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# WHEN READING'S A CHALLENGE

Information for parents,  
librarians and learning  
professionals from  
**Barrington Stoke**

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# WHEN READING'S A CHALLENGE - OR MISSION IMPOSSIBLE!



There can be many reasons why a child doesn't develop good literacy skills 'first time round'. Barrington Stoke's approach is designed by experts to combat these factors:

**DYSLEXIA**, which can make it hard to recognise and remember words and letters. Our font gives each letter a distinct shape and encourages the eye onwards. Our layout makes sure there's no crowding. Our paper minimises confusing show-through.

**IRLEN SYNDROME**, where words and letters can seem to 'jump around'. Our tinted pages reduce glare and visual stress, and can still be used with coloured overlays.

**SHORT ATTENTION SPANS, HYPERACTIVITY AND SIMPLE RELUCTANCE** can stop kids picking up a book. Our list includes lots of humour, sport and action themes and we use fast-moving openings and cliffhangers to reel them in and keep them reading.

**LOW SELF-ESTEEM** can impact heavily on reading confidence. We match content and design appropriate to a reader's actual age with language at a younger level. Crucially, our authors are the mainstream bestsellers their peers are also reading.

**EAL LEARNERS** can find complex literary conventions confusing. We reduce these, and pack our books with speech. Lots of titles have illustration to help with understanding.



# HOW BARRINGTON STOKE BOOKS CAN HELP



MATCH THE RIGHT BOOK TO THE RIGHT CHILD

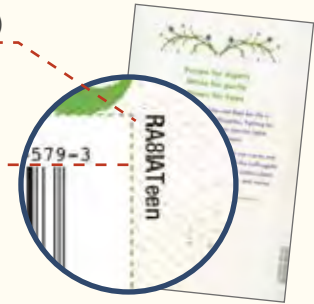
## DID YOU KNOW ...

- That **black text on white paper can hurt sensitive eyes, while off-white paper helps?**
- That **careful spacing between letters and lines can help new and struggling readers?**
- That **justified text can mean readers get lost on the page?**
- That **many young readers, parents and carers feel more confident about opening a book if it has clear, manageable chapters to give natural 'rest' breaks?**
- That **illustration can help to carry the story forward and help struggling readers if they lose their place?**
- That **research has shown boys prefer books of 100 pages or under?**

## CHECK THE LEVEL ...

Reading Age (RA)

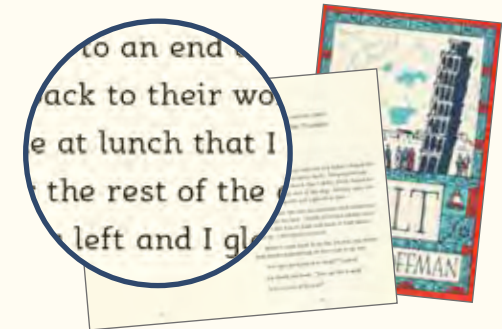
Interest Age (IA)



## CHECK THE THEME ...



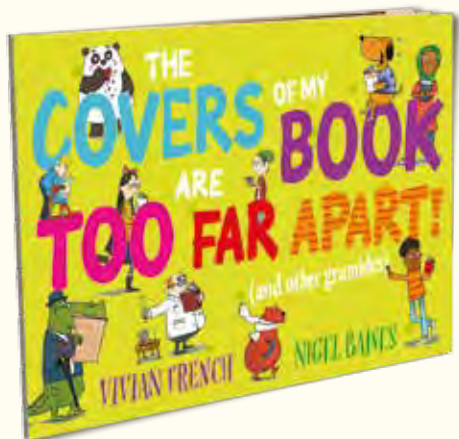
## SEE OUR DYSLEXIA-FRIENDLY FONT IN CLOSE-UP



# HOW GROWN-UPS CAN HELP



- Try not to get stressed about reading issues. Take a positive approach instead. Read aloud, visit the library, rave about books and ensure adults are seen reading. In school, try ‘drop everything and read’ times, author visits and regular library sessions. It’s incredibly important for children to see adults reading for pleasure too.
- Accept different reading choices. If they give a book a go and don’t like it, don’t insist they finish it. Remember there’s comfort in familiarity and children with poor recall may find multiple readings of the same text helpful.
- To establish whether a text is at the right level, ask the child to cover all the words they can’t read on one page with a finger. Not enough fingers? Too difficult.
- Reading aloud to children boosts memory, vocabulary and listening skills. There’s no ‘right’ age to stop. Make sure they can see the page. Follow text with your finger as you read, and let kids read a few words themselves.
- Visualising a story’s action helps with understanding. Chat about how you picture the story, characters and setting, and discuss illustrations.
- When the child reads to you, get them to pause when they are stuck on a word. After a second, read it out. If you make them puzzle it out they’ll lose track of the story.
- Try to keep home/school relationships positive – everyone wants the best for children!



Looking for a fun way to talk about books and reading with children at home or in school? From ‘That’s a girl’s book’ to ‘I don’t have the time’, **The Covers of My Book are Too Far Apart** takes a warm and witty look at all aspects of books and reading, busting myths, exposing excuses and promoting a love of reading for everyone.

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