

## Reading with your child at home

At Borough Green Primary School, your child is heard reading by an adult at least once a week and more in whole class read aloud sessions. He or she will also be given time to read an age-appropriate book for pleasure several times during a typical week, often every day. Reading is a vital skill as well as a precious source of entertainment and relaxation; it is an essential skill enabling children to access the whole curriculum including mathematics. We want all of our children to leave BGPS as fluent, enthusiastic readers who know how to select a book that will suit their ability and interests.

Reading at home with your child is absolutely vital for your child's progress; it is also a fantastic way to enjoy an activity together and develop closeness. In KS2, your child brings his or her reading record book home every night. The reading record book includes a space for you to sign and to make a brief comment after reading with your child. Helpful notes include words your child could not decode, questions your child asked about characters or situations, and how fluent or expressive you felt your child was.

Please continue to enjoy picture books (as well as novels if appropriate) with your child right up to Year 6 if the book is matched to their ability. We use the Accelerated Reader levelling system which goes up to 13.0 – many picture books include plenty of challenge for your child with rich vocabulary and profound ideas. A book level of 4.5, for example, means that the text could likely be read by a pupil whose reading skills are typical of a year five pupil.

An excellent resource is Pie Corbett's Reading Spine (<https://images.scholastic.co.uk/assets/a/9f/bc/pie-corbett-with-page-no-1393983.pdf>). Pie has recommended age-appropriate texts for each school year which will ensure your child has read a range of quality literature; many of these recommendations are in the school library. The Reading Spine can easily be found on the internet. Pie includes picture books as well as novels.

## Pie Corbett's Reading Spine

Imagine a primary school where over 7 or 8 years, children are read to, enjoy, discuss and work with around 82 core books. These 'essential reads' would be a store of classics, creating a living library inside a child's mind. This is the 'Reading Spine'.

### Great Books

Great books build the imagination. The more we read aloud expressively, and the more children are able to savour, discuss and reinterpret literature through the arts, the more memorable the characters, places and events become, building an inner world. A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds. The mind is like a 'tardis'; it may seem small but inside there are many mansions. Each great book develops the imagination and equips the reader with language.

### Great Stories

Great stories speak to us as individuals and some children will return to certain books again and again. Great stories also build our language because around 75 per cent of our vocabulary comes from our reading. Reading develops the ability to think in the abstract; to follow lines of thought. Schools that have a reading spine, build a common bank of stories that bind the community together. These are shared and deeply imagined common experiences.

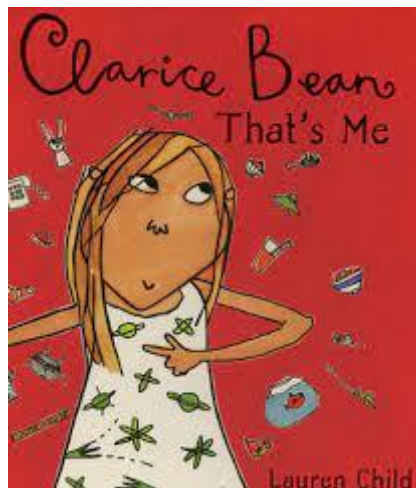
### What is the Reading Spine?



“A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds.”

Pie Corbett

## How to Discuss a Book while Reading with your Child



The Lauren Child picture book "Clarice Bean, That's Me" is ZPD 3.2 and is typically used with Year 3 or 4 readers. There is plenty to discuss in a book like this and it lends itself to questions which will encourage your child to use inference skills. For example, Clarice clearly finds her brother annoying – you could ask your child how we know that he irritates her. There are lots of correct answers to this: Clarice calls him a 'twit'; Clarice has drawn a line across their room so he can't enter her side; Clarice speaks strongly when she says, "He'll be sorry". Questions like this direct your child to looking closely at the text and exploring the author's use of language; they also draw attention to reading with expression to clearly show how characters are feeling.

Below are two pages from "The Snow Lambs" by Debi Gliori which is a ZPD of 3.00 making it suitable for a Year 2 or 3 reader.



On this page, you could ask your child what the author means when she says that the wind is "full of sharp little teeth" and which other words link to the idea of teeth ('nibbling' and 'biting'). Ask your child if he/she has ever experienced a wind so cold. You could also ask what Sam is worried about (Bess, the sheepdog, is missing) and where do they think Bess might be.



Here, you could talk about whether Sam is happy to go indoors or not and what might happen next. Pausing to predict what is going to happen next is a good way of building excitement and engagement in the structure of the story.

Please remember to put your child's reading book and reading record book back in their school bag every night. Most importantly, enjoy reading with and to your child and let your child see you enjoying your own reading whether it is magazines, newspapers, recipe books or novels.