Reading Workshop for parents







Cannon Lane
Primary School



12.03.25

“READING IS THE GATEWAY FOR CHILDREN THAT MAKES ALL OTHER LEARNING POSSIBLE”
– *BARACK OBAMA*



Reading is a gateway to all learning

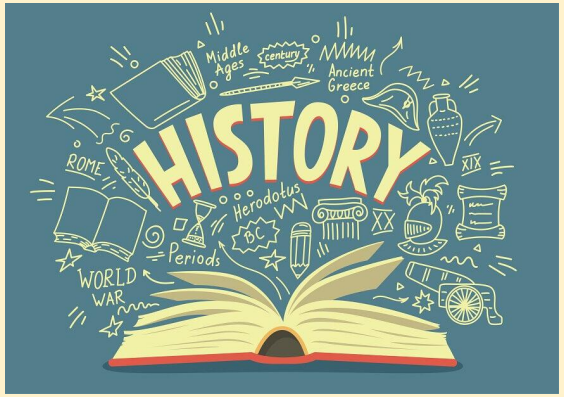
"It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future"

Education Endowment Foundation (EEF, 2022)

Importance of Reading skills



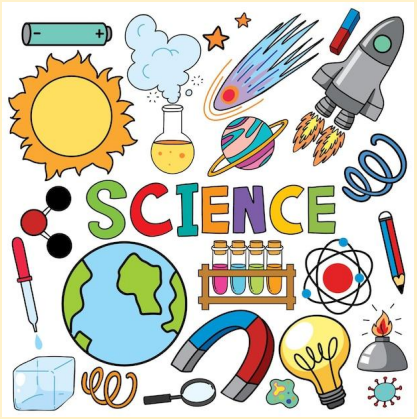
Examples of common skills are predicting, inferring, communicating, comparing, and recognizing cause and effect relationships.



Both are reading subjects. Speaking and listening, discussion and debate are central to both. Both explore people's feelings, conditions, motives, relationships. Both are concerned with the questioning and interpretation of texts of various kinds, including objects and images.



Art is an expression of a child's interpretation or an expansion of what a child has previously read. Art activities help children connect their reading experiences to another form of expression.



Questioning the text: asking questions about the text as you read it. Rephrasing what you've just read. You need to read and interpret previous research to develop it and build on it.

Data and research

Cognitive development

- Reading helps children learn how to think, explore, and solve problems
- Reading exposes children to new ideas and vocabulary, which helps them understand the world around them
- Reading helps children develop critical thinking skills

Social and emotional development

- Reading helps children learn how to cope with difficult feelings
- Reading helps children learn how to talk about real-world situations
- Reading helps children develop empathy and an appreciation for diversity

Language development

- Reading helps children develop literacy skills and a large vocabulary
- Reading helps children learn how to use language effectively

Creativity

- Reading helps children develop their imagination and creativity
- Reading helps children learn to think outside the box

Bonding

- Reading provides an opportunity for parents/carers and children to spend time together

Mental wellbeing

- Reading helps children develop self-esteem and emotional regulation
- Reading helps children reduce stress and anxiety

National Literacy Trust

- In 2023/2024, the National Literacy Trust found that only 44% of parents with children aged 5-8 read with their children daily, with many who didn't, expressing that they believed it was down to the school to teach reading alone.
- The National Literacy Trust estimated that in 2021, there were 7.1 million functionally illiterate adults in the United Kingdom, who will likely have difficulty reading the front page of a broadsheet newspaper, understanding the instructions on a medicine bottle, sitting a theory test for a driver's licence, or succeeding in writing a job application.
- Within the 8 to 18 age group, 1 in 2 (52.9%) told us they had been encouraged to read by their parents/carers. 3 in 5 (58.4%) had seen their parents/carers read, while 1 in 5 (19.9%) had read with their family.

10 benefits of reading

Reading is food for the brain

You can develop your own knowledge using others'

Reading opens your mind

Reading helps improve your memory

Reading helps improve sleep quality



Reading helps develop conversational skills

Reading improves focus and concentration

Reading helps relax you

Reading helps you make informed decisions

Reading helps develop your personality

OFSTED Report December 2024

Reading is a top priority. Staff have the required expertise to teach the school's chosen phonics programme effectively. Through daily support sessions, the school gives any pupil who falls behind the help that they need. As a result, pupils become confident and fluent. Pupils' passion for reading is strongly encouraged. For instance, pupils across the school enthusiastically take part in a competition to see who can read the most books. Pupils who win this competition and other awards in school take delight in spending the tokens that they receive in the school's book-vending machine.

Inspection of Cannon Lane Primary School

Cannonbury Avenue, Pinner HA5 1TS

Inspection dates:	3 and 4 December 2024
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Early years provision	**Outstanding**
Previous inspection grade	Good

Cannon Lane's Reading Skills and Progression

At Cannon Lane, English is at the heart of everything we do. We want to encourage children to be passionate about reading and have a love for language so they can be highly effective in communication skills whilst developing their creativity. Reading is the key that unlocks the rest of a school's curriculum.



Key Stage 1: During Year 2, children should become more secure in their phonics and decoding skills, and should be reading with increased fluency and comprehension of the texts that they are reading. In Year 2, children are taught that there is not always an obvious connection between the way a word is said and the way it is spelt. These variations are taught explicitly.

Lower Key Stage 2: By the beginning of Year 3, children are expected to continue to develop their reading skills and be reading at an age-appropriate level. They are now expected to read quickly and fast enough that they can gain meaning from the texts that they are reading. Children should be able to decode new and unfamiliar words and there is a focus on developing vocabulary. The goal is to have enthusiastic, fluent and independent readers who read a variety of different texts in different genres. Children are expected to discuss their views of the text and justify their opinions.

What reading looks like at Cannon Lane

Children across the school complete 4 Guided Reading sessions a week, we are currently focusing on whole class GR in KS2.

Every Monday, English lessons have a focus on reading, whereby children engage in their class text and rich discussion.

Each class has a 30 minute Library slot where they can explore different genres and take out a book.

Story time occurs daily, usually at the end of the school day, where class teachers choose a book to read to the children, to expose them to a wider range of texts and model reading.

What reading looks like at Cannon Lane

Year 2

In Year 2, children use the Big Cat Collins Guided Reading books. They read with their teacher once a week, focusing on the chosen text. The children are then set the same book on their E-Collins portal to read at home.

Year 3

We are currently in a transition period of moving KS2 to the same platform, using the E-Collins portal and Big Cat Guided Reading Books. In Year 3, Guided Reading sessions are currently focusing on the 6 reading domains as set out by the National Test Framework 2016.

What our children have said...

Enthusiasm for Reading: It was delightful to see that children genuinely enjoy reading. Their enthusiasm is a strong indicator of a positive reading culture within the school.

Group and Individual Reading: Both group and one-to-one reading opportunities were appreciated by the children, providing varied experiences that cater to different learning needs.

Guided Reading Material: Children expressed the difficulty in reading long texts as part of Guided Reading and how keeping up with their class text and reading for pleasure books, whilst only reading their GR book weekly, made them lose interest quickly. Offering shorter texts for guided reading would enable children to complete books within a single session or across a select amount of weeks, enhancing their sense of achievement.

Whole Class Guided Reading: Students demonstrated enjoyment during whole class guided reading sessions, indicating a solid understanding of texts and a collaborative learning environment.

Cross-Curricular Links: Children expressed their desire to have more cross-curricular links within reading. Big Cat books, provide context and enrich the learning experience and appeal to a wider range of interests than chapter books..

Big Read to VIPERS





Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

VIPERS is an acronym for the six reading comprehension strategies. They are based on the 2016 reading content domains found in the National Curriculum Test Framework documents. These strategies help children to better understand and remember what they read. By using VIPERS, children are able to break down a text into smaller parts, which makes it easier to comprehend. Additionally, the strategies can help children to make connections between the text and their own experiences.



Reading Vipers

The focus is on the comprehension aspect of reading and not the mechanics.

