



The Key to Success



1) Partnership Working

The Relationship Between Home and School

- + Children are learning all the time, everywhere.
- + Let your child watch you read
- + Involve your child in a project at home
- + What a child learns at home provides an essential foundation on which schools can build.
- + Without it, neither students nor schools can reach their full potential.
- + Now is the time to remind parents of their indispensable influence

What percentage of the child's waking hours, from birth to college, are spent at home and at school?

Do the math:

■ Assume children sleep eight hours a day.

■ 24 hours a day minus eight sleeping hours = 16 waking hours a day;

■ 365 days a year \times 18 years = 6,570 days; and

■ 6,570 days \times 16 waking hours = 105,120 waking hours by age 18.

■ The average child spends six hours a day at school for 180 school days a year;

■ 180 school days \times six hours per day = 1,080 hours per school year;

■ 1,080 hours \times 13 school years = 14,040 school hours; and 14,040 school hours divided by 105,120 waking hours = 13.36 percent of waking hours are spent in school by age 18.

That means 86.64 percent of children's time is spent *out of school, mainly at home.*



2) Attendance – Why it matters and what parents can do to help:

Talk to your child about why it is important to attend school

Avoid scheduling family trips/appointments during school time

Make sure your child eats, sleeps and exercises well

Support school research shows that attendance is the single most important factor of success.

Schools are responsible for teaching your child at school

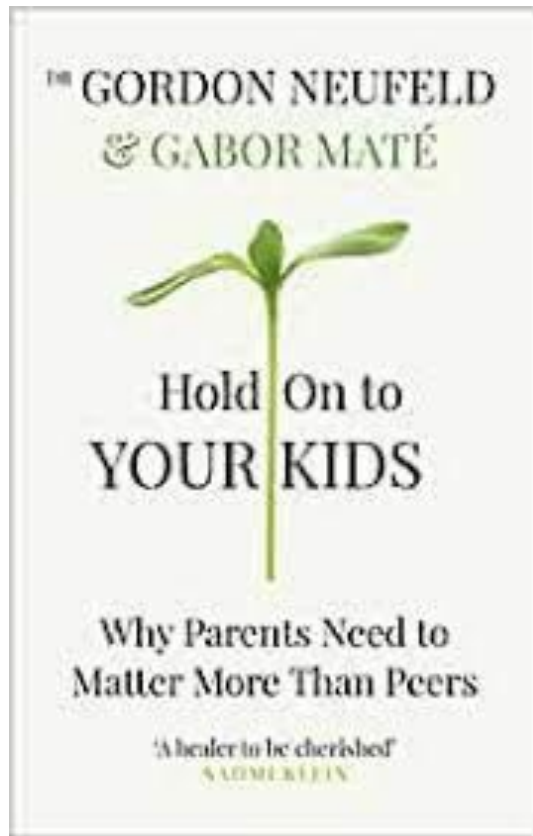
But schools can't teach your child if they are absent

Learning builds day by day

90% attendance reduces GCSE potential by 2 grades

Poor attendance increases social and performance anxiety in children

3. Why Parents Need to Matter More Than Peers



- + International authority on child development Gordon Neufeld, Ph.D., joins forces with bestselling author Gabor Maté, M.D., to tackle one of the most disturbing trends of our time:
- + Children today looking to their peers for direction—their values, identity, and codes of behavior.
- + This “peer orientation” undermines family cohesion, interferes with healthy development, and fosters a hostile and sexualized youth culture.
- + Children end up becoming overly conformist, desensitized, and alienated, and being “cool” matters more to them than anything else.
- + Hold On to Your Kids explains the causes of this crucial breakdown of parental influence—and demonstrates ways to “reattach” to sons and daughters, establish the proper hierarchy in the home, make kids feel safe and understood, and earn back your children’s loyalty and love.
- + Neufeld and Maté will empower parents to be what nature intended: a true source of contact, security, and warmth for their children.

4) Know the underworld of your child's engagement with social media and how this can affect mental health



