



Parent Information Leaflet –Reading

Our Aims

We want all children to develop a love of reading and be life-long readers. In order to achieve, this aim we feel it is important that:

- reading is seen as an enjoyable, worthwhile and purposeful experience
- reading is a way of entering other world's / other people's lives and as a way of inspiring an emotional response
- children in our school receive consistent messages about reading and themselves as readers
- we ensure that provision is made for all learners
- we provide a range of good quality texts at all levels
- parents are valued in the contribution they have to make towards their child learning to read.

Our Teaching and Learning Policy

Teachers use the New English Curriculum as a basis for their own planning. This provides a structure to ensure continuity and progression and to make sure that coverage is complete at text, sentence and word level as well as developing the link between reading and writing.

Our long-term plans linked to the termly values identify the texts that are used in the teaching of reading. The texts are chosen from recommended reading lists, links through the values and teacher knowledge of stimulating and challenging texts. Chosen texts are shown on English medium term plans and link to work in other curriculum areas to ensure that these best support each other throughout the term. English units of work are planned in 3-week blocks, but a text or unit may be developed over a longer period, drawing on objectives from different genres. Often teachers will have an on-going class story, which they read to their class, this might be in preparation for a future unit of work using this text. This is a way of inspiring and motivating pupils and of allowing them to access texts that are beyond their current level of reading ability.



Foundation Stage and Key stage 1

Initially children in Foundation Stage and Key Stage 1 learn letter names and sounds using a broad range of strategies, using the structure within the Read, Write, Inc. (RWI) scheme. They play phonic games using a range of strategies, including using ICT resources including Phonic Play. Children have a reading slot of half an hour each day when the Year 1 and 2 children undertake a variety of different reading tasks throughout the week on a carousel basis. These include a guided phonic reading session with a TA, a guided reading session with the teacher; reading a slightly more challenging book than they are able to read alone, a follow up independent activity from the guided reading, use of Oxford Owl and a book bag independent read. Year 1 and 2, also children learn different phonic sounds, high frequency words and word families each week within their daily phonic session, which contribute to their reading skills. A range of scheme books are

available to support children who respond well to a structured approach, but children are encouraged to choose from a wide range of books and will a phonic book in their book bag as well as a reading for pleasure book. The phonic books are banded according to level of complexity of the phonics and will be matched to the child's knowledge, which helps teachers guide progression.

These systems are explained to parents at the Parents' meeting, which takes place shortly after their children start school.



Key stage 2

Year 3 and 4

As children become more fluent and progress to KS2, they still follow a colour-coded approach to book choices changing colour bands when the teacher recognises enough progress has been made. Once the colours have all been progressed through, children may chose books freely within their class. Those in Year 4 reading at a higher level may choose books from Oak Class or from the library. In all year groups, children are also encouraged to choose a non-fiction book to read at home as well as a fiction book.

Children in Year 3 and 4 follow a whole class reading approach that involves children reading together, on their own, in pairs and as a class and then answering focussed questions that relate to the reading objectives from the National Curriculum. Children also have a lesson each week covering comprehension questions and a reading for pleasure time where they may also chose non-fiction books form the library. The teaching of reading is planned for termly to ensure that all of the KPI's are covered each term with pre-reading, guided sessions and independent activities differentiated through the choice of books and the tasks.

Year 5 and 6

Guided reading in Year 5/6 also follow this whole class guided reading framework as well as sessions for comprehension work and reading for pleasure. During guided sessions, Oak Class read a mixture of whole fiction texts, poems and non-fiction throughout the year for in-depth analysis during guided reading activities. These include opportunities for pre-reading analysis of the text to look for evidence and in-depth discussions with the teacher about the use of language, structure, settings, characters and author intention often including opportunities for children to discuss their individual responses.

Individual reading to an adult still occurs in KS2 for the children that need extra support or for those not reading at home.

The Assessment of Reading

The assessment of reading is an on-going process, which happens each time a teacher hears your child read. Teachers keep individual records of each child's progress on the KPI sheets inside each child's writing about reading book. This breaks down achievements and allows teachers to carefully target the individual KPI's and next steps for groups and individuals. Formal assessments of reading with reading ages and standardised scores are undertaken during assessment weeks 3 times a term and these are discussed with parents on parents' evening.

How to help your child with reading

It is important to remember that learning to read is not a race! For some children, learning to read will seem to happen easily and quickly. For others more time and support will be needed. Books on the reading scheme help us to select reading material that is roughly appropriate to your

child's reading ability, but the levels are only a guide. Racing through book levels to get to the next can take the enjoyment out of reading. Your child's teacher will move your child onto the next book band when they feel they are ready, not when they have necessarily finished all the books on the level. Feel free to read other books outside of the reading scheme at home with your child as well. If you have any questions or concerns about your child's reading, please come in and talk to your child's class teacher. Keeping a dialogue open with teachers though the child is reading record is important. We ask all parents to write in these when you hear you child read and the older children are encouraged to write in these too

There are some important things to remember when reading with your child:

1. Picture books aren't just for early readers!

These can be useful to discuss how a character is feeling. Look for clues in the picture that tell you how the character is feeling. Looking at pictures can help enrich a child's understanding of a book. Rather than cover up the illustrations, use them to discuss what they think will happen next. It can be a good idea to have a signal for the end of the sentence, e.g. the child has to clap, purse their lips or punch the air when they get to a full stop.