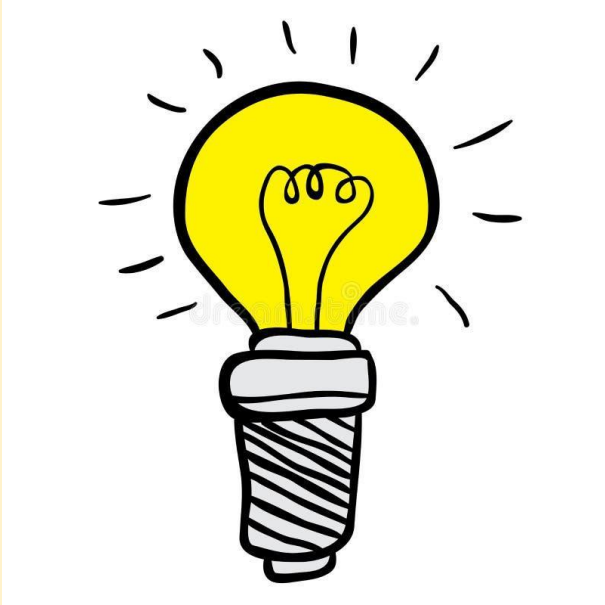
VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and children are familiar with, a range of questions.

They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

They are the key areas which we feel children need to know and understand in order to improve their overall comprehension of texts. Taking this approach ensures that the skills required are taught explicitly and that consistency and progression from Year 2 to the end of Year 6 can be ensured.

The power of talk helps 'to engage interest, stimulate thinking, advance understanding, expand ideas...empowering students for lifelong learning.' (Robin Alexander, A Dialogic Teacher Companion, 2020).





- *The Education Endowment Foundation (EEF) toolkit (2018) suggests that promoting high quality dialogue in the classroom, between the teacher and the pupils,* ***supports their thinking and their use of language****. This will enhance pupils'* ***ability to articulate their learning and understanding of its importance****, in turn, improving their culture capital through a greater understanding whereby they can* ***refer to their prior learning and link their learning*** *to discover its importance and relevance.*

Reading Vipers

The use of VIPERS have **replaced** our Monday ‘Big Read’ Lessons and Guided Reading tasks from Year 2 through to Year 6.

Monday English lessons provide an opportunity to invest in the **‘power of talk’.**

Through discussing each element and allowing children to complete activities for each, we are not only strengthening their reading skills but developing their critical thinking and questioning skills.



What does it look like?

Vocabulary

Find and explain the meaning of words in context

1. What does the phrase 'interconnected network of bridges' imply about Mia's new experience after reading?

2. How does the word 'barren' contrast with Mia's experiences later in the story?



Infer

Make and justify inferences using evidence from the text.

Let's read some of the story again, focusing on these two questions-

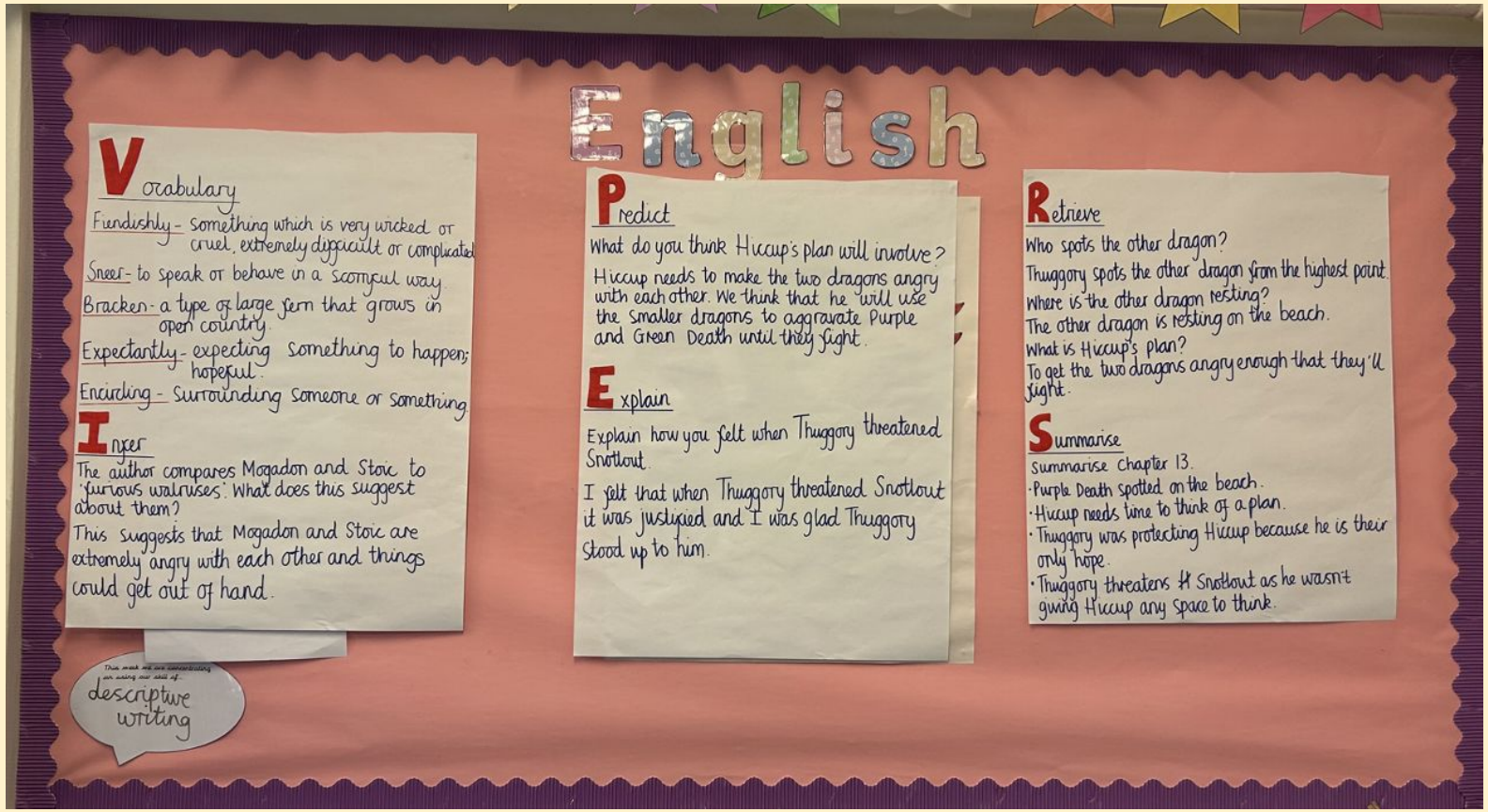
What do you think Mia is feeling here?
What makes you think this?