5) Build Cultural Capital & Reading Ages – The Day Resource

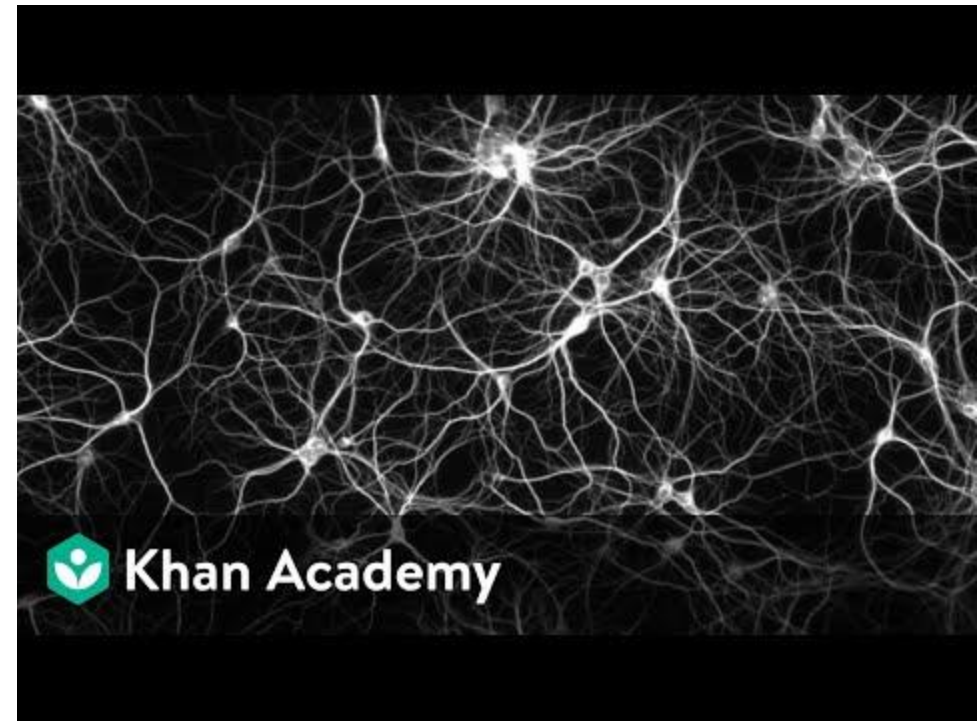


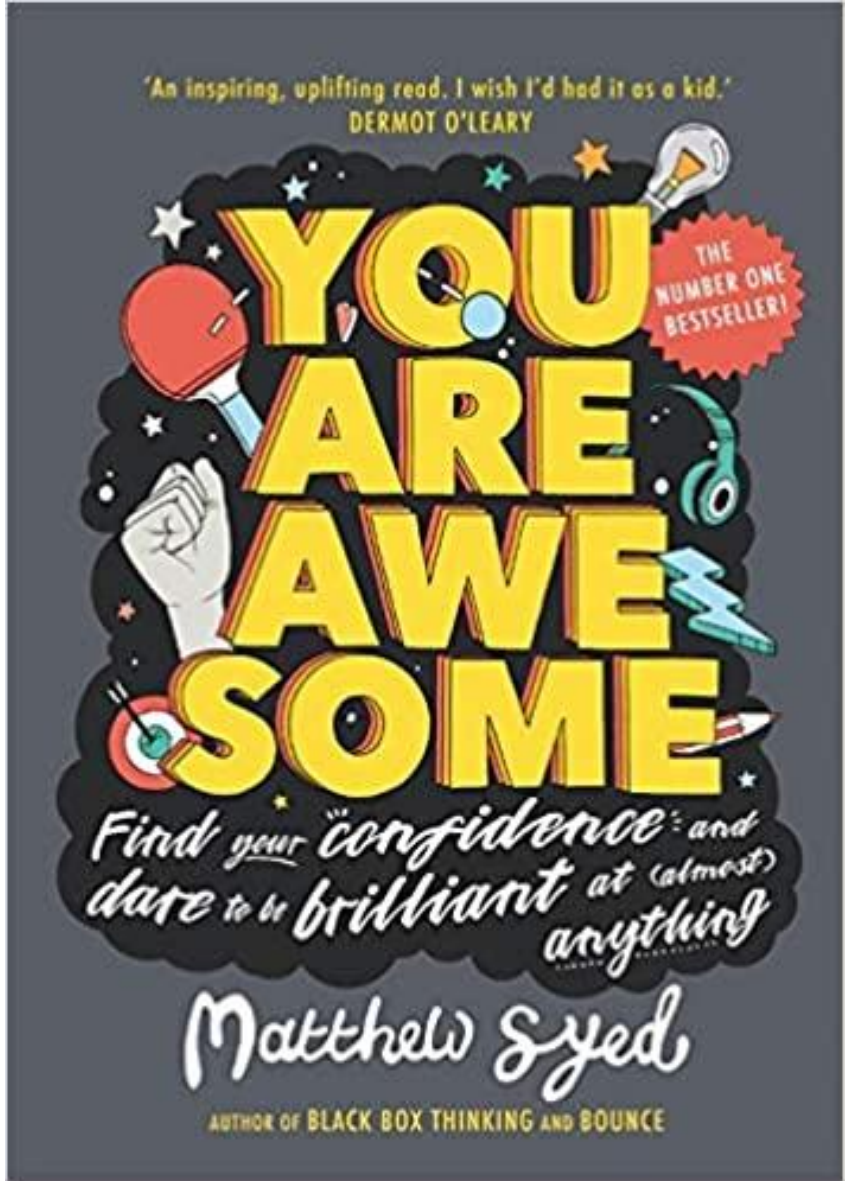
www.theday.co.uk

Username: looecommunity

Password: theday

6) Help your child to believe they can achieve







- I am most proud of teaching myself gymnastics !
- I achieved that by waking up early every day and going out to practice.
- My dream is to become a famous gymnast and compete in competitions.
- Greatness isn't born it's made !
- My family and friends matter to me and so does my hobbies

Lauren Vallas 8POL



Bessie Casson 9 Pol

My motto would be: 'Don't give up; keep trying.'

I took part in a triathlon. I was very nervous and my number was last. We didn't all go together; we were timed individually. I'm proud that I finished and did well.

I achieved this by thinking about how proud I would be of myself when I finished.

My dream is to complete an Olympic distance.





Rocco Lozynski's 9POL

- I am proud of my accomplishment of being scouted to the I.F.A (Independent Football Academy) in Saltash. I have worked since I was 3 to become a professional football player and I am now getting close. The I.F.A are partners with Plymouth Argyle Academy and my next goal is to be scouted for P.A.F.C Academy to reach my big goal of becoming a football player.



I will continue to strive and achieve smaller goals in order to work towards my main goal. By achieving the smaller goals, it will enable me to maintain motivation and keep me focused on the bigger picture.



