

Broughton Community Schools'
Reading information session for parents/carers
Thursday 15th January 2026



A love of reading is the
biggest indicator of future
academic success!

Why read with your child at home?



Reading a book and talking about it has a positive impact on children's ability to:

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills
- develop imagination
- develop positive attitudes to reading
- compose stories in writing



“The main aim of storytelling is to breathe life into the words.”

Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.



Why does reading together every day matter?



The number of books your child has encountered by the age of five is a positive predictor of their reading ability range of vocabulary.

Here's how many words children would have heard by the time they were 5 years old:

Never read to, 4,662 words;

1–2 times per week, 63,570 words;

3–5 times per week, 169,520 words;

daily, 296,660 words;

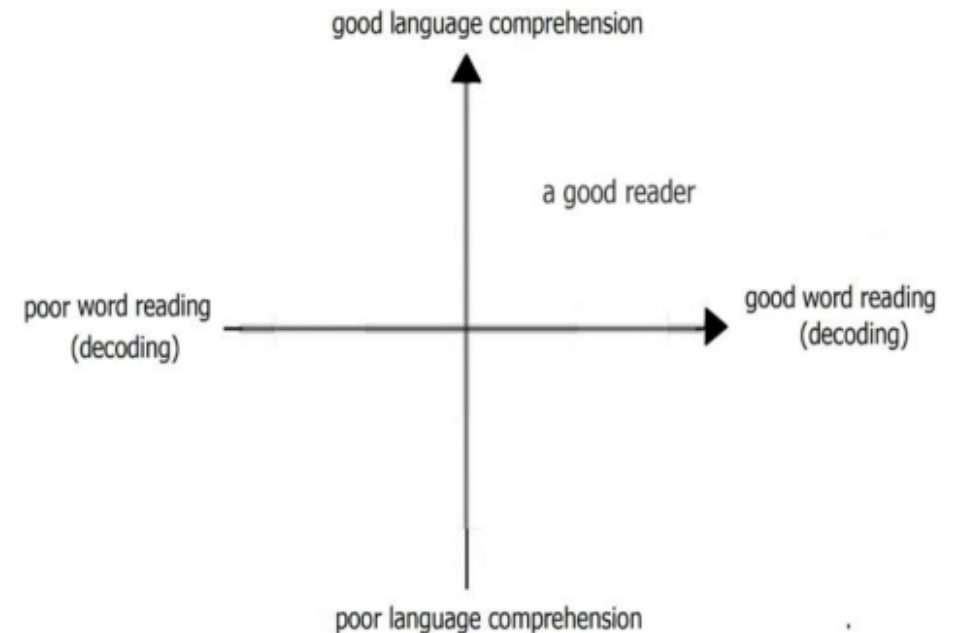
291,998 words difference between no reading and reading daily



The simple view of reading



- Word reading (decoding) - reading unfamiliar words, blending the sounds that correspond to the letters
- Comprehension - the way we make sense of the words
- Reading for Pleasure - transform attitude to reading - finding what they love



Word reading and language comprehension require different sorts of teaching.

How do we teach reading in school?



EYFS: Daily phonics Phase 1 - phase 4, small group shared reading (decodable books), library book (reading for pleasure)

Year 1: Daily phonics, small group shared reading (decodable books), library book (reading for pleasure)

Year 2: Daily phonics for Autumn, Bridge to Spelling, shared reading (decodable books - fluency), library book (reading for pleasure)

Key Stage 2: Guided reading (4 times a week) focuses on vocabulary, inference, retrieval.



What our parents/carers wanted to know



Suggestions for reading material other than the traditional book.

Magazines

Audiobooks

Recipes

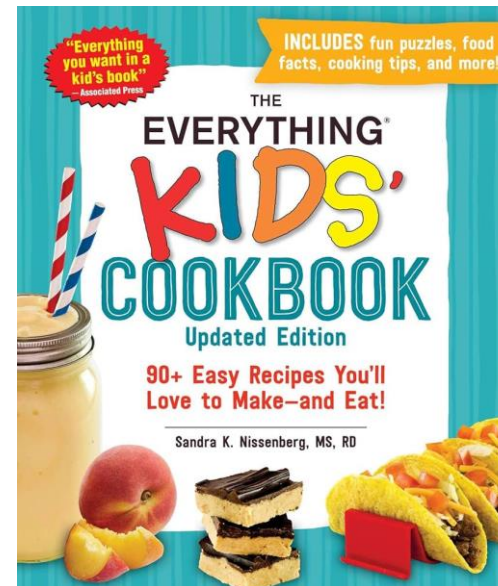
Menus

Game instructions

Labels

Travel brochures

Signs in shops



What our parents/carers wanted to know



How to encourage reluctant readers.

