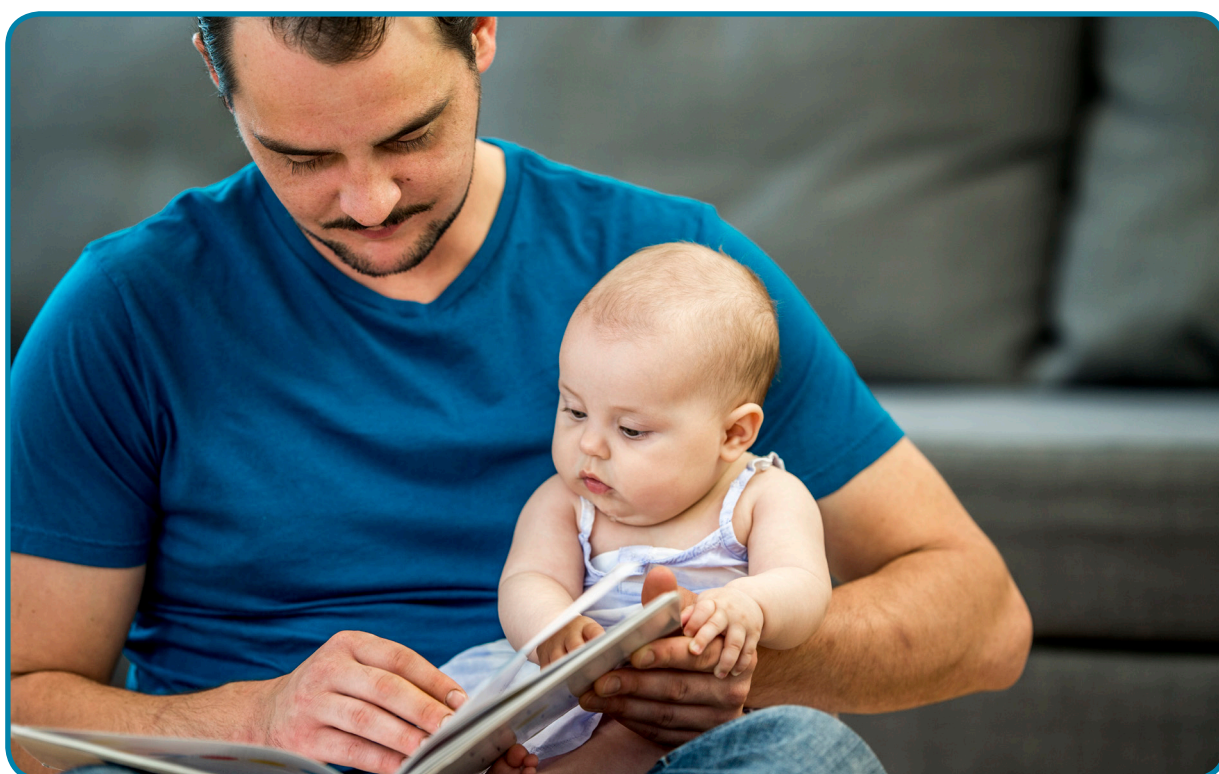
“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income. What parents do is more important than who parents are.” (EPPE)

“Only 1 in 7 dads are regular readers to their children” (Neil Griffiths)

However, we cannot just presume that all parents will know how to effectively support their child with learning to read though, so strong partnerships with parents are vital.

- Share with parents how you teach reading (and phonics) in school in a friendly, welcoming and non-patronising way! This could be done through a focused session or during regular parent/child reading sessions in school.
- Invite parents in regularly to take part in book related learning opportunities with their child, where story telling/listening to reading could be modelled.
- Promote the use of books to support children’s learning...as many families now automatically turn to ICT first.
- Signpost parents to ‘What to expect when’ from 4children, for suggestions of how to support children at home.
- Provide opportunities for families to borrow varied texts, story sacks, props etc. in addition to reading scheme books.
- Enthuse and inspire children through the texts you select and share this information with parents.
- Involve families in national initiatives, such as ‘World Book Day’.
- Signpost parents to reading related activities offered by the library or local children’s centre.

“Children are made readers on the laps of their parents.” (Emilie Buchwald)



GRESSIDA COWELL'S Waterstones Children's Laureate Charter



Every child has
the right to...

1. Read for the joy of it
2. Access NEW books in schools, libraries and bookshops
3. Have advice from a trained librarian or bookseller
4. Own their OWN book
5. See themselves reflected in a book
6. Be read aloud to
7. Have some choice in what they read
8. Be creative for at least fifteen minutes a week
9. See an author event at least ONCE
10. Have a planet to read on

Resource needs

“It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations--something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.” (Catherine Patterson)

It is important that when schools are considering their approach to the teaching of reading and phonics, and particularly when changes are made, that funds are available to support this. Resources and books which are well used, will reach a point where they need to be replaced. New authors and book styles are constantly emerging and school libraries should reflect this, as well as introducing children to significant classic authors. The balance of fiction and non-fiction needs to be considered and books should be introduced which link to the current cohorts' interests. Books should be displayed in interesting and accessible ways, alongside connected resources and writing materials. If your school has a central library, this needs to be accessible and welcoming for children of all ages and somewhere they spend time reading, sharing books and listening to stories, not just a room for a quick visit to change a book. If funds are limited, story props and phonics resources can be made for very little and you may be able to find parents/grandparents who are willing to help with this. Not everything needs to come from a school supplier, use your imagination and get the children and their families involved!



“What a school thinks about its library is a measure of what it thinks about education.” (Harold Howe, former U.S. Commissioner of Education)

And finally...

Don't just teach a child how to read...inspire them, motivate them, enthuse them and make them desperate to read. Develop their love of stories, their thirst for knowledge and immerse them in books!

I Opened a Book

"I opened a **book** and in I strode.
Now nobody can find me.
I've left my chair, my house, my road,
My town and my world behind me.
I'm wearing the cloak, I've slipped on the ring,
I've swallowed the magic potion.
I've fought with a dragon, dined with a king
And dived in a bottomless ocean.
I opened a book and made some friends.
I shared their tears and laughter
And followed their road with its bumps and bends
To the happily ever after.
I finished my book and out I came.
The cloak can no longer hide me.
My chair and my house are just the same,
But I have a **book** inside me."

– Julia Donaldson

Useful links

<http://www.booktrust.org.uk/>

<http://www.literacytrust.org.uk/>

<http://www.clpe.org.uk/powerofreading>

<http://www.wordsforlife.org.uk/>

<https://www.pacey.org.uk/>

<http://www.ican.org.uk/>

<http://www.ican.org.uk/ROGOForParents>

<http://www.michaelrosen.co.uk/index.html>

<https://www.gov.uk/government/publications/reading-by-six-how-the-best-schools-do-it>

<www.https://sevenstories.org.uk>

<https://www.lovereadings4kids.co.uk>

<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/reading>

https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide

<https://www.springboard.org.uk>

<https://www.bookstart.org.uk>

<https://www.readingrockets.org/>

<https://www.phonicsplay.co.uk>

<https://www.juliadonaldson.co.uk>

