

Sacred Heart Catholic Primary School and Nursery



Reading

... in school ... at home

At Sacred Heart Catholic Primary School we believe that it is very important for children to develop a love of books and enthusiasm for promoting their reading skills to enable them to gain knowledge and enjoyment from reading. Part 1 of this booklet will explain how we teach reading in school.

Parents play a vital role in the partnership between home and school by supporting their child's learning. Part 2 of the booklet will explain how parents can help their children's reading at home.

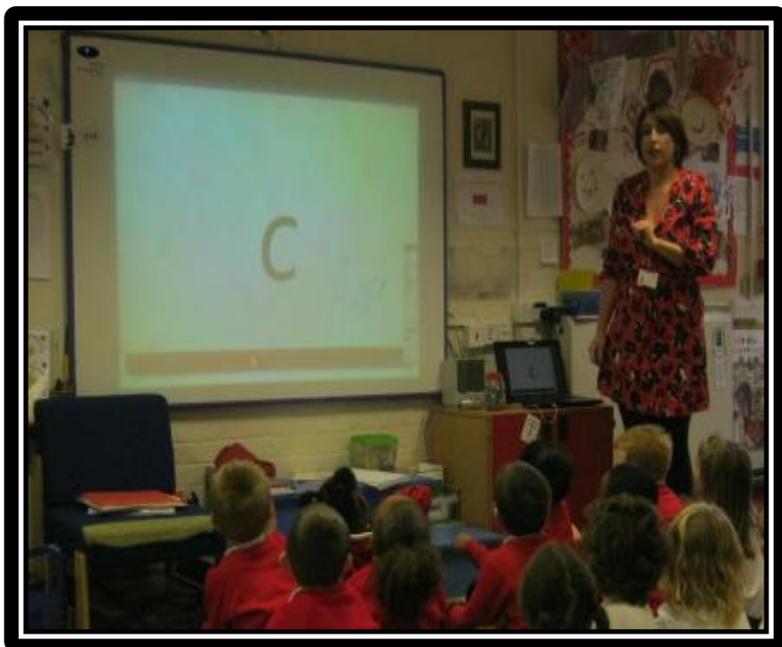
What we do in school

In the early years of school children are exposed to a 'print-rich' environment of signs, labels, books, key words, displays and role play areas that give opportunities for reading, all of which the children are encouraged to notice and learn to read. There is a book area of picture books, or 'real' books which the children can enjoy sharing and listening to during story time.



Class books are intended to support topics in all areas of the curriculum and also for children to look at and enjoy independently. In this way children's enjoyment and a sense of purpose for reading is fostered.

More formal teaching of reading is carried out through a number of activities, as follows:



Daily Phonics Teaching

Through the 'Read, Write, Inc.' structured programme of teaching, children are taught in 15-20 minute sessions each day, through games, actions and use of flashcards and magnetic letters, to link letters and sounds, by learning how to say the sound (phoneme) for each letter (grapheme) and groups of letters like sh, ch, igh (digraphs and trigraphs). They learn to hear and say the sounds in words

like c-a-t by pulling them apart (segmenting) and putting them back together (blending). In school we use the term 'Fred-talk' to help with segmenting. These vital skills help them to read words that are phonetically spelled but some words, that cannot be easily decoded, are learnt as 'red words' such as 'come' and 'the'. These skills are then applied to learning to spell and to write sentences.

Shared Reading

Children will share with the class teacher an enlarged text, on the Interactive Whiteboard or from a Big Book, learning how books work, about different genres of books, about authors and illustrators, discussing sequences of events and practising their reading skills. Play-based activities to support this learning are carried out following the reading such as role play, using puppets, sequencing pictures and also guided activities such as writing. The text may become the focus of a topic and the children will become very familiar with it.



Story Time

This is a time for sustained listening and enjoyment of a picture book that may be chosen by the teacher or a child, such as those in the book area, when children can experience the richness of children's literature and learn to love books. The text will probably be beyond the reading capability of the children but may have phrases to join in with and will enrich the children's imagination, supplying them with ideas and phrases that they may use themselves in their play or writing.



Guided Reading

This is reading carried out in groups of children of similar reading ability where the children all have a copy of the same text, at their level of reading ability. The teacher will have a particular reading focus, such as using expression or learning the conventions of a non-fiction text. There will be discussion and a combination of reading as a group and individually. This is usually done from FS2 onwards, on a weekly basis.



Reading for meaning

Once a child has learnt how to decode print, s/he needs to be able to develop his/her comprehension skills.

As children become more fluent, capable readers, they are taught how to apply higher order reading skills, for example, inference and deduction. These skills are taught through a range of activities in literacy and other curriculum areas. While some individual children are heard read on a regular basis, the majority will be supported in shared / guided reading sessions. It is important to note that each class teacher keeps a record of these reading sessions and these comments are **not** entered into individual reading records. However, children will still have access to the wide array of books in school and will be encouraged to keep a reading book at the appropriate level, which they can change regularly.