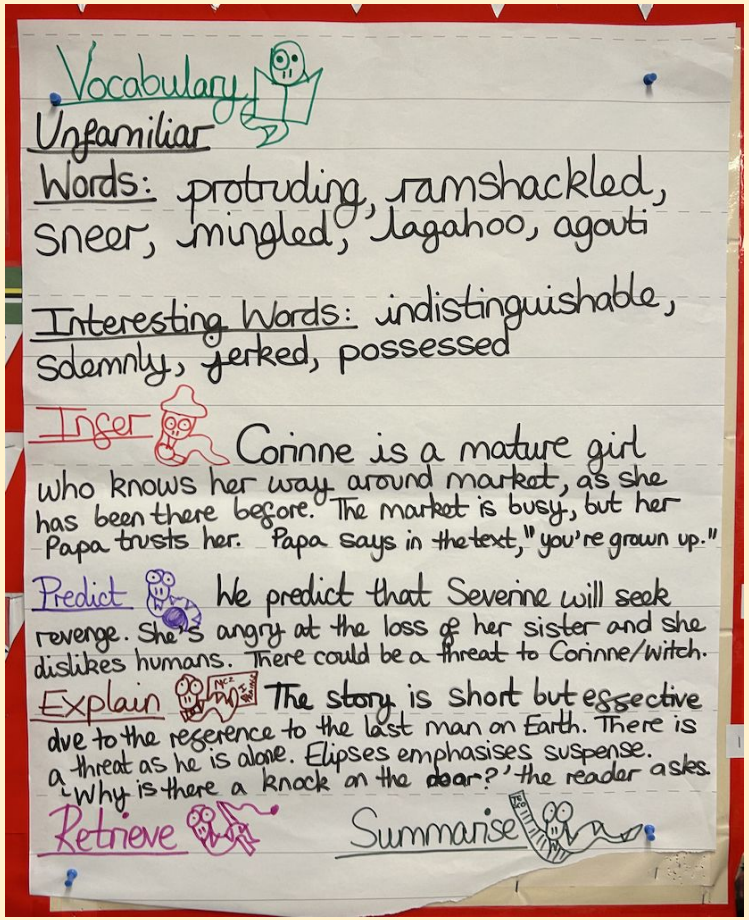


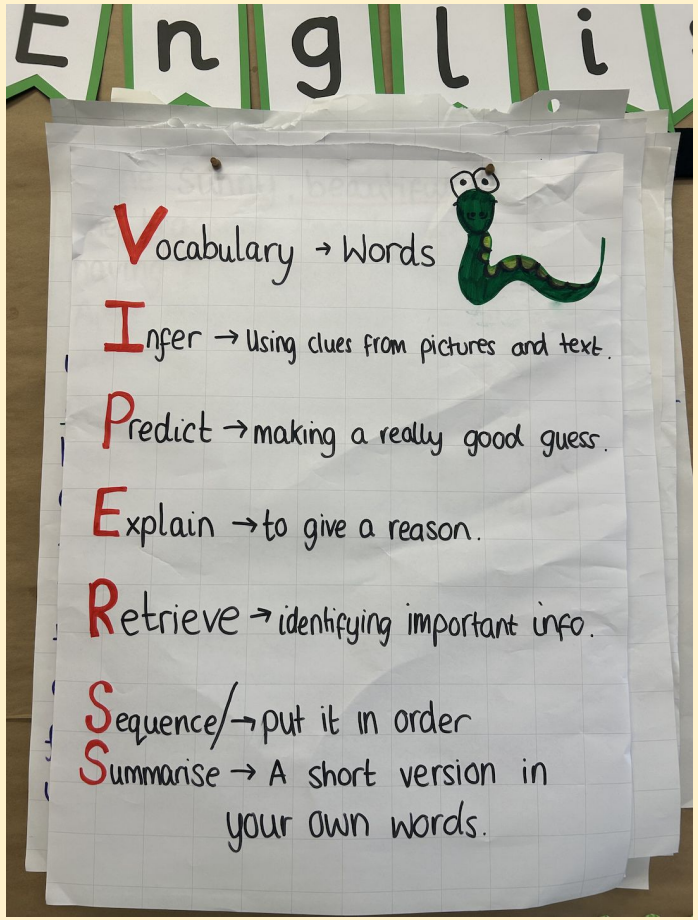


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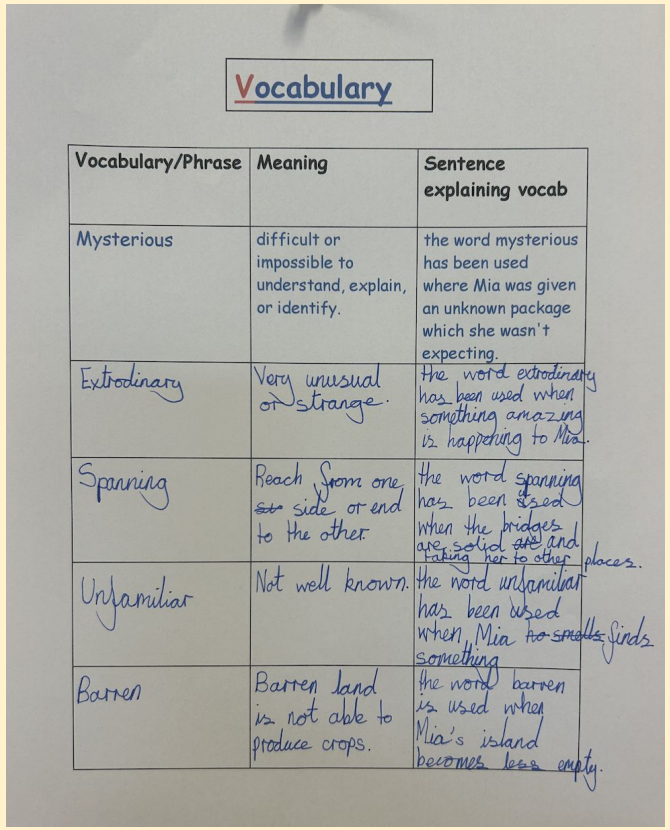


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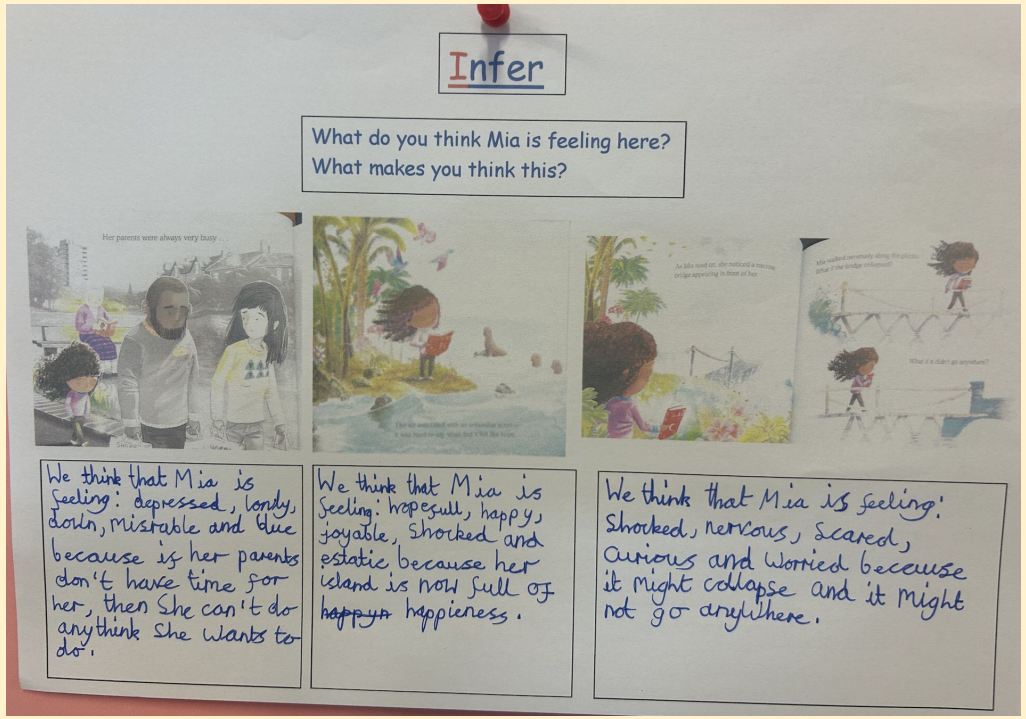


What does it look like?



Vocabulary

Vocabulary/Phrase	Meaning	Sentence explaining vocab
Mysterious	difficult or impossible to understand, explain, or identify.	the word mysterious has been used where Mia was given an unknown package which she wasn't expecting.
Extrodinary	Very unusual or strange.	the word extrodinary has been used when something amazing is happening to Mia.
Spanning	Reach from one ~~to~~ side or end to the other.	the word spanning has been used when the bridges are solid ~~and~~ taking her to other places.
Unfamiliar	Not well known.	the word unfamiliar has been used when Mia ~~is smells~~ finds something
Barren	Barren land is not able to produce crops.	the word barren is used when Mia's island becomes less empty.



