"Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed - it's that simple."

Department for Education

'Reading for pleasure is a key indicator of a child's future success. When children learn to read at an early age, they have greater general knowledge and a wider range of vocabulary, their reading is more fluent, and they have improved attention spans.

Achieving good standards in reading is key to unlocking the rest of the curriculum and is an indicator of future success in further education, higher education, and employment.'

Research by the 'BookTrust' suggests that children who read:

- Are happier children with better mental wellbeing and self-esteem
- Overcome disadvantage caused by inequalities
- Do better at school and make more progress across the curriculum
- Develop creativity and empathy
- Develop a broad vocabulary
- Have a better understanding of different cultures
- Develop an increased general knowledge
- Sleep better and lead healthier lifestyles

The 'National Literacy Trust' have even published reports providing evidence linking literacy and life expectancy!

(Added 15 Feb 2018 | Updated 22 Jul 24 *)*

(Please feel free to take a copy of the BookTrust research.)

A few facts from LIFE Education Trust

- Children who read for 20 minutes everyday are exposed to 1.8 million words a year.

- Children who read on average for 4.6 minutes a day are exposed to 282,000 words a year.

- Children who read for less that one minute a day are exposed to 8,000 words a year.

- So it would take a child who reads for less than one minute a day a whole year to read the number of words that a child who reads for 20 minutes a day would read in 2 days...

How Can Parents/Carers Help?

- Read yourself! It doesn't matter what it is – pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel. And get your children to join in – if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings?
- Give books as presents. And encourage your children and their friends to swap books with each other – it'll give them a chance to read new stories, and get them all talking about what they're reading.
- Visit the local library together. It's always fun choosing new books to read, and keep an eye out for special author events at the library or local bookshops – children love meeting their favourite authors. Jacqueline Wilson and Anthony Horowitz always have signing queues that are miles long!
- Encourage children to carry a book at all times. That way, they'll never be bored (this is something you can do, too!)
- Have a family bookshelf. If you can, have bookshelves in your children's bedrooms, too.
- Listen to audio books
- Use subtitles for films/videos
- Talk - lots!! Language is key!

It's never too early to start

It's never too early to start sharing books with them – they might not understand the words, but they will love cuddling up, hearing your voice, and looking at the pictures.
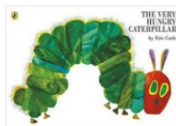
Supporting Readers at Home

Open University research suggests there are three important ways to support readers and a love of reading.

Read Aloud

Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.

Family Reading Time

Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.
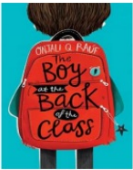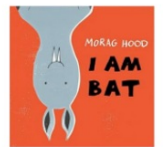
Children who read, and are supported as readers, develop strong reading skills and do better at school.

Book Chat

Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!

I wonder if...why... what...who...

For more ideas see the OU website: www.ourfp.org

Sharing stories together

Children love spending time looking at books with adults. It makes a big difference to their futures to **spend 10 minutes a day sharing a story**. There are no right or wrong ways to read out loud but sometimes it can be tricky to know where to begin. Here are a few tips and ideas to get you started:

- **I wonder…**
  Ask open questions about how characters are feeling or what might happen next or why things are in the illustration.

- **Bring the book to life…**
  Make faces, use voices, include actions – have fun together!

- **That reminds me of…**
  Make personal connections.

- **What have you seen there?**
  Follow their interests.

- **That's made me feel…**
  Let your child know how the events of the story have affected you.

- **Oo look at that!**
  Let them know what you have noticed.

- **Again, again…**
  Re-reading is a great source of comfort for children– and a chance to spot things that you didn't see first time round. Challenge yourself to spot something new each time.

📖 Book Chat

Developing a Love of Reading

> I wonder what's going to happen?

> Oh no, I hope she's not going to...

> I wonder why he did that?

> I think he's feeling...

> We love sausages too, don't we!

> That reminds me of when...

> Ahh, that word means...

> What can we see there?

> That looks like our park, but...

Book Chat encourages readers. Open questions, comments and prompts get the Book Chat going. Invite your child to make connections and share views. Join in with your thoughts too!

Book Chat develops language, comprehension and pleasure.

For more information visit:
bit.ly/RfPHome

The Open University

📖 A Guide to Book Chat

Research indicates that parents who regularly read with their children at home lay solid foundations for language and literacy development. It's a precious time for you both to relax, share your thoughts and feelings, have fun and chat together. Whilst sharing books, your child has your undivided attention, and the conversation, connection and enjoyment they experience is invaluable.

To promote children's pleasure in reading and foster the habit, we need to read **to** children and **with** them and to **talk** to them about books. These conversations are crucial as they help children to engage and think deeply.

There are several ways to prompt book chat, these are our Top Tips.

Watch and listen carefully to follow their interests

Observe and respond: Pay attention to what captures your child's attention and build on their interests, for example, 'Oh, you've spotted the...!'.
Leave pauses: So they can look closely and think, this will lead to comments on the pictures or questions. Respond to their lead and let the book chat flow.

Invite your child to get involved

Pose questions: Open questions encourage thinking and discussion, such as, 'How do you think the boy is feeling?'. Try to avoid closed questions, such as 'What colour is that?'; these have a single answer and don't keep the conversation going.
Draw attention to illustrations: Encourage your child to notice details in the pictures and think what they might mean, for example, 'Look! What's that hiding, what do you think it might be?'.

