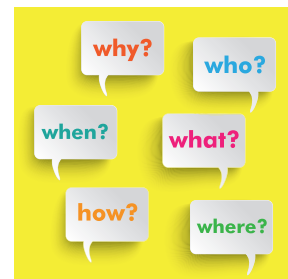
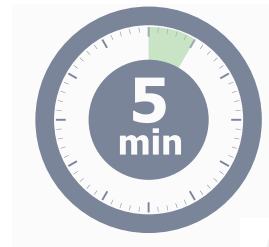




Tips on helping your child read

We know reading regularly with children can make a massive difference to their progress. But it isn't always easy to fit it in day-to-day. Here are some easy ways you can make reading a part of every day:

1. Don't worry about how long you read for. Every minute spent reading makes a bigger difference than you realise!
2. Don't worry about what your kids are reading: recipes, cereal packets, Argos catalogues... It's all useful! Keep books and other reading materials close by.
3. Reading to kids of all ages is helpful. If your little one isn't reading by themselves yet, read with them.
4. Ask lots of questions: Who, what, where, when and why and ask them to summarise when you've finished.



Reading with your children – the TRUST approach

We wanted to share a tool with you to help your child think and talk about the world around them.

The TRUST approach can be used when you are talking about reading with your child.

Take turns to talk about what you are going to read.

Say things like: *"I feel like reading a book with animals in it today.*

What do you feel like reading?"

Recap what's happened in the book as you are reading.

Say things like: *"Why do you think that happened?"*

Use lots of encouragement.

Say things like: *"You're doing brilliantly today! What great ideas...*

Let's keep reading to see what happens!"

Share what you know to help your child.

Say things like: *"Have you learnt about...at school?"*

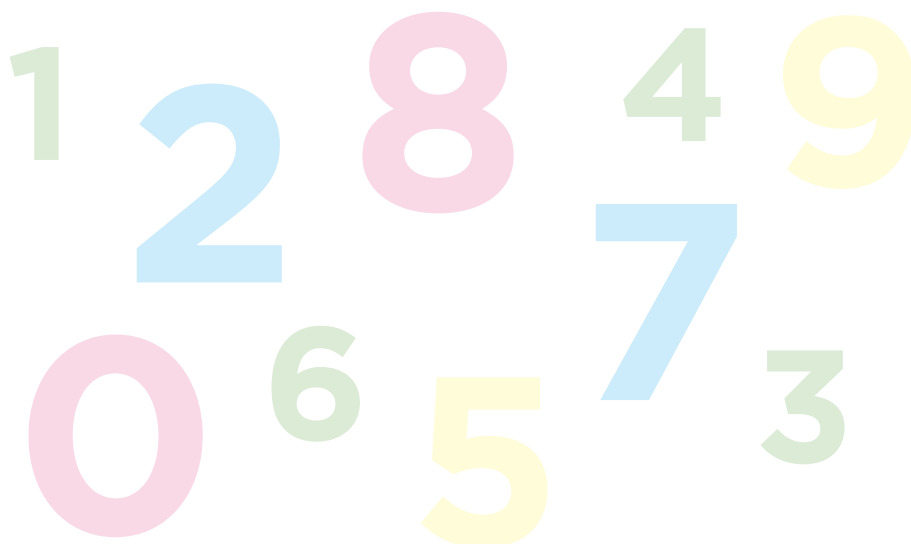
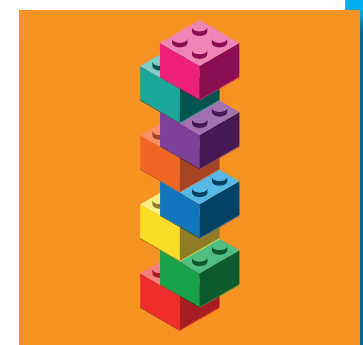
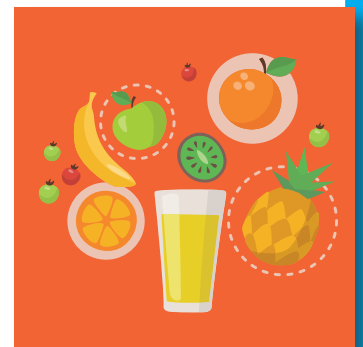
Tune-in and be interested. Say things like: *"I didn't know you knew so much about...!"*