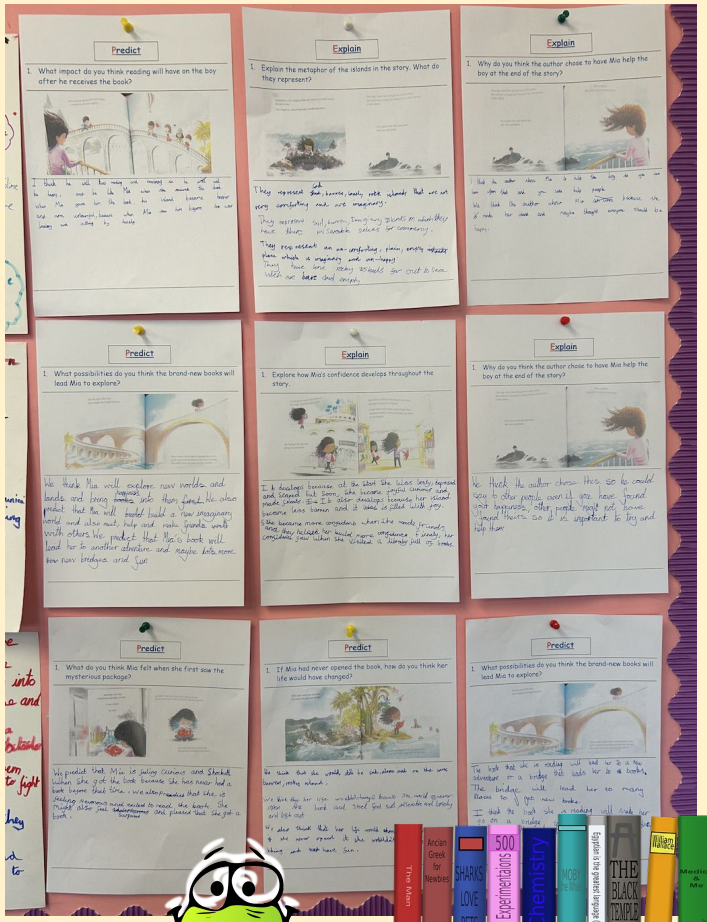
Infer

What do you think Mia is feeling here?
What makes you think this?

We think that Mia is feeling: depressed, lonely, down, mistable and due because is her parents don't have time for her, then She can't do anythink She wants to do.

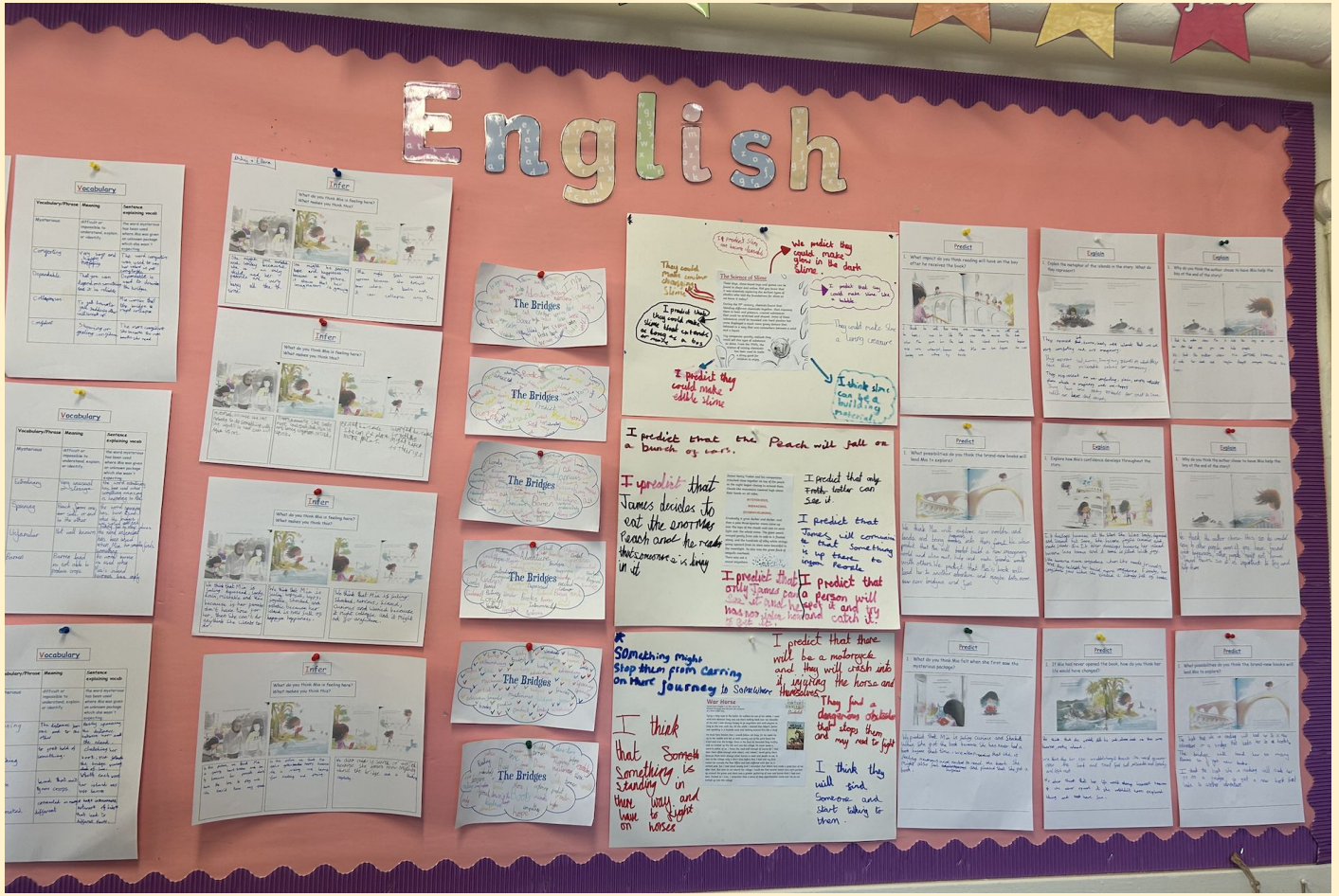
We think that Mia is feeling: hopefull, happy, joyable, shocked and estatic because her island is now full of ~~happyn~~ happieness.

We think that Mia is feeling: Shocked, nervous, scared, curious and worried because it might collapse and it might not go anythere.