2. A good reader is not just a child who can read aloud fluently. A good reader can:

- Can summarise what they have read.
- Understands what they have read.
- Can read aloud with expression.
- Can choose what they'd like to read for themselves.
- Is able to talk about what they like to read.
- Can explain their views on what they have read

3. Older children need to be heard read too. Just because your child can read the words on the page correctly and fluently this does not mean that they have understood all that they have read. Older children still need to read to parents to check that they understand the concepts meaning/ inference behind the words and understand how to make a connection with the text. This is what is tested in the end of the KS2 tests.

How can I help my child to enjoy reading?

1. Make it a special time and aim to have a reading routine, perhaps at the same time every day. Do not have any distractions when you are reading (e.g. TV) and remember a little reading goes a long way! Just fifteen minutes a day can make a big difference to your child's reading ability.
2. Use plenty of praise and encouragement and say how much you enjoy listening to them read so that they know that you are happy as long as they are trying their best. It is also a good idea to make it fun and be an actor! If it's a frightening book, look scared. If it is funny, then laugh. If it's a mystery book, look puzzled.
3. Try to focus on the things that the children are doing well rather than the errors and always end on a high note'.
4. Possibly the most important tool is to be seen reading! Seeing you read will inspire your child to read too!
5. Give your child a wide array of reading material. E.g. magazines, newspapers, comics and fiction books. These can be put these in cars, bathrooms, bedrooms, family rooms, and even by the TV and take trips to the library every few weeks to choose new books.
6. Help your child to choose books that they are interested in. Sports? Music? Dinosaurs? Choose books that relate to an interest your child has. Your child won't want to read the

book otherwise! Do not always feel that they have to choose fiction books. Encourage the use of non-fiction too.

7. Reading sessions should be fun and enjoyable, not a chore'. Some idea might be to : Play Who Wants to be a Millionaire 'with reading questions. For each question, they have four possible answers. If they are not sure, they can have options such as '_50/50' or phone a friend'. Reinforce language skills by doing puzzles and playing games that reinforce literacy, such as Lotto, Happy Families, Concentration and Scrabble.

Frequently Asked Questions

How do I introduce a new book?

Start with the title and look at the cover. What might the book be about? Go through words they might find tricky in the book to boost their confidence before they start. At the bottom of each page, encourage your child to predict what will happen next.

What should I do if my child makes a mistake when reading to me?

If what he or she reads still makes sense: Let him / her continue until there is a sensible break (e.g. end of sentence, paragraph or page) and say something like, —You read that really well and it made sense, but let's look at that word again. You said ***. Check it again.¶

If it made no sense: Stop straight away and say: —You're doing well, but that doesn't make sense. What sort of clues will help us work out the word?

What should I do if my child is stuck on a word?

Break down the word into chunks (syllables) – chimp-an-zee or read to the end of the sentence: this way, they will not lose the flow of what they are reading. Then, go back and look at the word again. They could think about other words which look similar and use illustrations as clues. If this doesn't help, explain what the word means. After a reading session, it is a good idea to go back to the tricky word. Can your child remember what the word said? In some cases, it may be necessary to tell your child the word so that they don't lose the flow of what they are reading.

When we're reading together, should my child always be doing the reading aloud?

Reading aloud to children is important, no matter their age! Listening to a story allows children to concentrate on the message rather than purely what the words say. It also helps to model fluency and intonation to your child. Another idea is to shadow read – sometimes it may be useful to read quietly alongside your child, so that if they stumble over a word, they can fall back on you.

My child struggles to read aloud and we seem to spend more time battling over the words rather than discussing what they've read. What should I do?

Check with your child's teacher. They will be able to tell you if the book is a little hard for them. It is important that children 'hear 'stories being read to them as well. This could be you reading to them, or listening to a story tape or CD. You can then discuss what you have heard.

When I ask my child about what they have read, they use the illustrations to help them. Should I cover up the illustration?

Looking at pictures can help enrich a child's understanding of a book. Rather than cover up the illustrations, use them to discuss what they think will happen next.

My child doesn't pause when they get to a full stop. What can I do to help them?

Have a signal for the end of the sentence, e.g. the child has to clap, purse their lips or punch the air when they get to a full stop.

What if my friend's child seems to be reading a harder book than mine?

Learning to read is not a competition!