Achilleas, 8TRE

What I am most proud of: Once I made a remix of 'Shape Of You' by Ed Sheeran and performed it in front of my class.

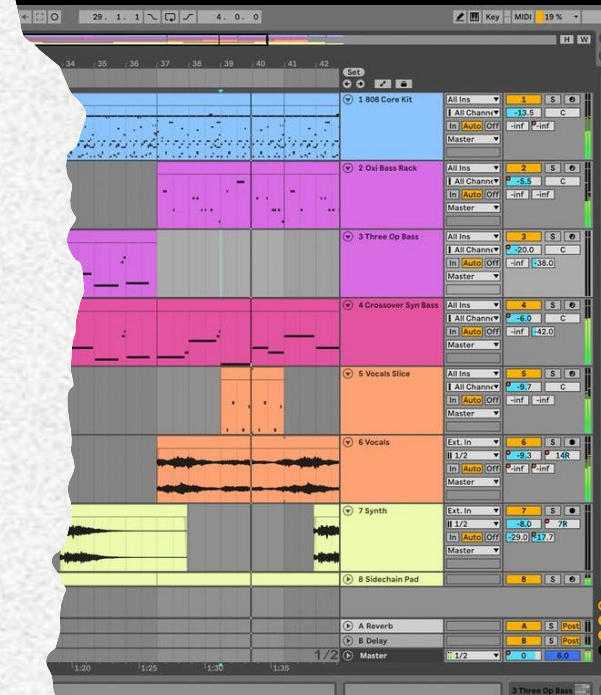
I achieved this by practice, trial & error and self-assessment.

My dream is to become a professional producer

My motto is 'look how far you've come, why stop now?'

What matters to me: family, music and friends!

My most influential role model is Ed Sheeran.





Miss Oldham – 9POL

- I love running with my friends at East Cornwall Harriers and I lead a group once a week to support my club. Running helps me to feel happy; it gives me positive goals to focus on and many things to feel proud of.

I recently completed the Eden Marathon and this was a big achievement for me as it's very hilly and sometimes on tough terrain.

- I succeeded because I stuck to a training schedule, kept fit and healthy and believed that I could achieve this goal if I worked hard and didn't give up. ☺





Gabriel - 8TRE

What I am most proud of: I am proud of learning to

How I achieved this: I went to a sailing club with my father every week.

My dream is: My dream is to be able to fly with wings.

My motto is: Better to have a bad days surf than a good day at school.

What matters to me: My family, pets and friends.

My most influential role model is: My parents.





Isla Robinson- 8TRE

- I am most proud of how far I have come!! With my dancing
- **I achieved this by** working hard and pushing my confidence to get over my fear of stage fright
- ALWAYS DANCE LIKE NO-ONES WATCHING!!!
- **My dream** is to help other people who don't believe that they can dance because of they are scared of going on stage like I was to start with
- **What matters to me** is to help people and help them achieve their dreams!
- **The most influential people** is the dance teachers that encourage their students to ignore their fear and "DANCE LIKE NO-ONES WATCHING!"
- Enjoy life and achieve your dreams

DANCE





Jesse Cole- 9POL

- I'm proud of my creative writing in English, I am really good at writing horror stories.
- I'm good at math and English.



My Name

- I am proud of:
- My Role model:
- What matters to me?
- My Dreams and motto:

'My success is the sum of my failures'



Progress tracking Looe Academy



Standardised score

KS2 level

Equivalent GCSE Grade

Year 11 Exam Grade

120	6a	3+
118	6b	3
115	6c	3-
112	5a	2+
109	5b	2
106	5c	2-
103	4a	1+
100	4b	1
96	4c	1-
92	3a	W6
88	3b	W5
84	3c	W4
82	2a	W3
80	2b	W2
	2c	W1

KS2

Progress

Expected standard KS2

100

5

Expected standard GCSE

9	A*+
9-	A*+
8+	A*
8	A*
8-	A*
7+	A
7	A
7-	A
6+	B
6	B
6-	B
5+	B
5	B
5-	C
4+	C
4	C
4-	C
3+	D
3	D
3-	D
2+	E
2	E
2-	E/F
1+	F
1	F/G
1-	G

GCSE

Progress tracking Looe Academy – 5 year Journey



Avg KS2 Score	Equiv KS2 Level	Equiv GCSE grade	Year 7			Year 8			Year 9			Year 10			Year 11			GCSE Target	Equiv Grade
			Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum		
		9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	A**
		9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	A**
		8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	A*
		8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	A*
		8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	A*
		7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	A
		7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	A
		7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	A
		6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	B
		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	B
		6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	B
		5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	B
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	B
		5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	C
		4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	C
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	C
		4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	C
120	6a	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	D
118	6b	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	D
115	6c	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	D
112	5a	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	E
109	5b	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	E
106	5c	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	E/F
103	4a	1+	1	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	F
100	4b	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	F/G
96	4c	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	G
92	3a	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	U
88	3b	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	U
84	3c	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	U
82	2a	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	U
80	2b	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	U
	2c	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	U
W1 to 6 = Working towards			Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum		
			Year 7			Year 8			Year 9			Year 10			Year 11				

Year 8 Academic Report June 2022 8KEV

Behaviour Incident Points: 0

Housepoints: 194

Attendance: 93.9%

	Current Grade June 2022	GCSE Predicted Grade As at end of KS4	Attitude for Learning	Behaviour for Learning	Homework Engagement
English	2	5	Role Model	Role Model	Good
Maths	3	7	Good	Good	Role Model
Science	3	6-6	Role Model	Role Model	Role Model
Art *	3-	6	Role Model	Role Model	Role Model
Computer Science	2+	5	Role Model	Role Model	Good
Dance *	3-	5	Role Model	Role Model	Role Model
Drama *	3+	6	Role Model	Role Model	Role Model
EPR	3-	5	Role Model	Role Model	Role Model
Geography	3-	6	Role Model	Role Model	Role Model
History	2+	6	Role Model	Role Model	Role Model



Attendance



All students have a target of **97%** attendance in 2022-23

Every Day/Lesson Counts....