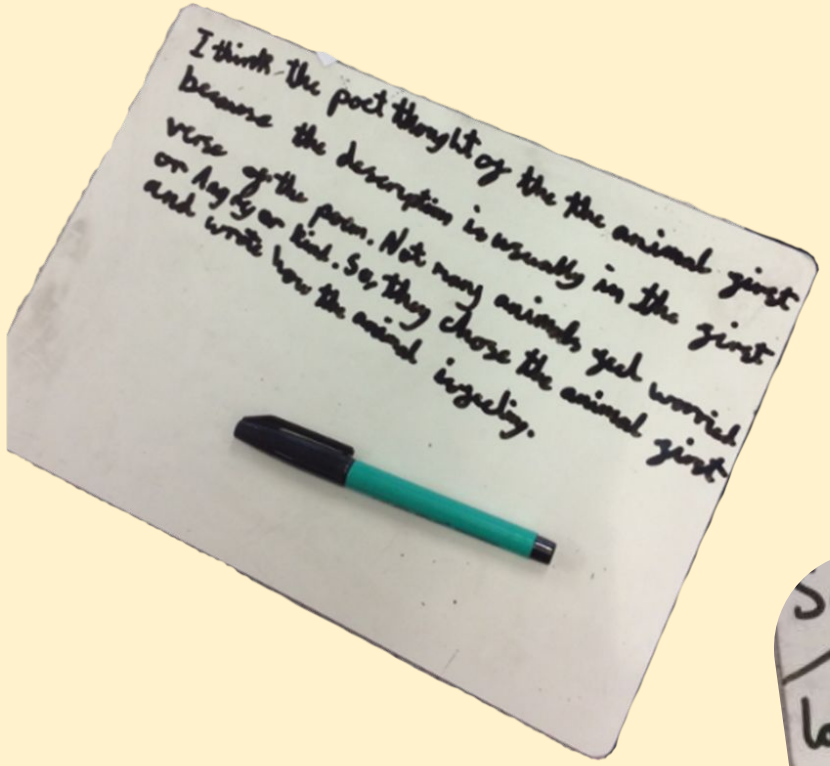


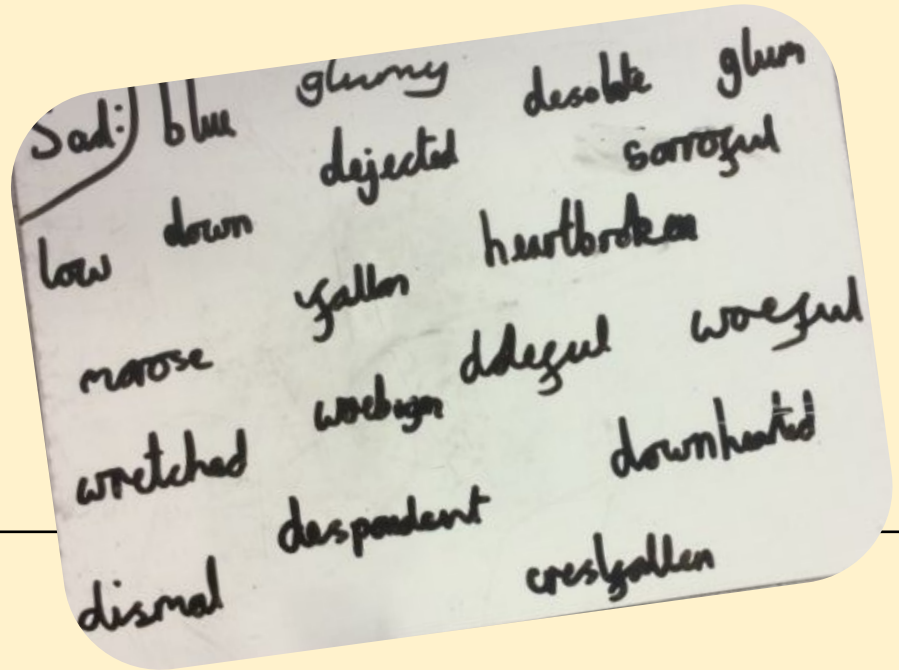
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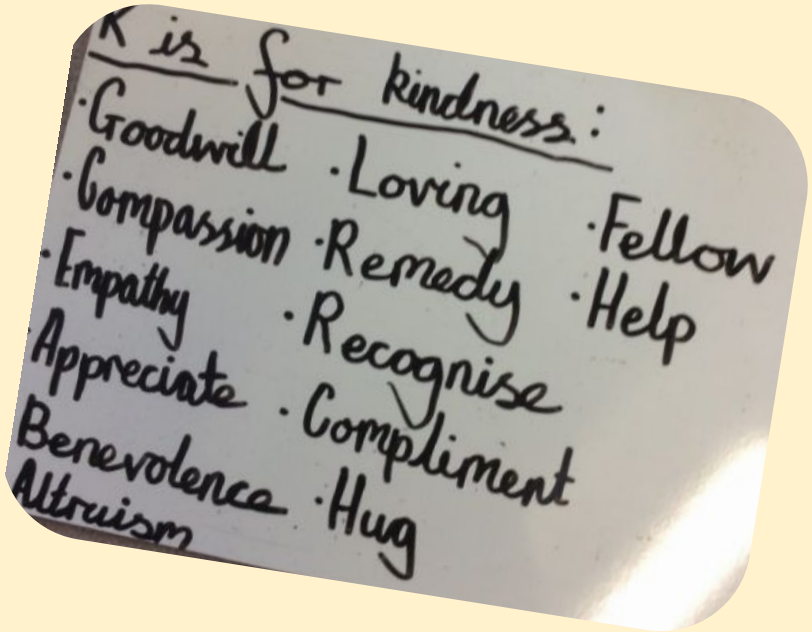




What does it look like?









Guided Reading

Vocabulary

Find specific vocabulary that would be used in a play script to tell the actors how to say their lines. You should be looking for adverbs e.g., "quietly", Then, write a line a character in Cinderella might say using each of your voice instructions.

Infer

Using the book, you are currently reading, choose a character and discuss how they are feeling at a specific point in the book. How do you know this? E.g., How was Cinderella feeling when the stepmother stopped her from going to the ball? Why?

Predict

Predict what you think life will be like for the characters of Cinderella after the end of the book. What will change in their lives? What will happen to them?

Explain

Explain why it is important to use stage directions in a play script. Why are these very important for the actors? Give some examples of stage directions that might be used.

Retrieve

List three facts about the following characters: Cinderella, Prince Charming, Fairy Godmother, Ugly Stepsisters.

Summarise

Summarise the key events that happen in Cinderella and display them in a format of your choice: storyboard, story mountain, story map etc.



How you can use VIPERS at home



KS1 Reading Vipers



Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
·What does the word ..... mean in this sentence? · Find and copy a word which means ..... · What does this word or phrase tell you about .....? · Which word in this section do you think is the most important? Why? · Which of the words best describes the character/setting/mood etc? · Can you think of any other words the author could have used to describe this? · Why do you think ..... is repeated in this section?	· Why was..... feeling.....? · Why did ..... happen? · Why did ..... say .....? · Can you explain why.....? · What do you think the author intended when they said.....? · How does ..... make you feel?	·Look at the book cover/blurb – what do you think this book will be about? · What do you think will happen next? What makes you think this? · How does the choice of character or setting affect what will happen next? · What is happening? What do you think happened before? What do you think will happen after? · What do you think the last paragraph suggests will happen next?	·Who is your favourite character? Why? · Why do you think all the main characters are girls in this book? · Would you like to live in this setting? Why/why not? · Is there anything you would change about this story? · Do you like this text? What do you like about it?	·What kind of text is this? · Who did.....? · Where did.....? · When did.....? · What happened when.....? · Why did ..... happen? · How did .....? · How many.....? · What happened to.....?	·Can you number these events 1-5 in the order that they happened? · What happened after .....? · What was the first thing that happened in the story? · Can you summarise in a sentence the opening/middle/end of the story? · In what order do these chapter headings come in the story?

KS1 VIPERS Question Stems are used in class to further explore a text and expand children's understanding. Each Monday, children will focus on a specific text or genre that they explore further using these questions. These can also be used when reading at home, to help with comprehension and assessing your child's understanding of what they have read.



How you can use VIPERS at home



KS2 Reading Vipers



Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
·What do the words ..... and ..... suggest about the character, setting and mood? · Which word tells you that....? · Which keyword tells you about the character/setting/mood? · Find one word in the text which means..... · Find and highlight the word that is closest in meaning to..... · Find a word or phrase which shows/suggests that.....	· Find and copy a group of words which show that... · How do these words make the reader feel? How does this paragraph suggest this? · How do the descriptions of ..... show that they are ..... · How can you tell that..... · What impression of ..... do you get from these paragraphs? · What voice might these characters use? · What was .... thinking when..... · Who is telling the story?	·From the cover what do you think this text is going to be about? · What is happening now? What happened before this? What will happen after? · What does this paragraph suggest will happen next? What makes you think this? · Do you think the choice of setting will influence how the plot develops? · Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	·Why is the text arranged in this way? · What structures has the author used? · Is the use of ..... effective? · The mood of the character changes throughout the text. Find and copy the phrases which show this. · What is the author's point of view? · What affect does ..... have on the audience? · How does the author engage the reader here? · Which section was the most interesting/exciting part? · How are these sections linked?	·How would you describe this story/text? What genre is it? How do you know? · How did...? · How often...? · Who had...? Who is...? Who did....? · What happened to...? · What does.... do? · How ..... is .....? · What can you learn from ..... from this section? · Give one example of..... · The story is told from whose perspective?	·Can you number these events 1-5 in the order that they happened? · What happened after .....? · What was the first thing that happened in the story? · Can you summarise in a sentence the opening/middle/end of the story? · In what order do these chapter headings come in the story?

In KS2, we expand on the depth of the questions asked and focus on Summarising rather than Sequencing (like in KS1); The questions extend children's comprehension skills further by looking deeper into the meaning of words and how they are used, why an author has written in the way they have and viewing the text from different perspectives.



How you can use VIPERS at home

Stop and ask!



