



Reading

Parents' Guide

This guide is to help you understand how we teach reading at Glade Primary School and the part that you can play in helping your child become a confident and fluent reader.

Our aim is for our children to become independent, life long readers, able to read a wide range of texts for a variety of purposes with understanding and for pleasure.

We welcome and encourage support from home in the teaching of reading. We hope that the information in this booklet will be of help in this partnership between home and school.

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Reading at school

Children read in school every day in school in both formal and informal settings. Within a normal school day, children read as a class in groups, in pairs and individually, both silently and aloud. We have a large range of fiction and non-fiction books in the classroom which all children are able to access. We also have a well stocked library and the children are encouraged to regularly borrow and return books.

Most children will be introduced to reading through a 'graded reading scheme'. We use the 'Read Write Inc.' scheme as well as 'Oxford Reading Tree' books. In addition we have a wide range of supplementary materials which will be used for the teaching of reading.

Phonics

Children are initially taught to read using system of 'Synthetic Phonics'. This starts in Reception and continues through to Year 3. There are 6 'phases' of phonics. On occasion, it may be necessary for some children to receive further phonics teaching in Year 4 if they haven't mastered all of the phases. We have a separate guide to the teaching of phonics.

Shared Reading

In Literacy lessons, the children often share a 'Big book' or another shared text with the teacher and all are encouraged to take part in reading the text, understanding books and developing reading strategies, using them to read new and unfamiliar words. Children also learn about the structure of stories, poems and information texts. They become aware of authors, illustrators and publishers and begin to develop and express preferences in their reading. An awareness of writing styles and conventions is also developed through reading so that children may be aware of these and apply them to their own writing.

Guided Reading

During guided reading, the children also read in small groups with the teacher. After some initial teaching and discussion of the text (which is appropriate to their level of ability) they read individually, guided by the teacher in order to develop their reading skills.

Other reading in school

Within the classroom the children are exposed to a 'print rich' environment with lots of key words and displays. Children are encouraged to read and write during lessons and whilst they are at play. Role play areas are set up with this in mind. We have computer programs which the children use during Literacy, Numeracy and in other curriculum areas. These programs also enhance children's reading and writing skills.

Naturally all other curriculum areas give a high priority to literacy skills and skills taught and learnt in Literacy are also practised and reinforced in other subjects. There is a book corner in all classrooms and a well stocked library. Children are taught to respect and take good care of books so that they can be used and enjoyed by everyone. Hearing stories and poems is just as important as reading them and story time is a very special time for both children and teachers. Teachers model good reading skills which help to make the texts more interesting and enjoyable to the listener.

Home reading

As already explained, children are **taught** to read in school. They do, however need to **practise** their reading as often as possible and this is where a good home reading scheme is invaluable. Sharing books and stories and talking about them with your child will help increase his/her enjoyment of books and improve their reading skills. Try to set aside a quiet time when you can sit together and share the enjoyment of the story and the pictures.

Your child has a reading diary. Please fill in the diary each time you hear your child read. Please be honest with your comments, if your child had problems with certain words or found the book very difficult, please say so. Do not be afraid to ask the teacher to send home the same book again, this is not a race and moving on too quickly may result in difficulties at a later stage. In the very early stages, it is fine to simply tell your child an unknown word. As he/she progresses you may encourage him/her to use the picture or the first letter of a word to help them.



Activities & techniques to help develop reading

- Read to your child and listen to them reading to you.
- Point to the text and show reading direction when necessary
- Encourage your child to use the pictures to help guess the words.
- Teach nursery rhymes, jingles etc.
- Make sentences with word cards.
- Play “I Spy” looking for words on a given page.
- Give your child plenty of time before helping them out.
- If your child is having difficulty with a word, read the whole sentence up to the word to help your child establish the meaning of the text.
- Retell a story in their own words, recalling favourite parts of plot and so on;
- Talk about pictures in their book.
- Predict what may happen next.
- Encourage sensible guesses. Praise, whether they are correct or not.
- Point out patterns in words e.g. sing, king, wing, etc.
- Encourage children to notice, hear and use the letter sound blends like ‘sh’, ‘cr’ and ‘str’.
- Ask questions about plot, setting, characters and ask them to talk about their likes and dislikes with regard to their independent reading.
- Give reading purpose and meaning. Look for opportunities to read when out and about, e.g. signs, labels, instructions etc.



Some points to note

- Reading should be fun and enjoyable. Be guided by your child’s concentration span; try to stop just before anxiety, tiredness or boredom set in!
- Make reading special by having a quiet place where your child can have your full attention and read undisturbed by siblings or the television.
- Have a regular reading time, e.g. 10 minutes or so after tea or at bedtime.
- Give lots of praise and encouragement.
- Your child’s progress in reading will be constantly monitored in order to give them the help and support they need. It is quite normal for children to progress at different rates. It is therefore to be expected that, within one class, children will be reading different books.

If you have any concerns about your child’s progress in reading you should speak to the child’s class teacher. If your child’s teacher has any concerns about your child’s progress you will be contacted and invited to a meeting to discuss the matter.