Attendance %	Lost learning	Lost learning over a year	Lost learning by year 11
95	1 day every 4 weeks	2 weeks	$\frac{3}{4}$ of a term
90	1 day every 2 weeks	4 weeks	1 $\frac{1}{2}$ terms
80	1 day every week	8 weeks	1 year
60	2 days every week	16 weeks	2 years
40	3 days every week	24 weeks	3 years



INCLUSION TEAM

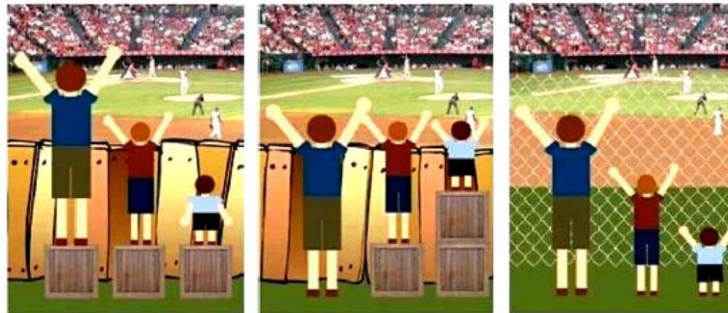
Mrs Jones Assistant SENCO

Miss Hicks HLTA

Find us in : 005 & 006

- Cognition and Learning
- Communication and Interaction
- Physical and Sensory
- Social, Emotional and Mental Health

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Schools
SEN
SENCO
Disability
Secondary
Spectrum
Young
Pupil
Families
Autism
Educational
People
Voice
Children
Support
Special
Primary
Autistic
Needs
SEND





positive futures
LOOE COMMUNITY ACADEMY



Positive Futures

Mrs Reynolds

Developing skills and inspiring the future



5 year journey to their future

positive futures
LOOE COMMUNITY ACADEMY



Learners begin in year 7 and work towards evolving their pathway ready for leaving secondary education

Careers programmes have changed

Employers look for the skills young people have established

Essential skills are taught across the Academy

Skills Builder



One day,
everyone will
build the
essential skills
to succeed



Listening

The receiving, retaining and processing of information or ideas

GETTING STARTED
Listening to others

STEP
0

I listen to others without interrupting

- Why do we listen?
- What is interrupting and why do we do it?
- What are some things that we can do to stop interrupting?

STEP
1

I listen to others and can remember short instructions

- Why is it important to remember instructions accurately?
- What could you do to better listen to instructions?
- What can you do to help remember three simple instructions?

STEP
2

I listen to others and can ask questions if I don't understand

- When is it important to check understanding?
- How can you check your understanding of something?
- What are good or bad questions to ask to check you understand something?

STEP
3

I listen to others and can tell someone else what it was about

- How do you make sure you are listening and stay focused?
- When are you good at recalling information that you have heard?
- What are the most important things to share when explaining information to others?

STEP
4

I listen to others and can tell why they are communicating with me

- Why do people communicate with one another?
- Why does it matter why someone is communicating with you?
- What are the ways of telling why someone is communicating with you?

PSHCE Positive Futures Programme

positive futures
LOOE COMMUNITY ACADEMY



Respectful Relationships



Taking Responsibility

Developing Resilience

PSHCE Positive Futures Programme

positive futures
LOOE COMMUNITY ACADEMY



Year 7- Who are you and what are your goals?

- How to be Awesome

Year 8- What is a qualification?

Year 9- What are your skills?

Year 10- Are you employable?

Year 11- Are you ready for your future?

Online Safety

positive futures
LOOE COMMUNITY ACADEMY



Since it's a relatively new technology, there's little research to establish the long-term consequences, good or bad, of social media use. However, multiple studies have found a strong link between heavy social media and an **increased risk for depression, anxiety, loneliness, self-harm, and even suicidal thoughts- *helpguide.org***

Home / Training / Guides

What Parents Need to Know about Roblox

✓ [CLICK HERE TO DOWNLOAD](#)



Everyone's invited Agenda

positive futures
LOOE COMMUNITY ACADEMY



A poster with a black background. At the top left is a blue starburst containing a white silhouette of a hand. To its right, the word "RESPECT" is written in large, bold, white letters. Below this is a large, circular red stamp containing a white handprint. At the bottom, the words "STOP HARASSMENT" are written in large, bold, white letters. Below the text, there is a QR code and instructions on how to report harassment.

Report any harassment, without having to use your name, via the online anonymous reporting tool

Scan the QR code to take you to the reporting tool
OR use the link on [Satchel:One](#)
Use the code 2626

HM Chief Inspector of education,
Amanda Spielman:

"This is a cultural issue - it's about attitudes and behaviors becoming normalized, and schools and colleges can't solve that by themselves."