- Your child probably hasn't found the right books yet as there is something out there for everyone!
- Shared reading
- Lots of praise
- A range of reading materials (see the previous slide)
- Rewards for reading
- Get a library card and visit it regularly
- Family story times
- Nursery rhymes



Potential barriers to children developing a love of reading



- **Readers don't always see genuine role models**

Children should read for pleasure without shame - it is up to the individual which books they want to read.

Children should be allowed to choose what books they want to (and don't want to) read for pleasure.

Potential barriers to children developing a love of reading



- **Fear of judgement**

“Should I like this book? Is this correct for my age group?”

Book talk is important as it opens up more options and ideas for what children may choose.



Potential barriers to children developing a love of reading



- **Readers don't always want to read the same thing**

Peers, teachers and adults at home should all be seen as positive reading role models.

This should involve talking about genuine aspects of reading, for examples “This book isn't for me right now, I am going to choose something else.”

Up to the age of 9, parents/carers are the most significant role models, then it becomes teachers and peers (NLT, 2009)



Potential barriers to children developing a love of reading



- **Children don't always find it easy to concentrate**

Environment can be a barrier.

Emotions, grief and difficult times in life can make it hard to focus.

Talk to your child about their reading habits - where / when do they like to read? Who do they like reading to?

What our parents/carers wanted to know



A suggested book list for each year group. These have been printed and stuck into reading records. Copies are available at the back of the room. Many of the recommended books will be available in school.

Books for Topics 50 Recommended Reads for... **Year 2 (ages 6-7)** *Which ones have you read?* **2025-2026 Booklist**

| | | | |
|--|--|--|--|
| <p>Funny Books</p> <ul style="list-style-type: none"> The Couch Potato Jory John & Pete Oswald Don't Trust Fish! Neil Sharpson & Dan Santat The Troll Julia Donaldson & David Roberts The Duck Never Blinks Alex Latimer <p>Short Independent Chapter Books</p> <ul style="list-style-type: none"> Croaky: Search for the Sasquatch Matty Long Claude at the Circus Alex T. Smith Nellie Choc-Ice, Penguin Explorer Jeremy Strong & Jamie Smith The Missing Bunny Holly Webb & Antonia Woodward Watts & Whiskerton: Sabotage at the Fete Cake Bake Meg McLaren Lottie the Little Wonder Katherine Woodfine & Ella Okstad Izzy the Inventor and the Unexpected Unicorn Anna Davidson & Elissa Elwick | <p>Classic Stories</p> <ul style="list-style-type: none"> The Enchanted Wood Enid Blyton Pippi Longstocking Astrid Lindgren & Lauren Child George's Marvellous Medicine Roald Dahl & Quentin Blake Martin's Mice Dick King Smith Flat Stanley Jeff Brown & Rob Biddulph <p>Stories about Kindness and Inclusivity</p> <ul style="list-style-type: none"> Leo and the Octopus Isabelle Marinov & Chris Nixon My Friend Andy Emma Chinnery Rajiv's Starry Feelings Niall Moorjani & Nanette Regan Aaron Slater, Illustrator Andrea Beaty & David Roberts Cloud Boy Greg Stobbs <p>Short Graphic Novels</p> <ul style="list-style-type: none"> InvestiGators John Patrick Green | <p>Animal Stories</p> <ul style="list-style-type: none"> The Rainbow Bear Michael Morpurgo & Michael Foreman The Emerald Forest Catherine Ward & Karin Littlewood Jenny Peckles Lays Eggs With Speckles Rachel Emily & Paul Delaney Darwin's Super-Pooping Worm Spectacular Polly Owen & Gwen Milward <p>Interesting & Thought-Provoking Stories</p> <ul style="list-style-type: none"> Can I Build Another Me? Shinsuke Yoshitake The Tunnel Anthony Browne Barnaby Unboxed The Fan Brothers Troll Stinks! Jeanne Willis & Tony Ross If I Were Prime Minister Toyne Skaug & Ella Okstad My Momo-La is a Museum Manta Nainy & Violet Kim <p>Magic, Myths and Fairytales</p> <ul style="list-style-type: none"> Inside the Villains Clotilde Perrin The Glass Heart Sally Gardner Luna and the Sky Dragon Bethan Woolvin My Encyclopedia of Very Important Myths & Legends Laura Mucha, Ed Smith & Harriet Lynas | <p>Storytime Chapter Books</p> <ul style="list-style-type: none"> Dino Dad Andy Day & Steven Lenton The Naughtiest Unicorn Pip Bird & David O'Connell An Alien in the Jam Factory Christie Sains & Jenny Taylor Einstein the Penguin Iona Rangleley & David Tazzyman Marge in Charge Isla Fisher & Eglantine Ceulemans Magic Faces: Heroes of the Pirate Ship Esi Merleh & Abecha Tariq <p>Poems & Rhymes</p> <ul style="list-style-type: none"> An Emotional Menagerie The School of Life Michael Rosen's Book of Very Silly Poems Michael Rosen & Shoo Rayner <p>Information Books</p> <ul style="list-style-type: none"> Don't Squish a Slug Yusuf Rafik & Riley Samels The Big Book of the Blue Yuval Zommer What's the Actually Factually Difference? Jane Wissher & Liz Kay Meet the Microbes! Dr Emily Grossman & Maggie Li Small, Sparkling Raindrop Mary Auld & Lou Baker Smith Welcome to Our Table Laura Mucha, Ed Smith & Harriet Lynas |
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Or visit www.booksfortopics.com/year-2 to find the online booklist, book pack, reviews and resources

