Your Brain on Books

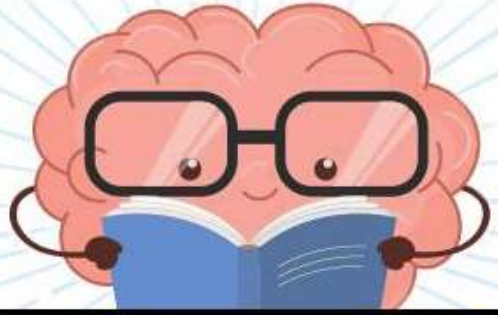
What science tells us about why you should get lost in a great story

Reading by the numbers

Increases knowledge and vocabulary by **50%**

Lowers stress by **68%**

Can lengthen your life by **2 years**



Books Can:

Boost your mood

Studies show that people who read for fun are more likely to feel happy and confident.

Help you relax

Your heartbeat slows. Your muscles melt. One minute you're reading in bed, and the next you're *zzZZZzzzZZZzzz*.

Bring people together

Whether you're starting a book club or bonding over Wimpy Kid with a friend, you'll be part of a reading community.

Reading is a workout for your...

Memory

Reading exercises the brain, improving your memory. (Maybe you'll stop forgetting your lunch at home!)

Imagination

Books help you see vivid pictures in your mind, so you feel like you're actually at Hogwarts, riding a Nimbus 2000.

Heart

Research shows that reading about a character's thoughts and feelings can make you kinder.

SCHOLASTIC

How do we promote reading?

Staff who read and talk about books

Dedicate time to reading – independent, guided and class story time

New materials purchased

Reading linked to topics

Mr Stokes Book Club – UKS2

Celebrate events – World Book Day, National Storytelling Week, National Poetry Day

Dojo points to reward reading

Books/book tokens given as prizes

Why is it important for children to enjoy reading?

Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all.

Children's and Young People's Reading in 2015, National Literacy Trust, 2016[1]

Developing a love of reading can be more important for a child's educational success than their family's socio-economic background.

Organisation for Economic Co-operation and Development (OECD) 2002[5]

"Perhaps surprisingly, reading for pleasure was found to be more important for children's cognitive development between ages 10 and 16 than their parents' level of education. The combined effect on children's progress of reading books often, going to the library regularly and reading newspapers at 16 was four times greater than the advantage children gained from having a parent with a degree."

