

# How to be Brilliant at READING



# Brilliant Publications

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# How to be Brilliant at Reading

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# Introduction

Children develop their reading skills by reading, reading and reading! They need to know that the processes of learning to read and reading to learn run into each other at some point, and from then on each shores up the other and contributes to solid foundations.

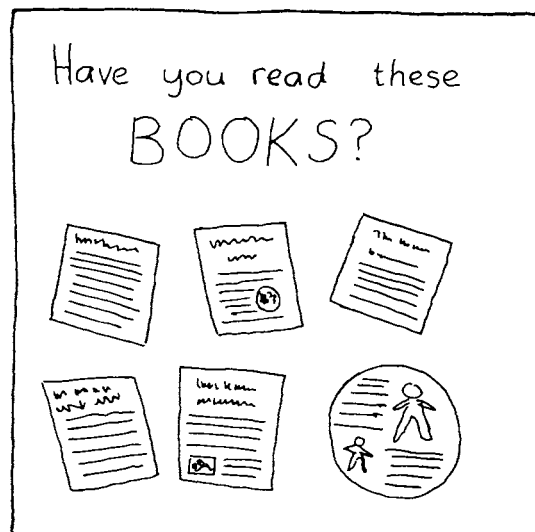
The activities in this book are designed to develop fluency, accuracy, confidence and interest. They can be applied to all classroom reading material.

Daily reading is crucial to the development of interest and good skills. The provision of all kinds of read-aloud and silent reading material including jokes, riddles, newspapers, articles, book reviews, letters, stories, poetry, nonfiction, biography, autobiography will ensure a level of interest for every reader. The children may be able to suggest to you other material that they can read, at home, in the street, with a friend. Get them used to talking about what they have read, draw attention to language and the way it's used, help them to create books and other written language experiences of their own.

This reading network can be extended by involving parents, friends and others, including librarians, visiting authors, local bookshops. Reading is a great social activity providing opportunities for talking and sharing response which, in turn, provide stimulus for interest and thus more reading.

The strategies to be found in this book are proven ways of giving children ownership of, and responsibility for, their own reading development. They attempt to take some of the mystique out of learning to read, and to replace that inaccessible mystery with a little knowledge and understanding of how the process works.

The important thing is that children feel in control and understand that they will develop more strategies for reading by reading as wide a variety of material as they can, every day, and that we are, all of us, always, somewhere along the continuum of learning to read.



To help you to make best use of the book, each activity has been coded on the contents page to indicate its main relationship with the programme of study for Key Stage 2.

The letter 'R' refers to the programme of study for reading. This is followed by a number and lower case letter to indicate the relevant sub-section and aspect.

For example:

R2(a) indicates Reading, sub-section 2 (Key Skills), a – 'increase their ability to read with ...'.

# Links to the revised National Curriculum

The activities in *How to be Brilliant at Reading* allow children opportunities to:

## 1 Range

- a** develop as enthusiastic, independent and reflective readers. They should be introduced to a wide range of literature, and have opportunities to read extensively for their own interest and pleasure, and for information. Pupils' reading should be developed through the use of progressively more challenging and demanding texts. Opportunities for reading should include both independent and shared reading by groups and the whole class.
- b** read and use a wide range of sources of information, including those not specifically designed for children. The range of nonfiction should include newspapers, encyclopedias and dictionaries.
- c** read texts:
  - with challenging subject matter that broadens perspectives and extends thinking;
  - with more complex narrative structures and sustained ideas;
  - that include figurative language, both in poetry and prose;
  - with a variety of structural and organizational features.
- d** read literature covering the following categories:
  - a range of modern fiction by significant children's authors;
  - some long-established children's fiction;
  - a range of good quality modern poetry;
  - some classic poetry;
  - texts drawn from a variety of cultures and traditions;
  - myths, legends and traditional stories.

## 2. Key Skills

- a** increase their ability to read with fluency, accuracy, understanding and enjoyment, by extending their phonic and graphic knowledge to include more complex patterns and irregularities.