Find booklists by age or topic at booksfortopics.com



What our parents/carers wanted to know



What should we do if our child reads a word incorrectly?

Always reassure your child that it's ok to get it wrong! You should model making mistakes when you read to your child.

You could:

- Tell them what the word is and move on
- Ask them to have another try
- Say the sounds in the word for them so they can blend it orally
- Repeat back to them what they've said to see if they can identify their mistake



What our parents/carers wanted to know



How to support the reading of longer words.

We teach all children to 'chunk words up'. If your child is trying to read a longer word and you tell them to chunk it up, they will have heard this phrase before.

lap-top

gett-ing

fan-tas-tic

Little Wandle have a video on their website that shows you how chunking up works:

https://www.littlewandle.org.uk/search/?_search=chunk

Coaching: Chunking (8 mins)

Watch our coaching video on how to teach longer words using the chunking method.



Use the handy search function tool at the top of the webpage to find what you're looking for!

[View video](#)



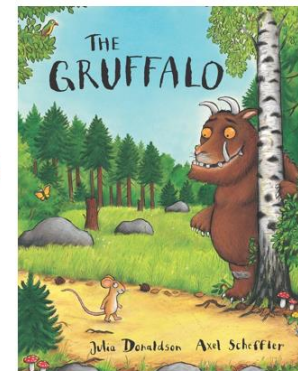
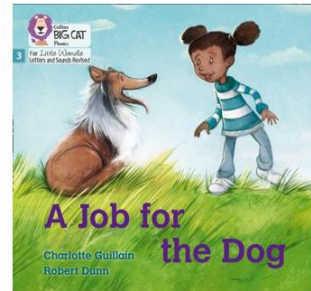
What our parents/carers wanted to know



Recommended books that my child can read at home with support.

Each week, your child will bring home a reading book that we have selected. This is closely matched to their reading ability. This is what we recommend they read at home with support if needed.

Books going home



Your child will also bring home a reading for pleasure book each week. This is the book you'll use to develop your child's love of reading.



What our parents/carers wanted to know



Anything specific parents should do when reading books to their children.

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
- Introduce new and exciting language.
- Encourage your child to use new vocabulary.
- Make up sentences together.
- Find different words to use.
- Describe things you see.





Questions?