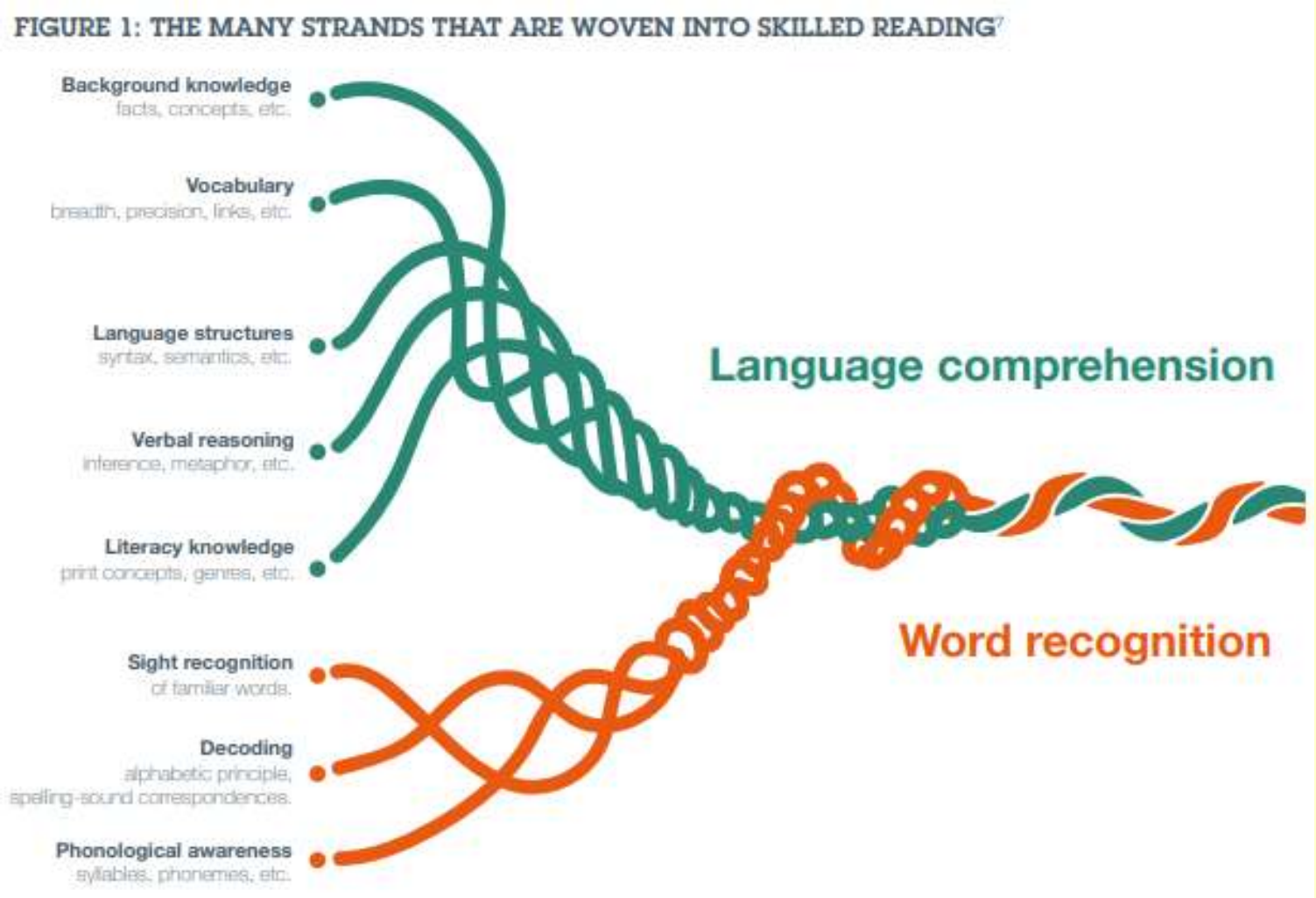
(Dr Alice Sullivan, Institute of Education, London University, 2013)

Impact for struggling readers

Children who are behind their peers in reading struggle with low self-esteem and feelings of inadequacy. Low achievement in reading is also the common denominator in school discipline, attendance and dropout problems.

Over 85 percent of the curriculum is taught by reading. Reading is the skill by which students get information from books, computers, worksheets and boards to learn maths, science, literature, humanities and more.

Reading is not easy!



Assessing reading comprehension

The Sick Dragon

King Kevin was sad. His pet dragon was sick.

Listening questions

Why was King Kevin sad?

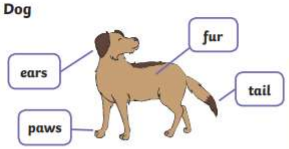
What did Carlos have to do to get better?

Why did the king give the vet a bag of coins?

Taking Care of a Dog

Dogs are great pets to have and they are lots of fun.

A Dog



Baby dogs are called puppies. When they are born, they have lots of brothers and sisters.

Dogs need to run a lot to stay healthy. They need to go for daily walks and play every day. Make sure your dog has a lead so you can keep them safe.

Things a dog will need:

1. Tick two things a dog will need.
   - bed ☐
   - cage ☐
   - toy ☐
2. What is a baby dog called?
   - kitten ☐
   - chick ☐
   - puppy ☐

The Frog Prince

Many years ago, there lived a prince who was unkind. One day, a travelling witch cast a curse on him. He was transformed into a frog with a swish of her wand. She told him that he would only be turned back when he was thanked for a good deed.