BBC Radio 4's Today programme.

"So, while schools can't solve all society's problems, good schools, doing what they do really well, can make a difference."

November 2021 speech to Schools and Academies Show



Key to Success - Build Your Toolkit Your 'Need to Know'



Workshop	Staff	Room
SEND Inclusion team	Jackie Jones Assistant SENCO Beth Hicks. HLTA	005 and 007 Bottom corridor
Integrated Health Centre Social emotional mental health Pastoral support	Ashleigh Woollaston Anna Sallows	Canteen Bottom Corridor
Assistant Headteacher KS3 Tutors; progress Trackers and Reports	Mr Gilbert Assistant Headteacher KS3	In the Library Bottom corridor
PSHCE & Life skills Careers and aspirations	Mrs Reynolds Careers & PSHCE Leader	Positive Futures Hub Through the Library
Closing gaps in learning post covid Focus on literacy and numeracy	Kate Jackman Deputy Headteacher and SENCO	Main hall Original presentation

Supporting Literacy

- + Improving reading improves attainment across the whole curriculum
- + Reading 4x 20 minutes a week
- + One hour reading is an hour improving your writing
- + Talk about Tier 2 language
- + Paired reading to improve phonics awareness and spelling



Mrs Irons
Leader of Learning for Maths



"I'm just not a maths person"



This is wrong! You are a maths person because you are human. All humans do maths. All humans do art and music, and build things and cry, and laugh. It's what makes us human.

Sometimes, otherwise highly educated people brag about 'being no good at maths' when actually they use maths in their everyday lives in quite sophisticated ways.



- 1 Puzzles and games
- 2 It's always logical
- 3 Depth not speed
- 4 Avoid negatives
- 5 Number sense
- 6 Mistakes are good.

1

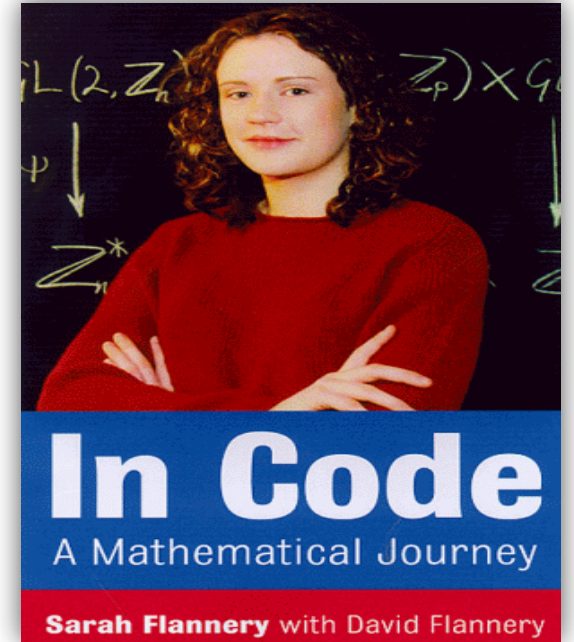
Puzzles and games

Encourage your child to solve puzzles and play maths games.

Award winning mathematician, Sarah Flannery reported that her maths achievement and enthusiasm came not from school but from the puzzles she was given to solve at home.

Puzzles such as **Futoshiki** and **KenKen** and games – anything with a dice really – will help children enjoy maths, and develop number sense, which is critically important.

Maths



2

It's always logical

Maths



Always be encouraging and never tell children they are wrong when they are working on maths problems.

Instead, find the logic in their thinking – there is always some logic to what they say.

For example if your child multiplies 3 by 4 and gets 7, say – Oh I see what you are thinking, you are using what you know about addition to add 3 and 4, when we multiply we have 4 groups of 3...

3

Depth not speed

Maths



Never associate maths with speed. It is not important to work quickly, and we now know that forcing children to work quickly on maths is the best way to start maths anxiety for children, especially girls.

Mathematics is not a subject that requires fast thinking.

Award winning mathematicians talk about their slow, deep thinking in maths.



Fields Medal winning mathematician Laurent Schwartz said he felt stupid in school because he was one of the slowest thinkers in maths.



Eventually he realised that speed was not important – “What is important is to deeply understand things and their relations to each other. This is where intelligence lies. The fact of being quick or slow isn’t really relevant.”



You are going to have an enormous impact on your children. If you even think that you don't like maths, they are likely to pick up on your dislike and also not like maths.

Never share with your children the idea that you were bad at maths at school or you dislike it – especially if you are a mother.

Researchers found that as soon as mothers shared that idea with their daughters, their daughter's achievement went down.



Number sense

Maths



Encourage number sense. What separates high and low achievers is number sense – having an idea of the size of numbers and being able to separate and combine numbers flexibly.

For example, when working out $29 + 56$, if you take one from the 56 and make it $30 + 55$, it is much easier to work out.

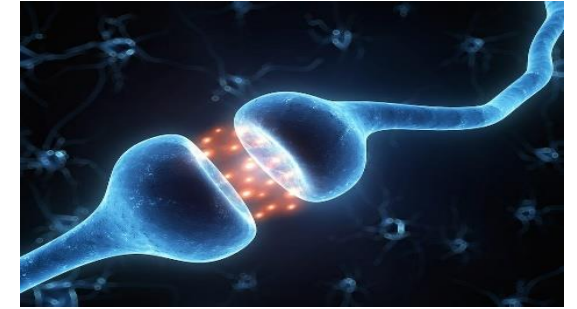
The flexibility to work with numbers in this way is what is called number sense and it is very important.

