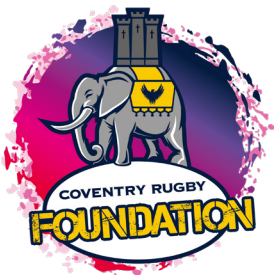


RUGBY & Reading

A home programme for families to get
reading and active together





The Coronavirus lockdowns are meaning that more and more schooling is being done at home. But parents, guardians, grandparents and older siblings may not have the confidence or knowledge to be able to teach younger children in their household how to read, or to support and develop the child's reading.

Coventry Rugby and Charter Savings Bank have been delivering Rugby and Reading in primary schools across Coventry, Warwickshire and the West Midlands for some time, and now they have worked with one of the country's leading experts in this area to put together this home programme to help families bridge the gap and give their children the support they need.

STEP 1



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THE IMPORTANCE OF ENCOURAGEMENT AND SUPPORT IN ACTIVE LISTENING

There is a lot of good research that tells us that just listening to children read on a regular basis or reading aloud with them, can make a big difference to children's progress.

It is really important to understand that children and young people who cannot read very well need to be encouraged and supported, not criticised. Encouraging your child to believe in him/herself is key and giving them the knowledge that they will be safe with no one laughing at them for not being able to read very well.

So whoever listens to the child reading should have a lot of patience, a good relationship with the child, and will not get irritated or annoyed if they make what seem like silly mistakes at times. It is also important that this person can read quite well, and that if different members of the family or support bubble can help they all must use the same technique. And you should also ask your child to feed back on the quality of the help they have received.



STEP 2



LOCATION AND LENGTH OF SESSIONS

Location in the house is crucial. It should be 1) quiet, 2) away from other distractions, and 3) where the child feels as comfortable as possible.

Sessions can be for as little 5 minutes, lasting for as long as the child is interested and engaged. Tell the child this in advance, especially if he or she has had difficulty learning to read for some time.

Sessions should be every day, or at least every other day, as much as possible.

STEP 3

WHAT SHOULD WE BE READING?

Encourage the child to choose reading material on a topic that they are interested in. The difficulty level is less important than the interest level, provided you or the helper can read it.

The reading material can be from any source – magazines and comics can be as important as books in helping children to read.

Make sure that whoever is helping the child has read the material before a reading session starts. Then at the beginning of the session the helper can encourage the child to talk about what they think the text will be about and why they have chosen it. If the helper has read it in advance then they will be able to add to the conversation and support the motivation to read.

Talking with the child is important to check on their understanding.

STEP 4



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ACTIVE LISTENING

Usually the session should start with your child and the helper reading the text together. Both should read all the words out loud. The helper should adjust their reading speed to match that of the child, while giving a good model of competent reading at the same time.

On an easier section of text, your child may wish to read a little on his/her own. Your child should signal for the helper to stop reading, by a knock or a touch. When this happens, the helper should go quiet, follow the text, and praise your child when they deserve it for the effort being made. The helper should also stop the reading from time to time to discuss what the text is all about.

At some point, while reading alone, the child will make an error which they cannot self-correct within 4 or 5 seconds. There is a very simple way to correct this: 1) wait for 4 to 5 seconds to allow your child to correct him/herself, 2) if your child cannot get it right, the helper should demonstrate the correct way to read the word, 3) the child should repeat it correctly, and 4) the pair carry on reading together.

When a child is reading aloud, if they make a mistake but the mistake makes sense, don't stop them at this point because it will interrupt their understanding of the text. You might like to go back to it afterwards to correct them.

Helper and child should continue like this, switching from reading together to reading alone to give the child just as much help as is needed according to the difficulty of the text, how tired they are, and so on.

Your child should never 'grow out of' reading together but be ready to use it as they move on to harder texts.

STEP 5



THE RIGHT AMOUNT OF PRAISE

It is very important to praise children for their achievement and effort during these reading sessions. But please do not 'over-praise' for everything unless it really is deserved, otherwise the impact of that praise will diminish over time.

Encourage your child to keep a record of what they have read, using drawings or pictures with the date when the text has been finished.



Reading together can help cement the bond between the child and parent, guardian, grandparent or older sibling, as well as helping the child improve their skills in this vital area of their development.

Physical activity is just as important in supporting a family's bonding and well-being, both in the mind and body. Coventry Rugby player Dan Lewis has filmed a number of activities that parents and children can do together at home or in an outside space such as a park.

Head to www.coventryrugby.co.uk/rugbyandreading to see them!

OTHER PROGRAMMES



The Coventry Rugby Foundation runs a wide range of projects across the city of Coventry, Warwickshire and the West Midlands as a whole.

These include:

- School-based sessions such as Rugby and Reading and Rugby in Schools
- Disability sport, including Wheelchair Rugby
- Project:500 and Feed:500, which provides multi-sport camps and nutritious food packages to disadvantaged youngsters and their families
- Multi-Sport Camps and Rugby Camps at Butts Park Arena and other locations across the area
- Match day rugby festivals for age group teams

The Coventry Rugby Foundation is always keen to work with proactive schools and organisations to deliver the programmes which can have the most impact, and with the right funders to help provide the means for these programmes to be delivered effectively.



Coventry Stampede
(Wheelchair Rugby Team)



Project:500



Feed:500



Multi-Sport Camps