The prince had a loyal servant named Henry. He was so upset at his master's curse that the witch was worried his heart would break. With another flick of her wand, she encased his heart in bands of iron.

INFERENCE FOCUS

1. Why do you think the witch cast a curse on the prince?
2. Why would a good deed turn him back?
3. Why was Henry so upset at the curse?
4. Why was his life as a frog lonely?
5. Why did the princess throw the frog away?

For many years, the prince lived a lonely life as a frog with only Henry to keep him company. They spent their days around a large pond at the foot of a castle. Inside the castle lived a princess who was spoilt and as just as rude as the prince had been.

One sunny morning, the princess was playin a gift from a suitor, but she had taken it and throwing it high into the air and trying to ca and it rolled down the bank and into the m

Seeing a chance to be helpful, Henry told th When the Frog Prince hopped into sight, sh

"My lady," Henry shouted, "that frog is no o these lands."

The princess didn't believe him. "If he was once a man, then let him fetch me my ball of gold."

Without hesitating, the prince jumped into the pond and swam to the bottom. He picked the ball of gold up in his mouth and swam back to shore. When the princess saw what he had done, she was so happy she bent down and gave him a kiss on the head. "Thank you," she said.

Henry and the prince jumped as glittery stars circled their heads. When it had disappeared, the frog was once again a prince and Henry's heart from freed from its iron cage. Hand in hand, the princess and the Frog Prince walked back to the castle where they were married.

VIPERS QUESTIONS

V	Which word means that his heart was covered in metal?
R	What was her ball made from?
R	What appeared above their heads when the prince turned back?
S	Can you identify what happened first in the story: the princess kissing the frog or the frog fetching the ball?
E	Why did the author say the wand "swished"?

Julius Caesar

One of the most famous rulers of Ancient Rome was Julius Caesar. He was born in July 100BC and died 56 years later in 44BC.

When Caesar was born, his family were already very important. They were very influential in Roman politics, and Julius Caesar soon rose through the ranks. In 58BC he was appointed governor of Roman Gaul. Roman Gaul was an area of Western Europe. By the time Caesar returned home 8 years later, he had added France and Belgium to the Roman Empire. He had also made the empire safe from invasion by the Gauls.

In 55BC and 54BC, Caesar tried to invade [illegible] the second. The British leaders joined for follow Roman politics.

Rome had been ruled by a government n that way. When he returned from Britain to defy their rules. Eventually, this led to Caesar won the war. The Roman leader a

Caesar decided to follow Pompey to Egyp loved her so much that he helped her to

Once Julius Caesar was in control of Rom power to make lots of changes in Rome. changed the calendar. The Julian calenda honour. We still use parts of it today. The

When he took the role of dictator, it was he wanted the position for life. This annc

They didn't have to wait long for revenge while attending the senate.

Caesar had a long-lasting impact on Rome and the world. The changes he'd made were very hard to undo. Lots of people were angry that he had been removed and a new civil war began. At the end of the war, Caesar's great-nephew Octavian was made emperor, the first in Rome. He took the name Emperor Augustus.