Information supplied by:



We know maths can feel like a difficult subject to cover at home. The good news is that you don't need to set aside a separate maths lesson or activity. Your child can learn maths during normal, everyday activities! Here are a few tips for how you can support maths learning every day:

- Board games like Snakes and Ladders or other games with numbered spaces can be great for maths learning. You can even make your own!
- Meals and snack times can be great to teach lots of concepts, like sharing, talking about time, counting how many carrots you have, estimating the number of beans or comparing sizes of potatoes.
- Use maths words in conversation and play. This can include talking about size ("Which is bigger?"), order ("Which is first?"), shapes and more.
- Stories can be great opportunities for maths learning. One great free resource for maths stories is <https://www.mathsthroughstories.org/recommendations.html> but you can use other books too!
- Use manipulatives like bricks or toys of different sizes or amounts. Measuring items, scales, construction materials, puzzles, sorting and pattern materials are also great sources for discussion!

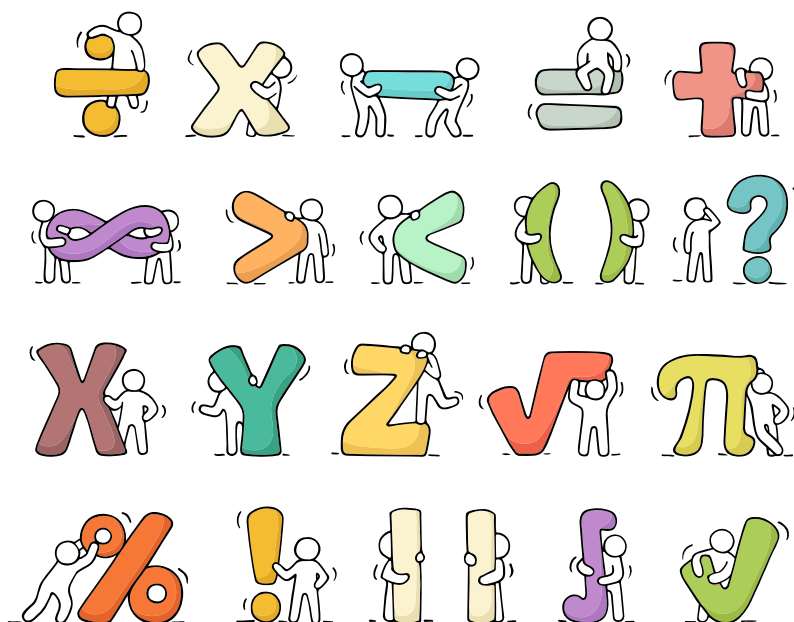


Information supplied by:



We know maths can feel like a difficult subject to cover at home. That is why we want to help with some tips for supporting your child's maths learning while schools are closed:

- Encouraging your child to set goals and make plans can help them learn independently. Older children can be more independent but will still need some support.
- Having a set time and place to study with the resources they will need can help keep children on task and make sure they have the tools for success.
- Practicing times tables, either online or on paper, can be a great tool to help your child remember maths facts quickly and easily!
- It can be hard to learn new maths concepts outside of school. Create time for your child to practice what they already know.
- Providing example problems of maths concepts can be helpful for your child. These should show all steps clearly and have a very similar follow-up problem for them to try.