Wonder and connect to your lives

Ponder and wonder: Encourage your child to think about what might happen, using phrases such as, 'I wonder if/ whether /who/ why/ what ...'.
Make personal connections: Picture storybooks not only allow children to empathise with the experiences of fictional characters but enable them to make sense of events in their own lives. Talk about connections, for example, 'That reminds me of when...'.

Share your emotional responses!

Comment on your feelings: By sharing your emotional response to a character or something that's happened you encourage your child to do the same, helping them engage and learn to express their emotions.

Keep it light and enjoyable!

Your combined pleasure counts: Bring the story to life with facial expression, actions and sounds, encouraging your child to join in! Do offer information to help with unfamiliar words, such as 'That's the hencoop, it's where the hens live', but keep the focus on fun.

Book chat develops language, comprehension and pleasure

The Open University

Sharing the Love of Reading: 9-11-year olds

1. Can I spend some time reading in every room in my house?

2. Can I read a story or poem to a family member I don't live with?

3. Can I find a book not published yet and spread the word?

4. Can I recreate a favourite book or comic cover?

5. Can I create a special family reading time for everyone in my home?

6. Can I...

7. Can I ask an adult about a book they remember from school?

RfP

8. Can I...

9. Can I rearrange my bookshelf by colour, genre or size?

10. Can I make an A-Z of authors, book titles or favourite characters?

11. Can I find new facts about ... (choose) and share these?

12. Can I find an online video of an illustrator drawing and draw along?

13. Can I talk about a favourite story online with a friend?

14. Can I note everything I read one day on a timeline?

Do share with your teacher or on bit.ly/OURfP-Padlet
#OURfP

Treasure Hunt

Reading Treasure Hunt

The Open University

On #ReadingTogether Day celebrate reading in all its diversity!

Reading involves books and so much more.
Hunt for Reading Treasures (online and print) with members of your household and wider family.

FIRST:

Gather everyone together at home or online for around 20-30 mins.
Nominate someone to lead the Treasure Hunt (everyone else is hunting).
Guess what…adults will enjoy this too! ☺

THEN:

1. The Leader calls out the first Reading Treasure.
2. Everyone runs off to find their Treasure and returns to the group.
3. Points could be awarded for all who found Treasure and an extra point for the first one back.
4. Take turns to show what's been found and perhaps chat about the choices and read an extract.
5. Move to the next Treasure and carry on…(you decide which and how many Treasures to find).
6. Have fun finding as many Treasures as you can! Did you realise how much there is to read at home?

Do take a photo of your Reading Treasure and share with friends and family.

#ReadingTogether
#ReadingTreasure

bit.ly/RfPHome

What are Vipers?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or **S**ummarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- 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.......

www.literacyshed.com (C) 2017

Predict

Predict what might happen from the details given and implied.

Example questions

- 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.

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Infer

Make and justify inferences using evidence from the text.

Example questions

- 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?

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Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- 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?

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- 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?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- 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?

READING VIPERS

V VOCABULARY

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 the word that is closest in meaning to ...
Find a word or phrase which shows/suggests that...

I INFER

Find a group of words which show that...
How do these words make the reader feel?
How does this paragraph suggest this?
What impressions of ... do you get from these paragraphs?
What voice might these characters use?
What was ... thinking when...
Who is telling the story?

P PREDICT

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.

READING VIPERS

E EXPLAIN

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 the phrases that 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 section was the most interesting/exciting part?
How are these sections linked?

R RETRIEVE

How would you describe this story/text? What genre is it? How do you know?
How did...?   How often...?   Who is...?
Who had...?   Who did...?   How ...is ...?
What happened to ...?   What does ... do?
What can you learn from ... from this section?
The story is told from whose perspective?

S SUMMARISE

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?

Visit your local library:

Leominster Library

- Monday - 9.30am to 5pm
- Tuesday - 9.30am to 5pm
- Wednesday - Closed
- Thursday - 9.30am to 7pm
- Friday - 9.30am to 5pm
- Saturday - 9.30am to 1pm
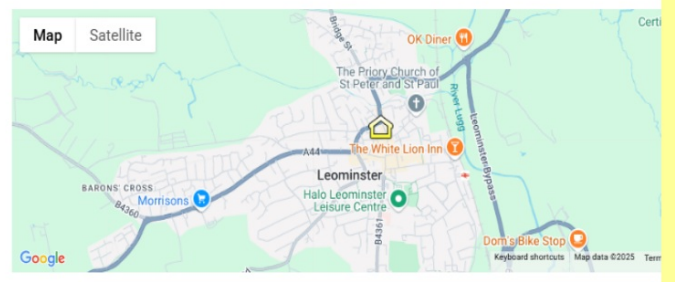- Sunday - Closed

Services

- Browsing
- Reservations
- Click and Collect books
- Computers and printing
- Print from your own device
- Wifi
- Photocopying
- Inter-library loans
- Readers' group sets
- Garden waste sacks (order online)
- Trade waste sacks (order online)
- Home delivery service

Address 8 Buttercross
Leominster
HR6 8BN

Library facilities

- Out of hours book return
- Self-serve kiosk
- Study space
- Customer toilet
- Payments - card and cash accepted or pay online 🗗

Recommended ReadsYear 5

Recommended Reads Year 6

read
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Link for ipad activity:

https://bookfairs.scholastic.co.uk/chapter-one

Choose from the 'Middle Grade' section.

Middle Grade

Kereen Getten

Eve Ainsworth

Bethany Walker

Helen Rutter

K. N. Chimbiri

Sufiya Ahmed