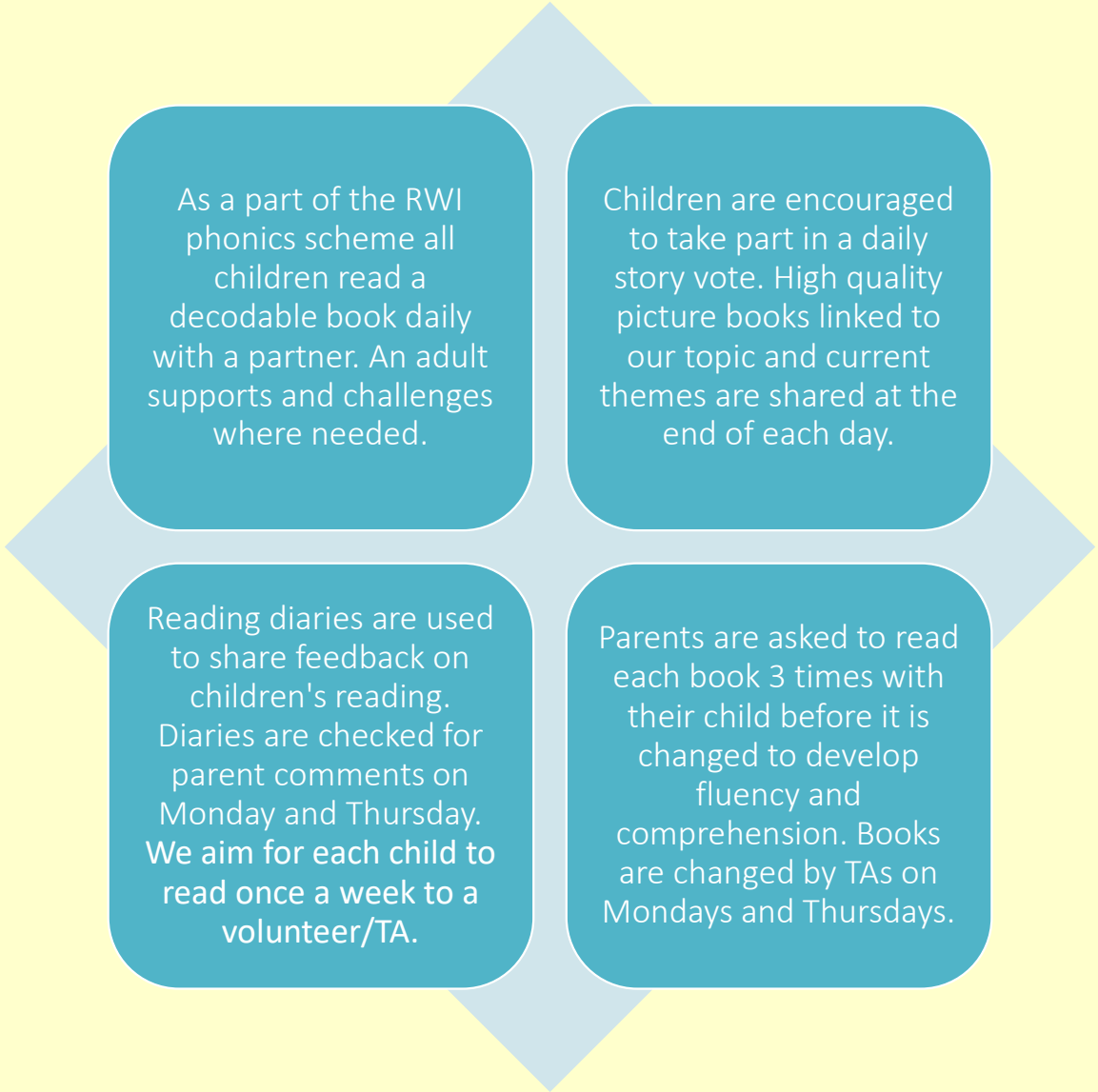
INFERENCE FOCUS

1. What helped Caesar to progress quickly in politics?
2. Why did Caesar follow Pompey to Egypt?
3. Why did Caesar make himself dictator for life?
4. How did most people feel about Caesar? How do you know?

VIPERS QUESTIONS

V	Which word or phrase tells you that Caesar's family had lots of power?
E	Why is this report written in chronological order? What effect does it have?
V	Which word or phrase tells you that Caesar didn't listen to the senate?
S	What did Caesar do after he'd visited Britain for the second time?
R	For how long was Caesar in Roman Gaul?