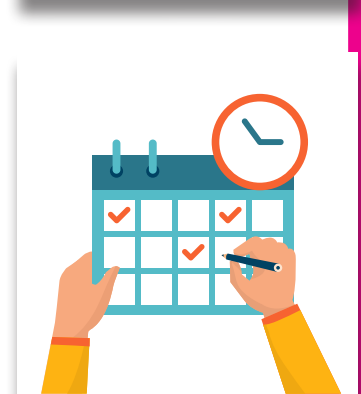
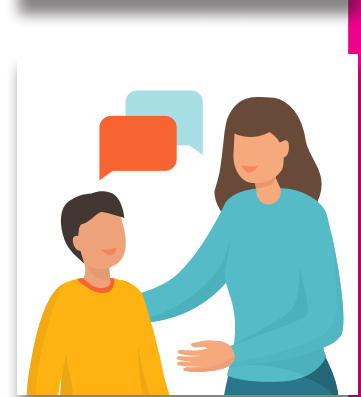
Information supplied by:



Tips on home learning routines

Consistent routines can be a struggle at home with changes to our home working and learning. Routines can be helpful in supporting positive behaviour and general well-being. They can also help as you and your family find a new daily routine.

- You could watch this video with your child and use it to talk about the days ahead and goals they might have. Praise them for the things they are already doing. How can they become more independent in planning their time?
<https://bit.ly/2XQLqjQ>
- Talk with your child about each other's learning struggles and coping strategies. Don't be afraid to be open about getting it wrong and trying a different strategy.
- No one knows your child as well as you. Speak to your child and trust your judgement about what works for them above any general advice.
- Routines can help support good behaviour and help as you and your family find a new daily routine. Try the checklist **on the next page** to help you and your child plan your new routines. You might even come up with a new list together with your child!



Information supplied by:

Supporting home learning routines

Planning the day

Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report [Improving Behaviour in Schools](#)



I woke up at a good time.

M	T	W	T	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I did some exercise.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



I had regular meals and drank water.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



I enjoyed some reading in a quiet space.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



I practised a maths skill.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



I completed some school work at my work space.
I chunked it so I had some breaks too.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



I talked to my family about my day and how I am feeling.
I asked them about their day.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



I helped with a household job and talked to my family while I did it.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



I contacted my friends.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



I spent some time on my creative hobby.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



My parent/carer told me what I did well.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



My goal:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



My goal:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------




Learning opportunities are everywhere. You can make anything a learning experience for your child, just follow the TRUST ideas.

Talk with TRUST

TRUST ideas will help your child's thinking and learning as you are doing jobs together.

I LOVE helping in the kitchen!

Could you be in charge of dinner tonight?



T Take turns to talk about what you are going to do

What do you think we should have?

FISH FINGERS!

Ooh yeah, MUCH better than my idea!



R Recap the plan as you are working

Well done! You're doing a great job!

I want smiley faces and beans with mine, I'll check what the others want...



U Use lots of encouragement

Everyone wants the same as me!

Great! What do you need to do?

I'll collect the things from the freezer and put them in the oven.

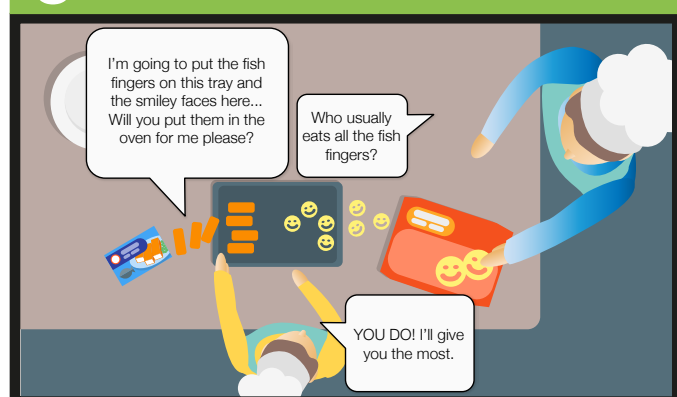


S Share and talk about experiences that will help

I'm going to put the fish fingers on this tray and the smiley faces here... Will you put them in the oven for me please?

Who usually eats all the fish fingers?

YOU DO! I'll give you the most.