6

Mistakes are good

Recent neurological research on the brain tells us that making a mistake is a very good thing.

Maths



Mistakes are not only opportunities for learning, as students consider the mistakes, but also times when our brains grow. Understanding the power of mistakes is critical, as children everywhere often feel terrible when they make a mistake in maths.

This means that we need children in maths classrooms to do more challenging work, and to make more mistakes.

Maths

Quality of Written Communication (QWC)

1. Ruled pencil double margins on each page.
 2. Write with black or blue ink.
 3. All work must be dated.
 4. Title work with the heading/exercise number.
 5. Underline all dates and headings with a pencil and ruler.
 6. Draw diagrams and graphs with a pencil.
 7. Draw straight lines with a ruler.
 8. Number questions correctly.
 9. Always show your workings.
 10. Position workings vertically on the page.
 11. Cross out incorrect work with a single line.
 12. Mark all work.
 13. Redo any incorrect work.
 14. No graffiti.
 15. Do not remove pages from the workbook.
- QWC 1 – Meeting the expected standard
QWC 2 – Some concern
QWC 3 – Serious concern

Marbles are sold in packs of 10.

Carla buys 3 packs and Justin buys 4 packs.

How many marbles do they have altogether?

$$3 + 4 = 7 \quad \times 10 = 70$$

$$3 + 4 = 7$$

$$7 \times 10 = 70$$

Maths

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QWC 3 – Serious concern

$$7 \times 8 = 58 \quad \times$$

$$7 \times 8 = 58/6 \quad \checkmark$$

$$7 \times 8 = 56 \quad \times$$

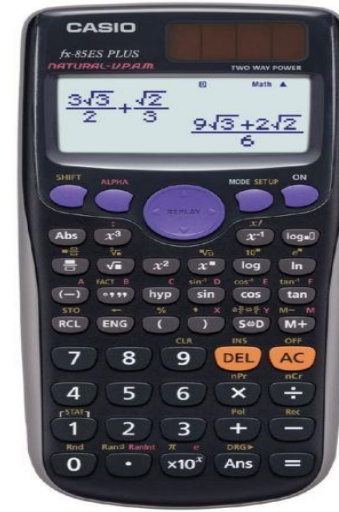
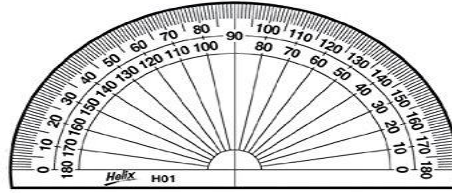
$$7 \times 8 = 56 \quad \checkmark$$



"Is maths ability genetic? Sure, to some degree.

But for school maths, inborn talent is much less important than hard work, preparation, and self-confidence."

Equipment



Maths



Calculators should have the following as a minimum requirement:

- four rules and square
- square root
- reciprocal and power function
- brackets
- a memory facility
- exponential and trigonometric functions.



- nward@looeca.net
- smathias@looeca.net
- lirones@looeca.net
- sfdiggins@looe.cornwall.sch.uk

Complete Maths, for learning at home:

- <https://completemaths.com/parents/families>



Mrs Palmer
Leader of Learning English

**READ TO
SUCCEED**





Why does it matter?

- + To access the new GCSE examinations, our students will need a reading age of aged 15+ (used to be 13+).
- + All students need their reading age to keep pace with their chronological age because if the gap persists and/or widens, they will not be able to access the exams or the curriculum to prepare for the exams.

Why Read?