Acorn Class


As a part of the RWI phonics scheme all children read a decodable book daily with a partner. An adult supports and challenges where needed.
Children are encouraged to take part in a daily story vote. High quality picture books linked to our topic and current themes are shared at the end of each day.
Reading diaries are used to share feedback on children's reading. Diaries are checked for parent comments on Monday and Thursday. We aim for each child to read once a week to a volunteer/TA.
Parents are asked to read each book 3 times with their child before it is changed to develop fluency and comprehension. Books are changed by TAs on Mondays and Thursdays.

Chestnut Class

Read weekly 1:1 with an adult – adult will record in yellow diaries

4x weekly guided reading sessions – collaborative reading with teacher with a focus on fluency, vocabulary, retrieval and inference based on the text.

Independent reading time throughout the week - Books are also changed throughout the week.

Parents are welcome to come into class to change books (after school).

If you feel the book band your child is on is either too easy or too difficult, please write a brief note in your child's yellow reading diary so an adult can re-assess their reading in school and select a more appropriate level of challenge if needed.

We are always delighted and very grateful to welcome volunteer readers!

Maple Class

Regular guided reading sessions – this could be small group, whole class or individual year groups depending on the needs/skills.

Independent reading time given throughout the week where children have the opportunity to change their books in the classroom.

Class books are organised by genre to appeal to children's interests. We can also get books from Chestnut Class and the children can choose from the library.

Whole class story shared each term.

Orchard Class

Whole class guided reading sessions 4 days a week (with opportunities to children to read aloud)

Regular independent ‘cosy’ reading time each week

1:1 reading with class teacher/TA at least twice a week (prioritising those who need a reading ‘boost’)

Children can receive Dojo points if they discuss recent reading with an adult in school

Whole class story shared each term

We are always delighted and very grateful to welcome volunteer readers!

Book Bands

Reading banded books is very important in developing fluent blending of sounds in words, a prerequisite for ‘sight reading’ (recognising words by sight without needing to sound out individual letters). The non-banded books provide more opportunities to broaden children’s vocabulary, which is vital for improving their comprehension.

Book bands are determined by reading with the child and assessing word recognition, fluency and comprehension.

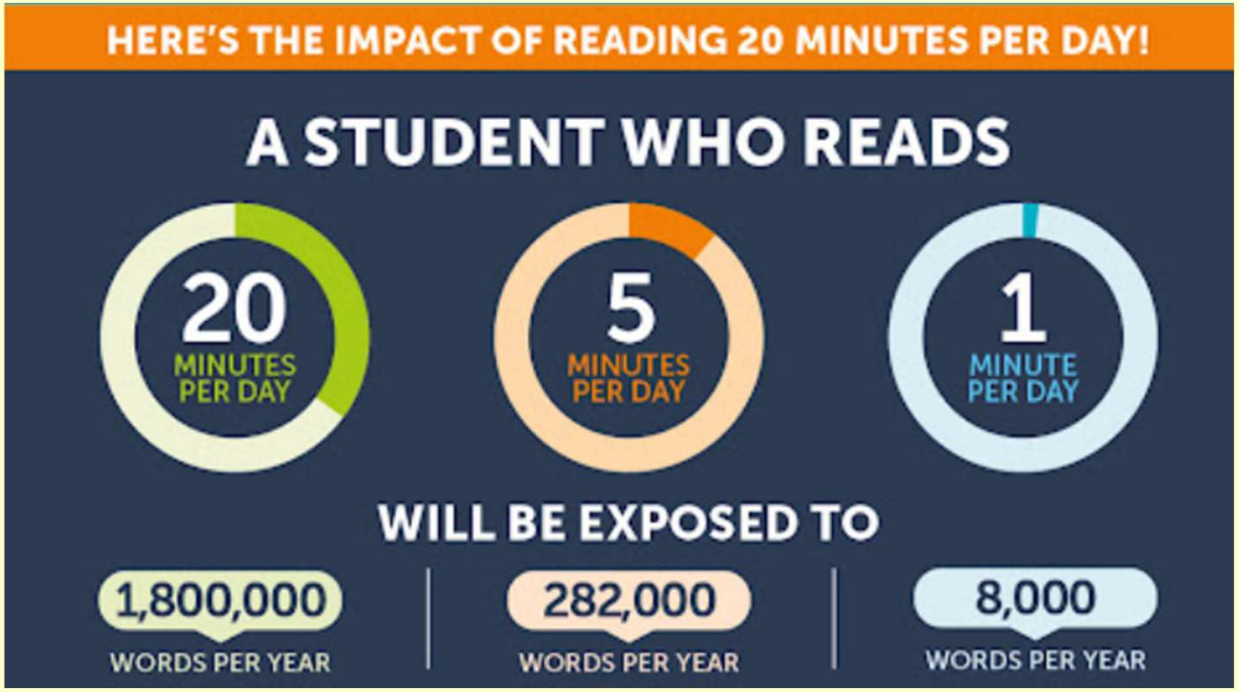
Bear in mind that children need to be reading fluently and confidently with minimal hesitation and be able to answer questions about what they have read, before they move onto the next book band. Moving them on too soon can have a negative impact on their reading development.

