

TACKLING BARRIERS TO READING

- BEYOND PHONICS



"Reading is boring"

- Build reading stamina - start with 5 minute bursts.
- Introduce children to a wide variety of texts, including non-fiction (that focusses on their areas of interest) and graphic novels
- Give personal recommendations and share your own books with them.

Books are 'too long' or 'too short.'

- Introduce children to a wide variety of texts including picture books throughout KS2 and let them know that all texts have value.
- Talk to children about their reading diet and mood reading.
- Don't force book choice when reading for pleasure.
- Invest in high interest lower reading level dyslexia friendly texts such as Barrington Stoke.

"What does this word mean?"

- Many children do not have the complex range of vocabulary needed to fully comprehend and access the books they want to read.
- In comprehension sessions, teach vocabulary first that will be found in the text.
- Children create word journals.
- Explore, celebrate and use new vocabulary every day.

Lack of background knowledge/life experience

- Give children images and context e.g. you may need to describe/show images of a beach never mind a 'ploughed furrow' in a field.
- Suggest texts that are within a child's range of experience as well as broadening their horizons..

"I don't know what to read"

- Make personal recommendations but do not force children to follow these.
- Use If you like... then you might like... posters to broaden reading horizons.
- Place class readers into the library so children can re-read.

Poor comprehenders

Use shorter pieces of text to teach and practice:

- gaining the 'gist' of a story
- making links between sentences
- inferring
- making predictions
- checking and re-reading
- visualise - draw the scene.
- summarising - 'tweet it' in a set number of words.

Lack of support/value placed on books at home

- Make the child knows you are interested in their reading.
- Be conscious of parental experience of school/level of reading.
- Create parent leaflets, videos, social media snippets.
- Read when possible with the child in school.
- Give personal recommendations.
- Focus on reading for pleasure at home not 'teaching reading.'

English is a second language

- Use pictures and visuals
- Take time to give background and context to support understanding.
- Avoid a lot of use of figurative language or idioms.
- Use dual language texts for reading for pleasure.