

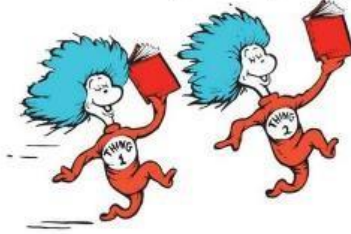
St. Hild's College CE Primary School



Reading Information Booklet for Parents and Carers



The MORE
that you read,
the MORE things
you will know.
The MORE that you
LEARN,
the MORE places you'll go.



Introduction

- Reading is an important skill which aids learning in all curriculum areas.
- At St. Hild's Primary School, we are dedicated to ensuring all children enjoy reading as well as become confident readers.
- We understand the importance of creating parent partnership and have included in this booklet some information about how we teach reading in school and how you can support reading at home.



Reading at school in Key Stage 1

- Guided reading - reading in a small group (up to 6 children) with the teacher.
- Sharing books - reading to children with class texts and books to enjoy.
- Reading opportunities in all curriculum areas and in daily routines and activities, as an integral part of the school day.
- Daily phonics lesson focused on blending for reading and segmenting for spelling skills.
- Individual reading books to take home.
- A weekly visit to the school library to bring home a reading for pleasure book.
- Access to Fiction Express (an online reading platform)

Reading at school in Key Stage 2

- Whole class reading sessions- based on a class text during which reading comprehension skills are taught and discussed orally
- Reading comprehension during English lessons
- Guided Reading- reading in a small group with the teacher
- Reading opportunities in all curriculum areas and in daily routines and activities, as an integral part of the school day
- Individual reading books to take home
- A weekly visit to the library to bring home a reading for pleasure books.
- Access to Fiction Express (an online reading platform)

Reading at home



- Establish a regular time and place for daily reading, such as before bed.
- Keep a variety of reading materials available (picture books, fiction, non-fiction, chapter books, atlases, dictionaries, magazines, newspapers, join the library and visit regularly).
- Make sure there is plenty of paper and writing tools in places that children can reach.
- Role models – share your own experiences of books (e.g. talking about favourite book) and read yourself – children will want to follow your example.
- Lots of talk! Ask questions encouraging children to think and make predictions about what they are reading.
- Play word games/ board games.
- Involve children in reading/ writing for specific uses as well as pleasure (e.g. shopping list).
- Remember to praise your child's efforts with their reading and writing.

Supporting an early reader with their home reading books (KS1 and Lower KS2)

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. Try to engage them in the book by looking at the front cover, the back cover, pictures and title.
- Encourage your child to point to the words as they read.
- Most children read using phonics, sounding out individual sounds *s, a, t, n, i, p*, then put them together
for example, $i + t = it$ $s + a + t = sat$
- 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 – where appropriate gently 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 is happening?
- Keep reading sessions short and enjoyable – reading should never be a chore!

Supporting an independent reader with their home reading books (Lower KS2 dependent upon child's confidence and Upper KS2)

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 wide range of texts, both fiction and non-fiction



Reading records

Comments from parents/carers are really important to let the class teacher know how your child is getting on with reading at home.

Here are some suggestions of the kinds of things you might comment on, although not all at once!

- Did your child enjoy the book?
- Can your child remember the story?
- Is your child reading the text or just using pictures for clues?
- Does your child understand the meaning of the text as well as being able to decode (read) the words?
- Is your child confident to attempt new words?
- Does your child recognise their mistakes and self-correct?
- Does your child recognise many key words?
- Is your child aware of punctuation?
- Is your child reading with expression?

Useful questions to support development of reading comprehension

Developing children's reading comprehension skills is as important as their ability to read the words on the page fluently. Please choose from some of the example questions below when reading with your child as appropriate to help develop their reading comprehension skills.

Questions to ask early readers (KS1)

- What is the title?
- Who is the author? Illustrator?
- What kind of book is it? (fiction/ non-fiction/ poetry etc)
- Can you tell anything about the book before you start reading? How do you know?
- What has happened so far?
- What do you think might happen next? Why?
- How would you like the story to end?
- Where is the story set?
- Who are the characters? Who do you like? Dislike? Why?
- Why do you think the author uses this particular word (e.g. spooky, glared)?
- How do you think ...(name of a character) is feeling? What makes you think that?
- Is this story/non-fiction book similar to any other books which you have read? How?

Questions to ask developing and independent readers (KS2)

- What does this word mean?
- Where/when does the story take place?
- Who are the characters in the story?
- From whose viewpoint is the story told?
- What happened in the story?
- Can you sum up the main point/main facts from this paragraph?
- Can you summarise the story in three or four sentences?
- Which words give you the impression that...(e.g. a character feels sad/happy, the author disagrees with this issue etc.)?
- Can you think of another story/text which deals with the same issue/topic?
- Explain why a character did something.
- How does a character's feelings change during the story? What causes this?
- Why do you think the author chose to use this particular feature (e.g. a subheading/bullet point/heading/table) to present the information?
- How do the illustrations help the reader?
- The writer uses these words to describe something. How does this make you feel? Why do you think they chose to describe it in this way?

Please remember that should you have any questions about how you can help support your child's reading at home, then your child's class teacher will be happy to help. Similarly, if you have any concerns about your child's progress in reading, please speak to your child's class teacher.

Useful websites

www.parentlink.co.uk - ideas to help at home

www.bbc.co.uk - words and pictures for literacy activities

www.phonicsplay.co.uk ideas for phonics activities

<http://www.wordsforlife.org.uk/> Advice for parents/carers and activities for children
www.crickweb.co.uk/assets/resources/flash.php?&file=ww literacy activities

<http://www.primaryhomeworkhelp.co.uk/literacy/index.htm> Online activities related to literacy

<https://www.activelearnprimary.co.uk/login?c=0> Bug Club

HAPPY READING!