When I put the dinner on I put a timer on the oven, let's check how long they need...

What else can you do whilst they're cooking?

I'll press the timer button!

I'll get plates and forks for everyone.

Cooking instructions

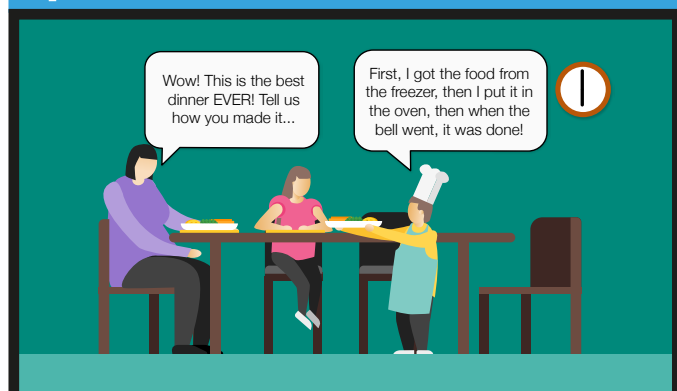
- ☐
- ☐
- ☐



T Tune-in and be interested

Wow! This is the best dinner EVER! Tell us how you made it...

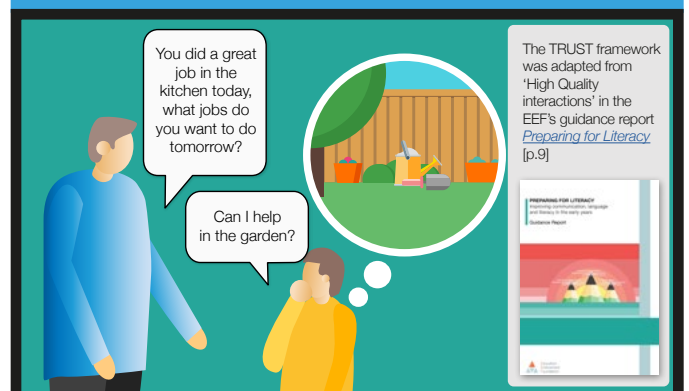
First, I got the food from the freezer, then I put it in the oven, then when the bell went, it was done!



You did a great job in the kitchen today, what jobs do you want to do tomorrow?

Can I help in the garden?

The TRUST framework was adapted from 'High Quality Interactions' in the EEF's guidance report *Preparing for Literacy* [p.9]



7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)
Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation: London.
Available online: eef.org.uk/literacy-early-years

Education Endowment Foundation (2019).
Improving Literacy in Secondary Schools. Education Endowment Foundation: London.
Available online: eef.org.uk/literacy-ks3-ks4

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).
Literacy Development: Evidence Review. Education Endowment Foundation: London.
Available online: educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf

7 Top Tips to Support Key Stage 2 Children Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures—these tips are aimed at supporting children in Key Stage 2.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Why not set your child a reading challenge: How many different things can you read in a day?

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to'. Why not take turns to read a page each of a longer novel? So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the fox on the front cover? Why do you think he's so sad?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Think about how the characters behaved and interesting things that happened in the plot. You could encourage your child to keep a **reading diary**, describing the big idea of each chapter.

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper (or chalk on a path) and draw around your child. Ask them to fill the outline with lots of information about the main character.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'you could use your slimepower to help me cook tea tonight.'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Give your child choices about what they read, being in control is great motivation! Encourage them to recommend books to family and friends. For example, 'you should read this book, Grandad, because you love funny stories.'

Follow the TRUST steps



Follow the TRUST steps and keep your child talking about reading

Education Endowment Foundation (2018)
Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation: London.
Available online: eef.li/literacy-early-years

Education Endowment Foundation (2019).
Improving Literacy in Secondary Schools. Education Endowment Foundation: London.
Available online: eef.li/literacy-ks3-ks4

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).
Literacy Development: Evidence Review. Education Endowment Foundation: London.
Available online: educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf