

Reading Leaflet For Parents

Introduction

At Cockfield Primary School all pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. We believe that reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is therefore our aim to enable children to become confident, successful readers and to gain love and enjoyment from a wide range of literature.

The purpose of this leaflet is to show you how we teach reading in school, from the Foundation Stage upwards, and to explain how you can also help and encourage your child with reading at home.

How we teach reading in school

EYFS

When children enter Nursery they experience a wide variety of stories and different text types. Books are readily available for children to look at and share with adults. They are taught how to handle books and learn that all print carries meaning. Children are encouraged to understand elements of a story and discuss what they know about the characters. They also listen to and participate with nursery rhymes and jingles, and books are read frequently to children throughout the day.

Reading is also taught through phonic activities, using a scheme (Sounds-Write). This encourages children to learn the sounds of the alphabet, whilst also teaching them how to blend the sounds to together to read the words. The scheme also teaches children to write and spell simple words. Children begin to bring home a reading book to practice at home, some of which have reading games in the back. It is best to read regularly, little and often so the children don't find the task too onerous.

KS1 and KS2

During KS1 children are encouraged to form an interest in and take pleasure from a variety of text types. They are taught strategies to decode words, using the Sounds-Write scheme.

Throughout the school, children develop reading skills through daily reading practice, whole class sessions and reading to an adult. Children continue to take home a reading book every night, for further practise at home. During Year One (generally) children start the Accelerated Reading scheme.

As children progress through the school they are encouraged to read independently and for pleasure and enjoyment, as well as for research. They have opportunities to read a variety of text types, varying in length and complexity, to provide a challenge. Children read 'real' titles as well as books from a reading scheme.

Teachers read regularly to the children so that children get to know and love all sorts of stories and tales, poetry and information books. This helps to extend children's vocabulary and comprehension, and provides access to books that may prove challenging to some.

Regularly, the school engages in paired reading, where older children read with younger children, simply for the pleasure of sharing books.

Accelerated Reader (AR)

Accelerated Reader is a database that helps teachers monitor and manage children's independent reading practice. Initially, pupils are given a short reading test to ascertain a reading level. Pupils then pick a book at their own level and reads it at home and at school. When the book is finished children take a quiz on the computer (within 24 hours). Passing the quiz shows the child has understood what has been read.

The book levels, known as the Zone of Proximal Development (Zone of learning, in essence) ensures that each child will choose books at an appropriate reading level that are challenging without being frustrating, and that the children can pass the quiz and experience success.

If a child does not do well on a quiz, the teacher may help them:

- Choose another book that is more appropriate
- Ask more questions when the child reads, and before taking a quiz, to check understanding
- Read the book with the child, or even read it to them.

According to research, children need to read daily to achieve the greatest progress with AR. Therefore, children read at school every day for 20 minutes, as well as being expected to read at home.

General Strategies to try at home

- Talk about the book with your child before reading – you could introduce any words to them you think they will struggle with.
- Encourage your child to read a section again to make sure it makes sense and to improve the expression.
- Most children read using phonics, individual sounds *s,a,t,n,i,p*, then *put them together*

i + t = it s + a + t = sat

- If they are finding a book difficult, don't ask your child to sound out every word - focus on words you know that your child can decode.

- Sometimes read with your child (paired reading) or take it in turns to read a page.
- Draw your child's attention to repeated words – encourage them to read them by sight, instead of sounding out.
- Encourage your child to talk about what they are reading as they are going along, not just at the end – can they predict, comment, explain what's happening?
- Keep reading sessions short and enjoyable – reading should never be a chore!

Supporting an Independent Reader at Home

Independent readers still need your support to develop as readers.

- Discuss books with them – try reading the same book so you can talk about it
- Ask them to prepare a section to read aloud to you
- Encourage them to ask you if they come across new words
- Periodically ask them to read aloud to you
- Encourage them to read a range of texts

Foster a love of reading

- Read stories, poems and other texts aloud to your child
- Let your child see you reading for purpose and pleasure
Visit the library / bookshops to choose their own books
- Reading with siblings, older and younger
Use stories on CDs to follow
Follow your child's interests
- Give reading a purpose - TV guide, recipes, game instructions, signs, catalogues...

Key Questions to ask

Recall Questions

- Where does the story take place?

- Who are the characters in the book?
- Where in the book would you find?

Simple comprehension questions

- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?

Which part of the story best describes the setting?

- What words and / or phrases do this?
- What part of the story do you like best?

Evidence questions

- What makes you think that?
- How do you feel about.....?
- Which words give that impression?
- Can you explain why.....?
- What do these words mean and why do you think the author chose them?
- Can you find some adjectives the author has used?

Opinion questions

What is your opinion of this book and what evidence do you have to support your view?

- Given what you know about (the little boy).... what do you think (he would have done)?
- Have you changed your mind about since reading the book

What if my child is finding reading difficult.

If you have any concerns about your child's reading, please speak to your child's teacher.

We use a variety of ways to support reading:

- 1:1 reading practice
- Assistance in choosing the correct book for AR
- Reading of books before the AR quiz, or discussion about the book before taking a quiz
- Lexia (an IT-based phonics program)