Book Title:

Vocabulary
-
-

Infer
-
-

Predict
-
-

Explain
-
-

Retrieve
-
-

Sequence
-
-

Chapter 1	
Vocabulary	What is politeness? What word(s) do you think Mrs Lambchop would have preferred over 'hey'? What word shows that the bulletin board is big? What word on Page 4 shows you that Stanley is fine?
Infer	How do you think the Lambchops felt when they saw that the bulletin board had fallen on Stanley? Why is Stanley flat? Why will Stanley's clothes need altering?
Predict	At the end of Page 3, predict what has happened to Stanley. At the end of the chapter, predict if Stanley will return to normal.
Explain	Do you feel sorry for Stanley? Why?
Retrieve	Why does Mrs Lambchop decide to wake the boys up? What is Stanley's brother called? How flat is Stanley? What is the name of the doctor? How thick is Stanley?
Summarise	Summarise what happened in this chapter in less than 20 words.



Big Cat Books

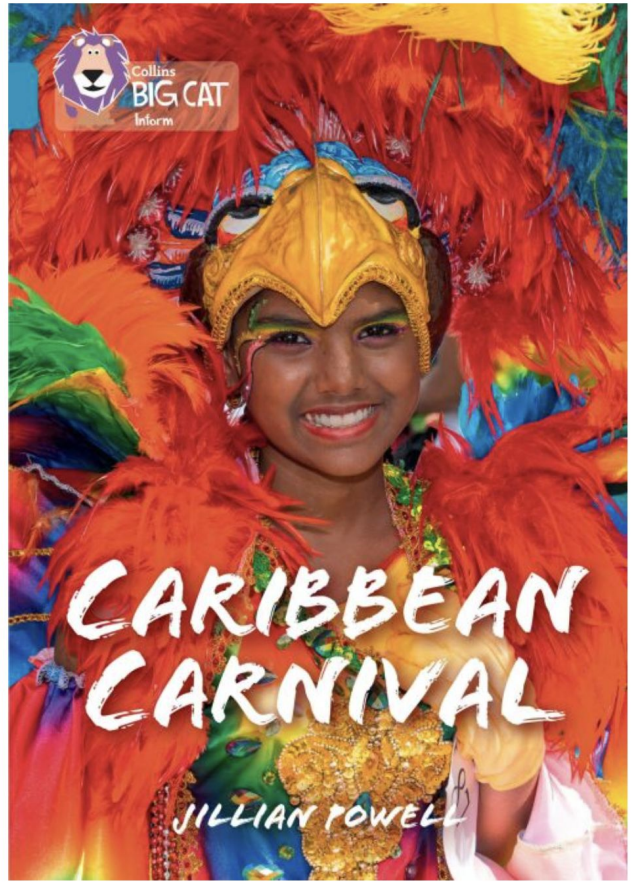


Love Reading

Collins
BIG CAT

Raising reading standards with Collins Big Cat

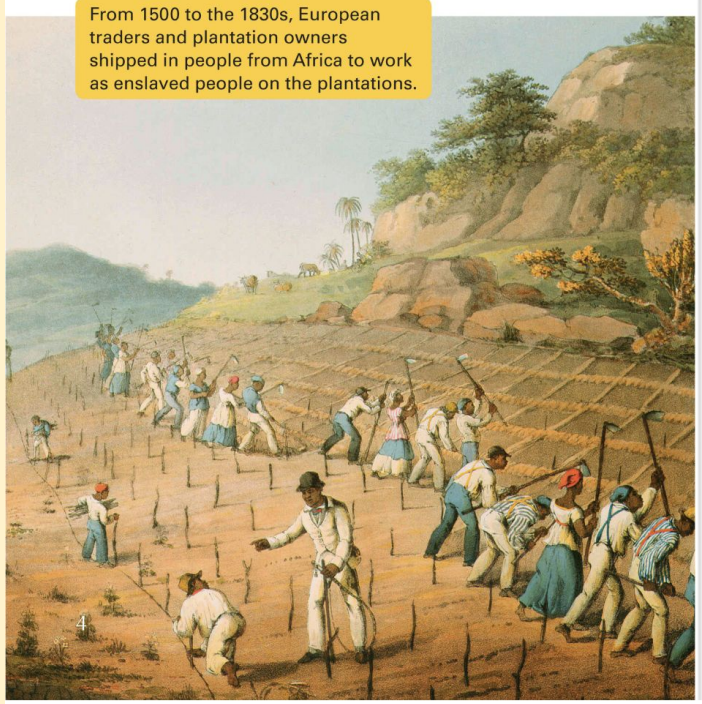
Big Cat Books



CARIBBEAN PEOPLES

Carib peoples settled in the Caribbean thousands of years ago. Today, most Caribbeans are descended from European settlers and the people they brought from Africa, China and India to work as enslaved people on the sugar **plantations**.

From 1500 to the 1830s, European traders and plantation owners shipped in people from Africa to work as enslaved people on the plantations.





There are more than 40 million Caribbeans, speaking English, French, Spanish, Dutch and Creole languages. Caribbean food, dance and music are popular all over the world. Caribbean music includes salsa, reggae and calypso, which is sung and played with instruments, including steel pans, guitars, drums and maracas.

Big Cat Books

Ideas for reading

Written by Clare Dowdall, PhD
Lecturer and Primary Literacy Consultant

Reading objectives:
- retrieve and record information from non-fiction
- discuss their understanding and explain the meaning of words in context
- ask questions to improve understanding

Spoken language objectives:
- ask relevant questions to extend their understanding and knowledge

Curriculum links: Geography: place knowledge – Caribbean islands

Resources: ICT, atlas or globe, paper and pencils

Build a context for reading
- Look at the front and back covers of this information book. Read the word "Caribbean" and pronounce it correctly. Locate the Caribbean Sea on a map (ICT, atlas or globe). Read the blurb together.
- Ask children to share what they know about carnivals, and any experiences of them.
- Discuss the costume that the lady on the front cover is wearing and the materials that are used in it. Ask children what this costume tells them about Caribbean carnivals.

Understand and apply reading strategies
- Turn to pp2–3. Model how to use the glossary to find meanings for emboldened words "coral reefs" and "climate".
- Ask a volunteer to read the text on pp4–5 to the group. Check children's understanding of the words "descended" and "European settlers", and discuss the varied heritage of the Caribbean people.
- Challenge children to suggest a definition for the word "plantations". Prompt them to use contextual cues and word knowledge. Help them to check, using the glossary.
- Ask children to read on to find out about the carnivals held in the Caribbean islands.

Develop reading and language comprehension
- Discuss children's understanding about carnival traditions. Challenge children to make a list of questions that they can ask each other, e.g. *What does the word "carnival" mean? When did carnivals begin and why?*
- Support children to find the answers to questions using the retrieval devices in the book, e.g. contents and index, skimming, scanning and close reading.
- Turn to pp30–31. Ask individual children to report back about the different carnival traditions of each island. Ask children to choose which carnival they would most like to visit and why.
- Return to the front cover. Challenge children to choose which island this carnival might be taking place on, and to justify their reasons.

Support a creative response
- Plan a school celebration carnival. Help children to choose the reason for the carnival, design carnival costumes and select music.
- Research the history of carnival in a local area or elsewhere in the UK. Draw a poster to advertise a local carnival.

Read more
Let's Go Camping (Topaz/Band 13) explains how to read maps, set up camp, and even track wild animals.

