

Guidance for Parents

Encouraging reading for pleasure:

- Read texts that relate to their interests and hobbies - there are hundreds of books about football, gymnastics, arts or computer games aimed at teenagers that they might enjoy as well as excellent young adult fiction
- Audiobooks and podcasts are great when trying to encourage reading for pleasure, and research from throughout the pandemic shows that they can significantly improve interest and enjoyment with reading. Although students won't 'see' the words, it will help them to understand their meanings in context and to be able to translate this to texts they might choose to read
- Read together regularly and set reading challenges: although your child might be too old to read with you, reading the same book and setting goals for how much you'll both read in a day or a week can increase enjoyment, especially when you discuss what you've both been reading
- Read the news together - Newsround and The Week Junior have lots of suitable articles about current affairs, science, technology and the arts that students might enjoy

Common Difficulties with Reading:

- Lots of students that struggle with reading are unfamiliar with some Tier 2 and Tier 3 vocabulary and aren't sure what skills/strategies they need to employ to decode these words
- Tier 2 vocabulary are more complex words that might include 'shades of meaning' and Tier 3 vocabulary is subject-specific words or terminology
- A child's understanding of T2 vocabulary can be improved by understanding the etymology of words and making connections between known words and unknown words (e.g. malicious, malignant, malevolent all have the prefix 'mal' which means 'bad' or 'evil' - if someone knows that, they can begin to decode unfamiliar words with similar prefixes)
- T3 vocabulary is more difficult - sometimes you just have to learn them, others can again be decoded - this might be by contextualising words. For example, if your child knows 80% of the words in the sentence and understands the sentence before and after, then they can practise working out what the unfamiliar words mean

Strategies to Try at Home:

- When reading together, ask your child questions to see how much they have comprehended (understood).
- Ask your child about certain aspects/ideas within the texts you read (including instruction manuals or recipe books) and look up unfamiliar words with them (Google has a great button you can click to learn about the etymology of the word too!)
- Build on what your child is already reading independently and read more difficult texts with them (for example from the Guardian sports section)
- Whilst you do this, if your child is unsure about the meaning of words being used, get him/her to try and find the answers himself/herself in the text. You might want to ask questions such as: What could it mean in context, based on what he/she already knows or the parts he/she does understand? What words does he/she know which

are similar to the unfamiliar vocabulary and can he/she use that to work out what it means?

- Ask him/her to bring the exam papers or school materials home, and rather than focusing on the answers, try just focusing on the questions or sources. Try getting him/her to read the question or text and try to clarify what certain information or instructions mean. You might try getting him/her to re-word the information/questions in his/her own vocabulary and summarise what the text is actually saying in more basic vocabulary. By helping him/her to understand synonyms (words that have similar meanings) he will improve his vocabulary and improve his ability to decode text.
- By explicitly and regularly practising these skills, over time he/she will begin to do this independently and build his/her confidence when approaching difficult texts or questions
- You could try keeping a notebook that you fill with new words that your son/daughter has learnt, and practise using them in your everyday conversations - slipping them in so that he/she keeps coming across them and using them
- Print out the most appropriate Tier 2 vocabulary builder from the tables below and stick it on your fridge. Use this to discover new words alongside your child each month.
- Use the key words on the TWS Knowledge Booklets to help embed Tier 3 vocabulary your child is being taught at school. You might ask them to explain what words mean and then try using it in a sentence.

Reading age: Under 9				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
hearty	independent	industrious	intense	intercept
homonym	gigantic	illuminate	immense	hazy
antonym	identical	accident	attention	impressive
achievement	anxious	alternate	altitude	antagonist
portable	aggressive	preserve	protagonist	provide
exasperate	beverage	exert	blizzard	budge
cautiously	excavate	character	exhibit	companion
visible	arrive	vivid	combine	withdraw
agree	solar	dedicate	access	detect
prejudice	confident	strive	deprive	courteous

FEBRUARY	MARCH	APRIL	MAY	JUNE
summit	suspend	synonym	talon	taunt
sparse	spurt	rigorous	suffix	suffocate
slither	sluggish	soar	solitary	solo
route	Saunter	seldom	senseless	sever
require	resemble	retrieve	retire	revert
overthrow	pardon	pasture	pedestrian	perish
nonchalant	numerous	oasis	obsolete	occasion
escalate	evade	soothe	mischief	monarch
crave	compassion	stationary	comply	compose
remote	astound	superior	avalanche	bungle

Reading Age 10

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
authority	formula	require	injure	survey
constitute	individual	specific	invest	exceed
assign	involve	structure	diverse	alternative
define	legislate	vary	obtain	component
cooperate	major	administrate	potential	considerable
economy	method	affect	primary	contribute
environment	occur	aspect	purchase	corporate
establish	period	category	range	fund
factor	principle	community	regulate	imply
finance	proceed	distinct	secure	Instance

FEBRUARY	MARCH	APRIL	MAY	JUNE
justify	volume	grant	inhibit	license
layer	swarm	hence	undertake	margin
supplement	adequate	hypothesis	aware	medical
outcome	approximate	implement	clause	acknowledge
physical	attitude	mechanism	consult	modify
proportion	civil	incidence	energy	precise
react	commit	phase	equivalent	psychology
sequence	concentrate	regime	expand	stable
shift	cycle	resolve	external	substitute
technical	domestic	retain	image	sustain

Reading Age: Under 11

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
analyse	contrary	culture	resource	correspond
approach	section	design	reveal	document
concept	significant	equate	utilise	dominate
consist	acquire	feature	strategy	ensure
context	convert	focus	tradition	exclude
data	chapter	institute	circumstance	framework
evident	compute	normal	comment	immigrate
export	conduct	participate	consent	initial
process	consume	perceive	constrain	minor
research	credit	region	coordinate	negate

FEBRUARY	MARCH	APRIL	MAY	JUNE
ignorance	implicate	predict	enable	symbol
specify	impose	prior	enforce	transit
migrate	integrate	project	fundamental	trend
technique	internal	series	generate	abstract
apparent	investigate	statistic	logic	accurate
attribute	job	subsequent	estate	aggregate
presume	label	summary	prime	allocate
emerge	obvious	compound	pursue	attach
ethnic	option	decline	ratio	bond
goal	output	discrete	style	capable

Reading Age: Under 12

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
domain	income	similar	element	restrict
assess	indicate	source	evaluate	discriminate
assume	interpret	theory	final	transfer
available	issue	achieve	impact	compensate
benefit	labor	appropriate	journal	constant
contract	legal	commission	maintain	convene
distribute	percent	complex	positive	core
estimate	policy	conclude	previous	criteria
function	respond	consequent	relevant	deduce
identify	sector	construct	reside	demonstrate

FEBRUARY	MARCH	APRIL	MAY	JUNE
emphasis	scheme	despite	stress	entity
illustrate	revenue	dimension	academy	evolve

interact	sufficient	perspective	adjust	expose
welfare	technology	occupy	alter	facilitate
maximise	valid	overall	amend	generation
partner	version	parallel	capacity	liberal
philosophy	communicate	principal	challenge	mental
publish	confer	professional	conflict	network
register	contrast	promote	contact	notion
cite	debate	status	orient	objective