A guide to book bands

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4–5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5–6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6–7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7–8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
		13	
		14	
Year 4 / Primary 5	8–9 years old	15	Dark blue
		16	
Year 5 / Primary 6	9–10 years old	17	Dark red
		18	
Year 6 / Primary 7	10–11 years old	19	
		20	

This information is intended as a guide only.

Why do we encourage 20 minutes reading a day?



Why don’t we hear every child read 1:1 every week in school?

We do hear children read aloud in a variety of lessons e.g. small group guided reading, whole class reading etc.

It would be lovely to be able to hear every child read every week in a 1:1 session, however, it would take us 5 hours to hear a class of 30 children read 1:1 for 10 minutes.

Therefore, we prioritise those children who need a ‘reading boost’ or specific support for 1:1 reading time with either teachers, teaching assistants or volunteers.

Encouraging children to read

With so many other activities competing for children's time as they get older, how can you continue to encourage your child to read for pleasure?

Read books to them

Ensure that your children see you reading

Encourage children to join in – websites, recipes, shopping lists still count!

Give books or book tokens as presents - encourage others to do the same.

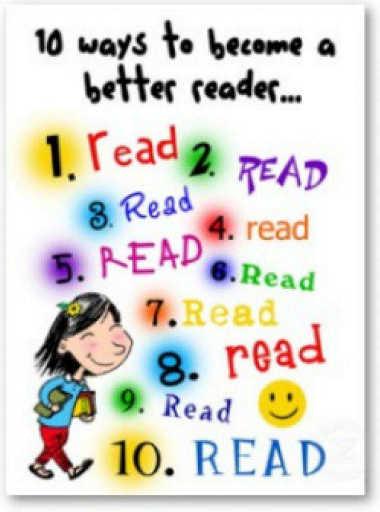
Visit the local library together

Encourage children to carry a book with them

Go to libraries or bookshops when authors are visiting

Don't panic if your child reads the same book over

Encourage your children and their friends to swap books



Need more encouragement…

- Get some audio books or an audiobook app – If you'rea member of a local library, you can download free audiobooks from BorrowBox too

- Based on the Book… or the Movie – Choose a favourite film and see if there's a book to accompany it

- Read Funny Favourites

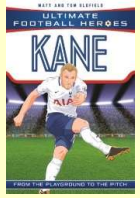
- Look for graphic novels - A graphic novel is a book made up of comics content.
- Don't forget about non-fiction

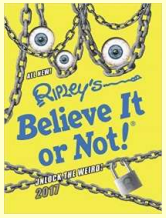
- Interactive Is Interesting – Research a subject of interest online
- Get a Subscription – It can be exciting to receive a comic/magazine through the post

My child still does not want to read

- **Just** read to them – with expression, funny voices, conversation around books

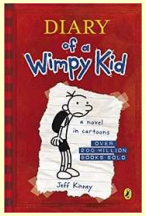
- Choose books on a topic of interest to them



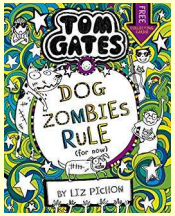


- Engaging their love of grossness! (Be careful of content)

- Choose a series they can get hooked by



- Build a love of reading first **then** try to suggest other genres/texts



BUILDING FLUENCY

How Echo Reading Works

- To start, select a prized book with short sentences – usually one sentence per page. Read a phrase and then ask the child to repeat what was read.

- You will model skills to become a successful reader by using voice inflection, appropriate rate of reading, and by paying attention to punctuation marks while reading.

- Echo reading helps students to recognise new words and read at a pace that is better for reading comprehension.

- Once your child has mastered echo reading, let them lead by reading the sentence first. You follow with the echo.

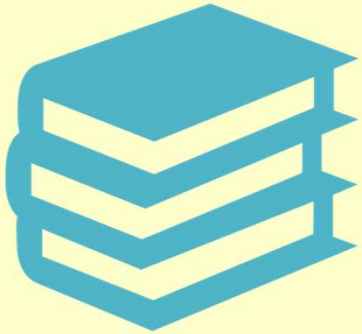
Choosing books for your child

Encourage your child not to choose a book only by its cover!

Firstly, read the blurb on the back of the book – does it interest the child?

Ask your child to read the first page of the book:

- All the words read correctly? May be too easy.
- More than 5-10 words read incorrectly? May be too hard.
- About 5 difficult words? The level of the book is probably about right for your child.



RECOMMENDED READS

Help yourself or you can download them from: https://www.booksfortopics.com/booklists/recommended-reads/

Reception: 50 Recommended Reads

Year 1: 50 Recommended Reads

Year 2: 50 Recommended Reads

Year 3: 50 Recommended Reads

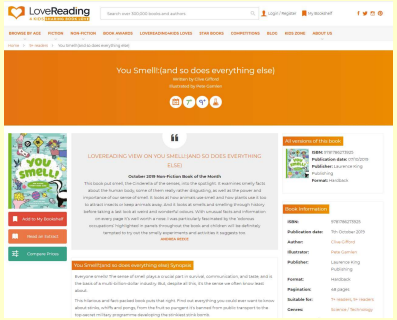
Year 4: 50 Recommended Reads

Year 5: 50 Recommended Reads

Year 6: 50 Recommended Reads

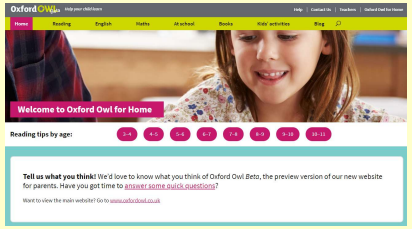
Useful websites

https://www.lovereading4kids.co.uk/



Browse by age or genre. Search for staff picks, books reviewed by children, award winning books, books for reluctant readers, dyslexia friendly books and more.

https://home.oxfordowl.co.uk/

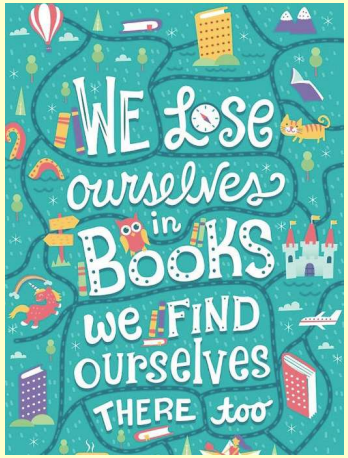


Includes advice and articles about supporting reading as well as a free eBook library with audio options and activities based on the book.

Other ways to help

Volunteering

We are always looking for volunteers to hear children read through the week. Please contact your child's teacher.

Library help

If you know of anyone who has a little free time during the morning, who might be interested in supporting in the library so that children can access it at break times, do get in touch.