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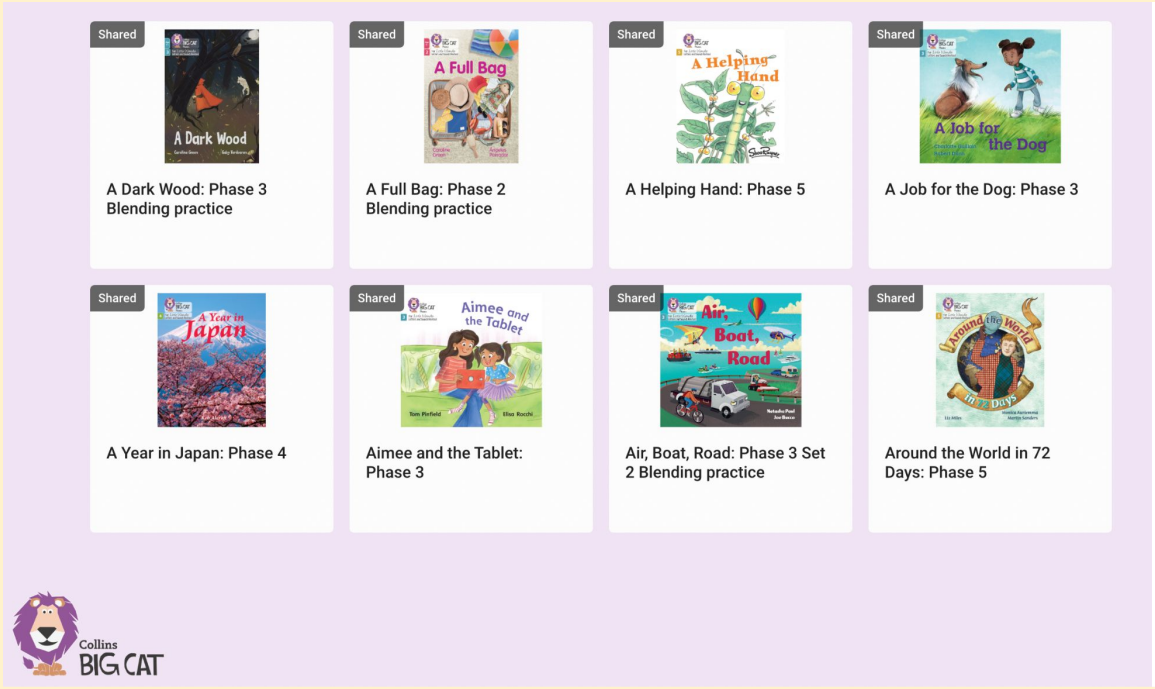
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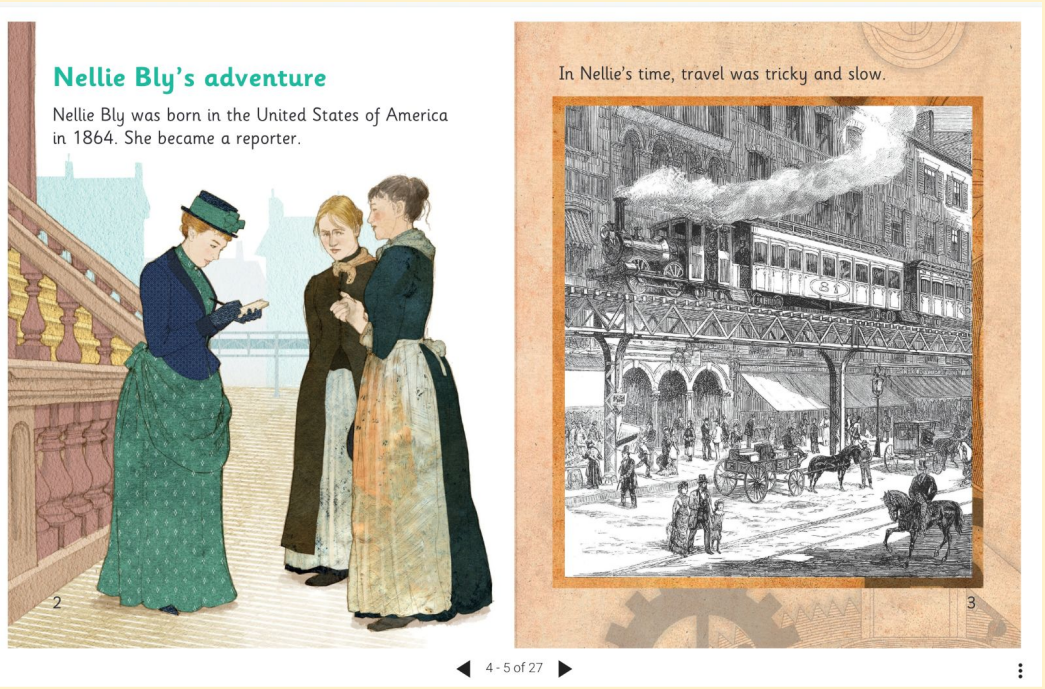
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Curriculum links, challenges, discussion points

E-Collins

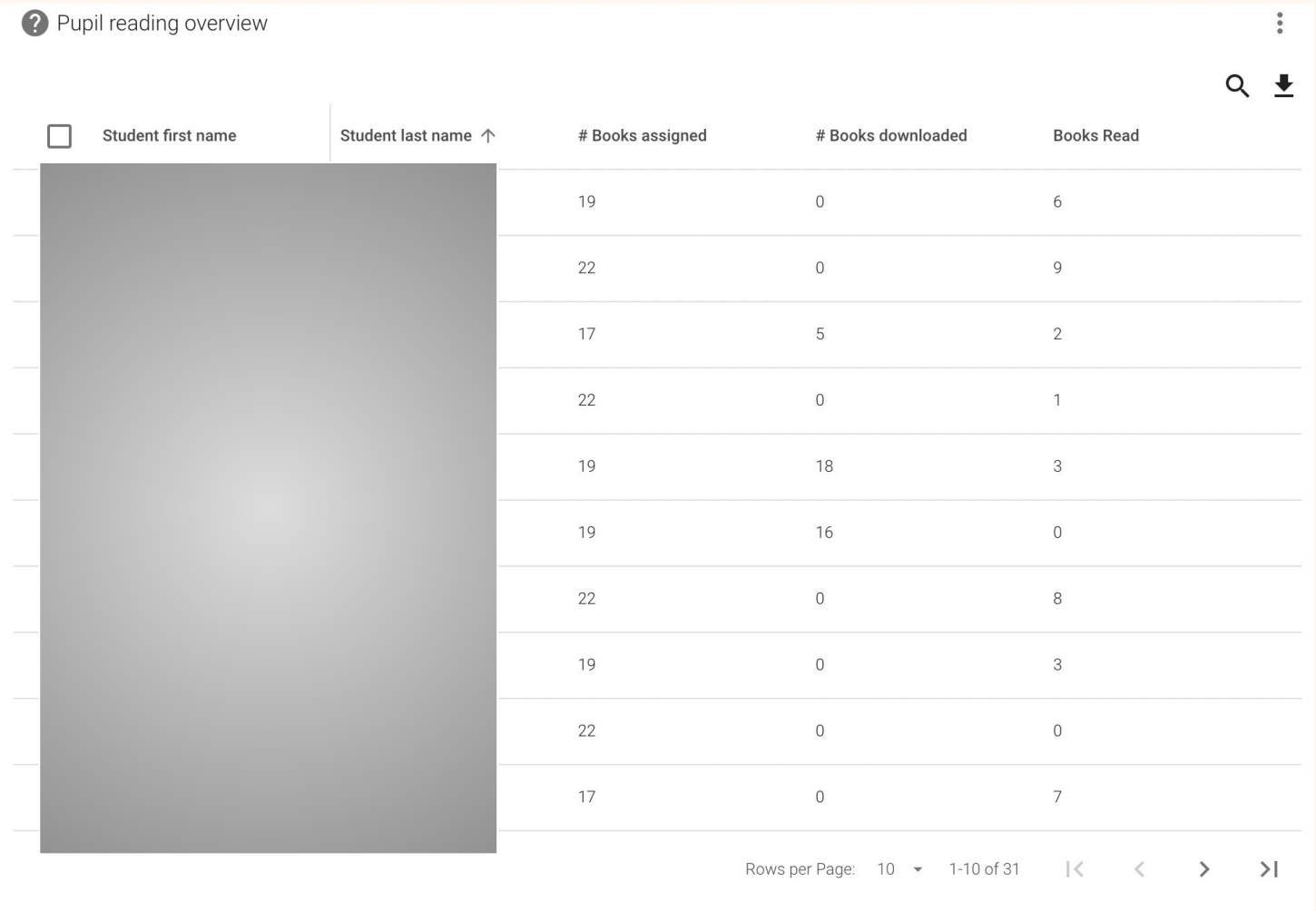

Shared
A Dark Wood
A Dark Wood: Phase 3 Blending practice
Shared
A Full Bag
A Full Bag: Phase 2 Blending practice
Shared
A Helping Hand
A Helping Hand: Phase 5
Shared
A Job for the Dog
A Job for the Dog: Phase 3
Shared
A Year in Japan
A Year in Japan: Phase 4
Shared
Aimee and the Tablet
Aimee and the Tablet: Phase 3
Shared
Air, Boat, Road
Air, Boat, Road: Phase 3 Set 2 Blending practice
Shared
Around the World in 72 Days
Around the World in 72 Days: Phase 5
Collins BIG CAT


Library
Tutor
Click ▶ to hear the text read aloud.