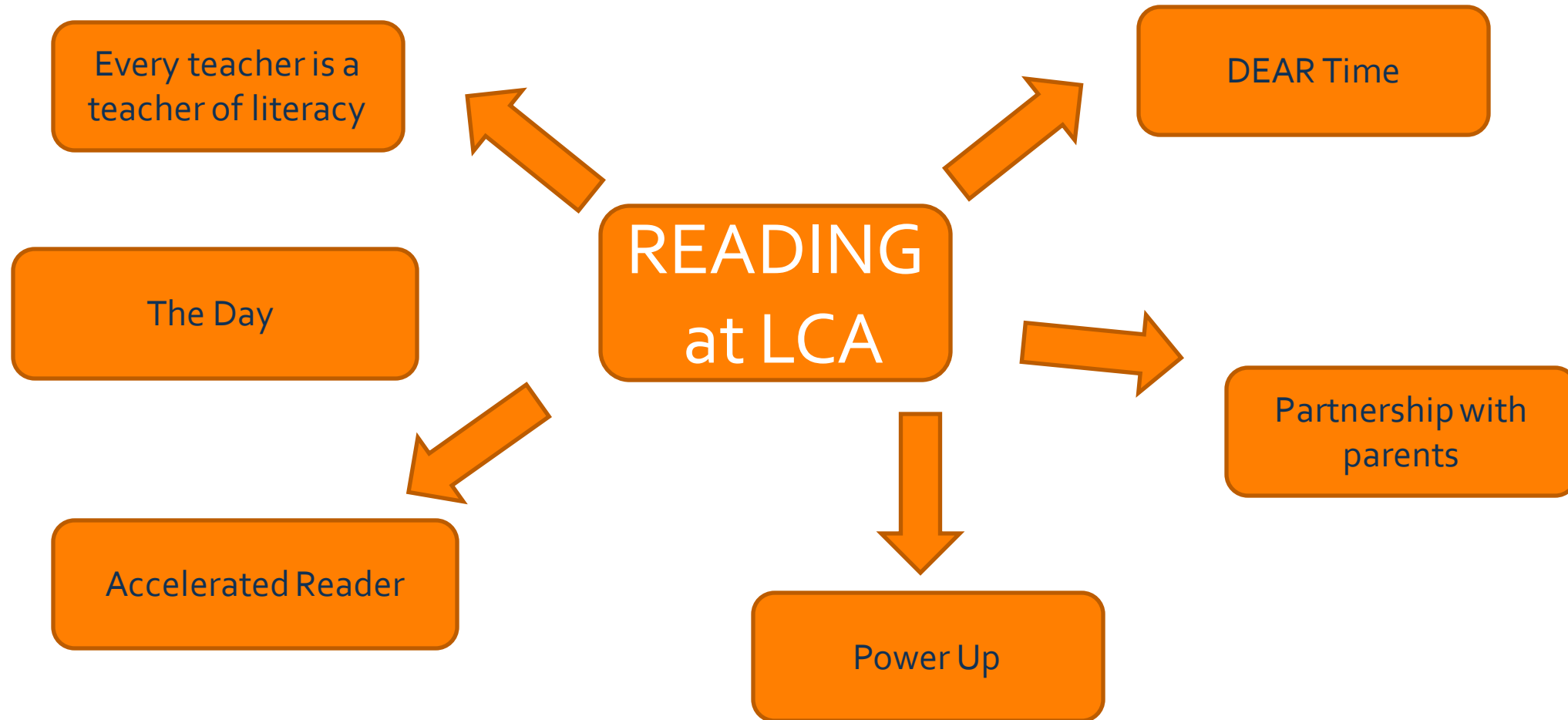
- + 1. To develop their verbal abilities – widens vocabulary.
- + 2. To improve focus and concentration.
- + 3. Readers enjoy the arts and improve the world
- + 4. It improves your imagination.
- + 5. Reading makes you smarter – extends your knowledge of the world.
- + 6. It makes you more interesting.
- + 7. It reduces stress – 6 minutes reading reduces the heart rate.
- + 8. It improves your memory.
- + 9. To discover and create yourself – new experiences and perspectives.
- + 10. For entertainment.

Every hour spent reading,
is an hour spent learning to
write.