Nellie Bly's adventure
Nellie Bly was born in the United States of America in 1864. She became a reporter.
2
In Nellie's time, travel was tricky and slow.
3
4 - 5 of 27

E-Collins

E-Collins allows teachers to keep track of children's reading progress, reducing the need to write in reading records. Parents and teachers can also add notes once a child has read a book.



Big Cat and Guided Reading

Guided reading session

Skills focus

- 2b Retrieve and record information/identify key details from fiction and non-fiction
- 2f Identify/explain how information/narrative content is related and contributes to meaning as a whole
- Monitoring understanding

You will need

- Multiple copies of Collins Big Cat *Caribbean Carnival*
- Completed copies of Generic resource sheet: Spot the features
- Resource sheet: Who knows best? for *Caribbean Carnival* cut into two cards: Team A and Team B
- Reading Journals

Tune in

Discuss the organisation of a non-fiction text, asking children to refer to their Spot the features resource sheets. Invite them to ask their Test the Teacher questions.

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Tell children you are going to read the pages about 'International carnival'. Ask them to use the contents list to find the correct page (*page 26*). Check understanding of the word 'international'. Demonstrate skimming the page to get an overview of the content.

Model looking more closely at the images, noticing things and verbalising your thoughts. (For example, *'The costumes look very colourful. It must be very loud and exciting with all those people playing drums, and so on.'*) Read the text to the group as they follow it in their own books.

Ask:

- How is the content of this chapter linked to other chapters? (*Caribbean communities brought the celebrations with them when they moved to these cities around the world.*)
- How does the information we have already read in other chapters help us to understand the content of this chapter? (*Having read about the carnivals, traditions, culture and history of the Caribbean islands has helped us to understand the carnivals in London and New York.*)

Heads together

Ask children to reread the pages independently. Move around the group and ask them to 'turn up the volume' as you listen to each of them read.

When everyone has finished reading, split the group into two teams and play the Who knows best? quiz game on Resource sheet: Who knows best? for *Caribbean Carnival*.

Fast finishers

Ask children to look at the map on pages 30 and 31 and consider how the information on these pages links with the rest of the book. Ask them to turn to the island represented by each picture, find the picture and read the caption that goes with it.

Wrap up

Establish children's understanding of the focus of the session.

Ask: How has the information in other chapters of this book helped us to understand the information on these pages? (*Reading about the carnivals, traditions, culture and history of the Caribbean islands has helped us to understand the carnivals in London and New York.*)

Resource sheet

Name: _____

Spot the features

Outside the book (look at the front and back cover)

Title	
Author	
Illustrator	
Type of book	
What do the blurb and the illustrations tell you?	

Inside the book (look at the title page to find out more about this book)

Feature	**✓/✗**	**Page number**
Contents		
Chapter headings		
Glossary		
Index		

Page by page (choose three different double-page spreads and ✓/✗ the features used by the author)

	Pages ___–___	**Pages ___–___**	**Pages ___–___**
Captions			
Diagrams			
Graphs			
Headings			
Illustrations			
Labels			
Maps			
Photographs			
Text			
Text boxes			
Others			

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Resource sheet

Name: _____

Vocabulary boost for *Caribbean Carnival*

Word	**links with**	**because**
celebrations		
introduced		
settling		
freedom		
parades		

sandwiches rain horses
circus music

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Mixed Guided Reading

From Summer Term, all years from 2-6 will adopt a mixed Guided Reading System, incorporating VIPERS and Big Cat books.
This decision has been made to ensure children receive a balanced reading curriculum whereby whole class reading sessions, focusing on the key reading skills as well as grouped reading sessions are completed.

Whole Class VIPERS sessions (Week 1)	Big Cat group reading sessions (Week 2)
Focus on class text, VIPERS GR tasks. One GR session will be reading the class text, 3 will be completing VIPERS tasks independently.	Big Cat book assigned in reading groups, children will complete GR tasks specifically on the chosen book. The book will then be set on E-Collins for children to finish reading at home.

Why the change?

•The power of talk helps ‘to engage interest, stimulate thinking, advance understanding, expand ideas…empowering students for lifelong learning.’ (Robin Alexander, A Dialogic Teacher Companion, 2020). This provides evidence of the power of whole class GR and the richness of class discussions and will enhance pupils’ cultural capital.

•The Education Endowment Foundation (EEF) toolkit (2018) suggests that promoting high quality dialogue in the classroom, between the teacher and the pupils, supports their thinking and their use of language. This will enhance pupils’ ability to articulate their learning and understanding of its importance, in turn, improving their culture capital through a greater understanding whereby they can refer to their prior learning and link their learning to discover its importance and relevance.

•Whole class guided reading should ideally feature as one piece of the puzzle within a wider reading diet that a school offers. (HFL Education, 2022)

•The children have expressed their concern over not being able to finish guided reading books in sufficient time.

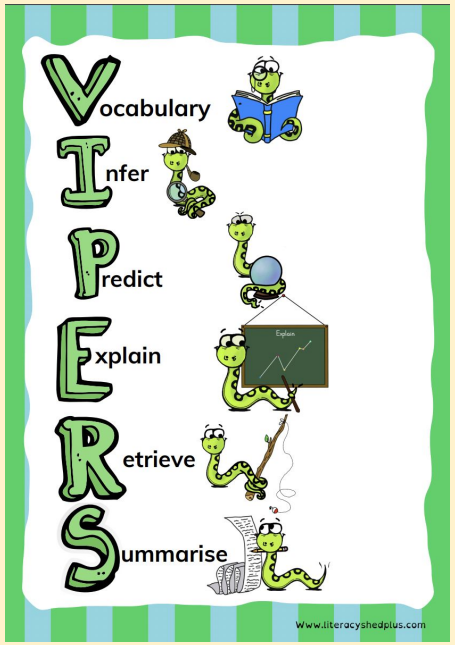
•Due to the success of the Little Wandle scheme. Big Cat books follow on from Little Wandle and are therefore fully decodable and allows children to continue developing their fluency.

Book recommendations

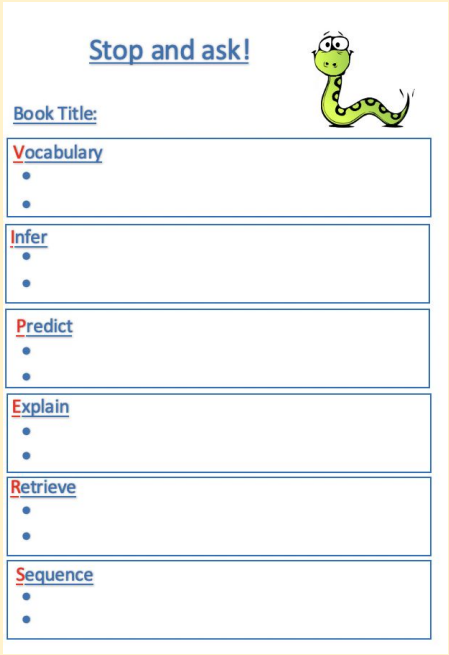


How you can help at home

You can support reading by regularly reading aloud to your child/children, encouraging them to choose books based on their interests, creating a dedicated reading space, discussing what they read together, taking trips to the library, and modeling good reading habits by reading yourself and by making reading a fun and interactive experience for your child.







Useful links

10 top tips for parents to support children to read - GOV.UK

Books For Topics

https://www.collinshub.co.uk/wp-content/uploads/sites/96/2024/12/Collins-Hub-Big-Cat-eBook-Library-Parent-User-Guide.pdf

FREE Collins Big Cat Learning Resources For Teachers

Collins Hub - Reading an eBook

Book lists for children and young people | Words for Life

Tips on reading books with your child | Words for Life

Login - Collins Hub

Struggling readers - Oxford Owl