Robert Macfarlane



Reading to Succeed

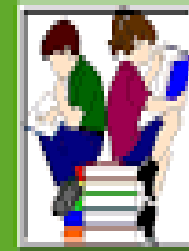


DEAR TIME

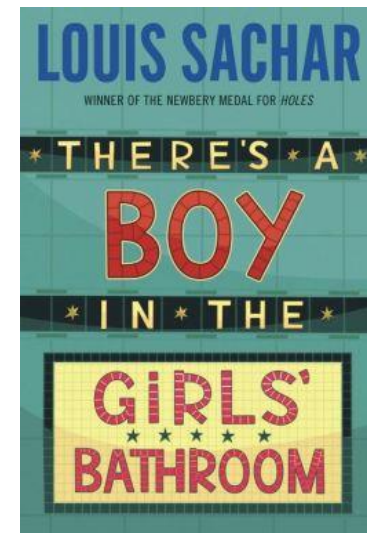
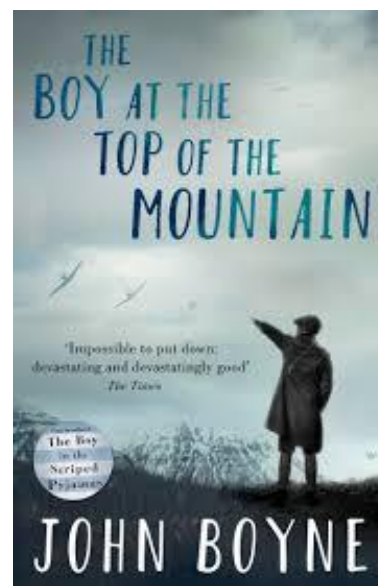
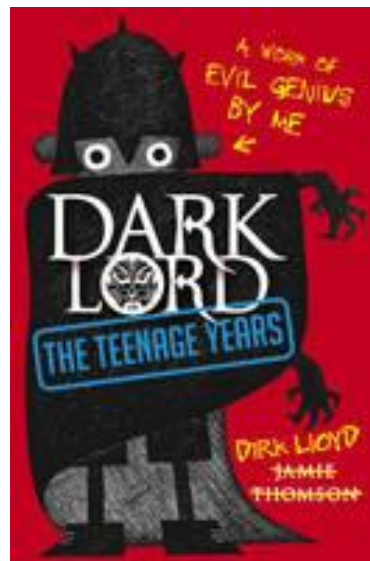
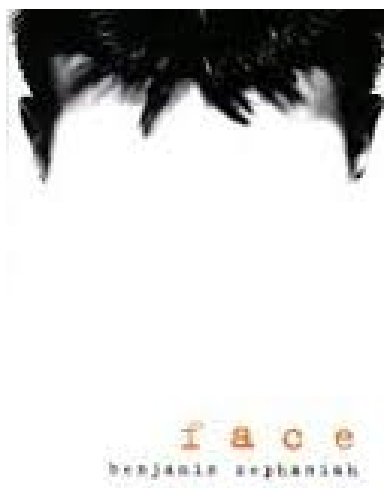
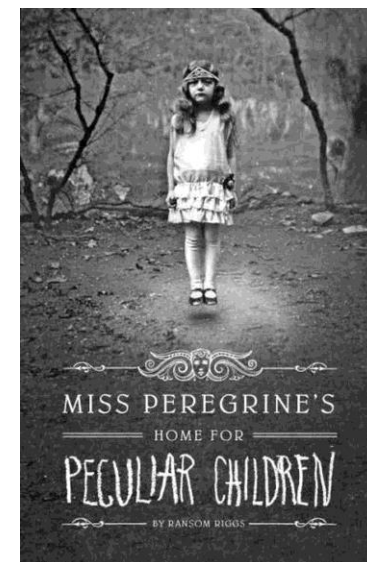
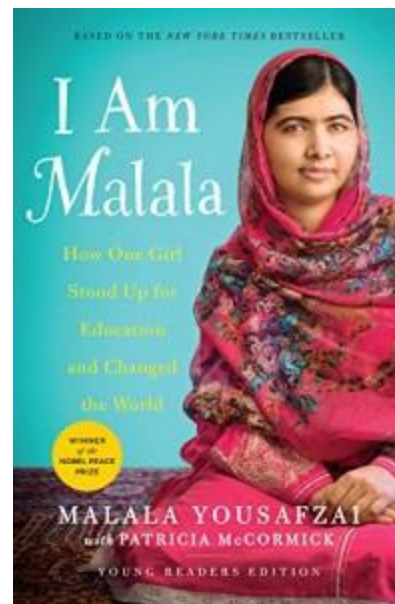
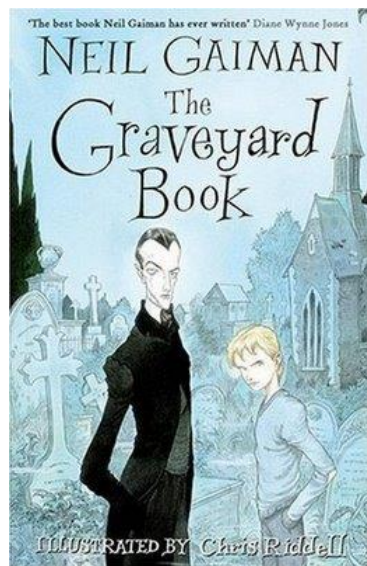
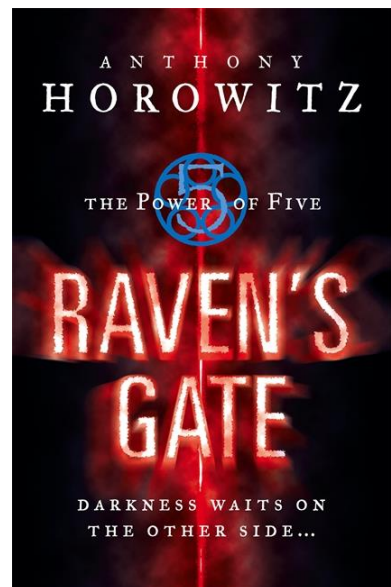
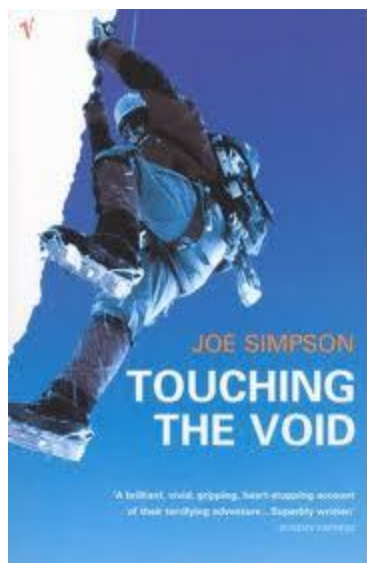
Four 20 minute sessions per week are needed

Whole class tutor reads:

- Fiction in Years 7 & 8
- Biographies and autobiographies in Year 9
- Current affairs – 'THE DAY' in Years 10 & 11
- Please continue to listen to your child read!



**KEEP
CALM
DROP EVERYTHING
AND
READ**





Power Up

First Step Intervention



How can you encourage your children to read?

1. Set an example – let them see you reading for pleasure.
2. Furnish your home with a variety of reading materials – leave books, magazines and newspapers around. Check to see what disappears for a clue as to what interests your child.
3. Give them an opportunity to choose their own books – browse in a book store or library when out together – go your separate ways and make your own selections – giving a book token is a nice way of saying 'you choose'.



How can you encourage your children to read?

4. Build on their interests – look for books or articles that feature their favourite sports team, rock stars, hobbies or TV shows – give a gift subscription to a special interest magazine.
5. View reading for pleasure as valuable in itself – almost everything your child reads – even comics - helps build reading skills.
6. Read some books written for youngsters yourself – young adult or middle years novels can give you valuable insights into the concerns and pressures felt by teenagers. You may find these books provide a neutral ground on which to talk about sensitive subjects.

How can you encourage your children to read?



7. Make reading aloud a natural part of family life – share an article from the newspaper, a letter, or a random page from a reference book or magazine – without turning it into a lesson.
8. Acknowledge your child's maturing interests – look for ways to acknowledge the emerging adult in your youngsters by suggesting some adult reading you think they can handle.
9. Keep the big picture in mind – for all sorts of reasons, some children go through periods without showing much interest in reading – don't panic – use some of these tips to try to rekindle their interest!



Thank you 😊