Making links between home and school

In the Foundation Stage the children will be given a Links book to bring home to share. Initially this may contain pictures only. They will have a reading record book in which to complete a task related to their book.



When they become more confident readers, the children will be given a first reading book, appropriate to their stage of reading development, to bring home. They will have a reading record book in which the school will record the titles and space for comments each time they read with an adult. This may include ideas for elements to focus on at home.

Individual reading provides the teacher with an opportunity to monitor the child's independent reading skills, the suitability of the book they are reading and their readiness to progress to the next one. The class teacher, or a teaching assistant, will hear children read on their group's reading day. Books will be changed by a member of staff at least once a week. In addition, a parent helper may hear your child read.

We value and appreciate the continued support that children receive from home with their reading and the impact this has upon their development. Whenever possible, please hear your child read or discuss / share books with them. Individual progress is maximised when there is a constant partnership between home and school.

If you have any queries about reading, please don't hesitate to contact us.

Parents can play a vital role in the partnership between home and school by supporting your child's learning. Please read on to read more about what you can do to help...

We hope that you will be able to help your child with their reading at home through a number of activities. It is important that your child enjoys reading with you and that it is not a chore. There are many activities that you can do together to help them. Try and use a variety throughout the week. The skills that they are developing are as follows:

Early reading Skills to Develop

- Listen to and join in with stories, poems and traditional Nursery rhymes
- Begin to be aware of the way stories are structured
- Suggest how the story might end
- Show interest in illustrations and print in books and print in the environment
- Handle books carefully
- Know information can be relayed in the form of print
- Hold books the correct way up and turn pages
- Understand the concept of a word
- Enjoy an increasing range of books
- Know that information can be retrieved from books and computers
- Explore and experiment with sounds, words and texts
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.

Reading the School Reading Book Together

- Let the reading time be enjoyable, and stress free for both you and your child.
- Choose a time when your child is willing and not too tired.
- Sit close together in a relaxed atmosphere and let your child take their time.
- Talk about the book and the pictures
- When your child first brings home a reading book, do not expect them to know all the words.
- Model the reading by reading it to them at first or taking it in turns. Many first books have a repeated phrase which you can help them to anticipate by reading up to the word that varies, for example 'I like to paint', 'I like toswim'.
- Remember that much of the early reading your child does is memorising. It is more important that they read the whole book remembering the sequence of the story than that they should recognise each word and what it says. With repeated readings the memorised words will start to become familiar as text.
- Encourage your child to use the pictures to help guess the words

- In the very early stages, it is fine to simply tell your child an unknown word and explain what it means. As he/she progresses you may encourage him/her to use the picture or the first letter of a word to help them
- Do not let your child struggle with trying to sound out words that are not phonetically decodable, for example 'tricky words' such as 'come' and 'who' which cannot be sounded out as c-o-m-e and w-h-o.
- Do not make your child think that they are in competition with anyone else. Children reach different levels at different stages and many factors play a part. Your child's reading will be regularly assessed by myself, enabling me to decide whether your child is ready to move on.
- Above all **always** use plenty of praise and encouragement - small steps!

As their reading progresses encourage your child to:

- Point to each word as it is read. When they begin to read with some confidence, cease use of pointing to words, as this may delay fluency
- Use the sounds that they know, or tricky words, to piece together words and sentences.
- Suggest how the story might end, alternative endings, how it could be improved
- Cover a word and think of another that would make sense
- Discuss characters; what are they like, how are they feeling
- Make links to other books, for example by the same author or on the same subject, and to their own experiences
- Pay attention to the punctuation, speech bubbles and so on, using different voices for different characters and reading for meaning
- Use the correct terminology such as author, illustrator, contents, index.
- Express opinions about the book and who they would recommend it to
- Use the theme of the book to write own version, perhaps using a different setting or characters
- Keep a diary on holiday. Encourage your child to use their phonic knowledge to spell words and 'have a go'. Ask them to read it back to you.

Reading a story book or 'real book' together

Part of learning to read is developing a love of books because it creates the motivation to learn. Reading schemes help a child towards independent reading but 'real books' give them a flavour of the wealth of literature that they will one day be able to access independently and, as mentioned above, repeated readings can lead to greater learning.

It is very important to read to your child as well as listen to them reading. This can be a cosy, bedtime activity for sharing and enjoyment of a book. The child can be the listener and will learn a great deal from hearing an experienced reader read aloud, such as seeing how the pages are turned, how expression is used and different voices used for different characters, how the plot develops and so on.

You may find that your child will begin to join in with a favourite book. With a new book you may want to ask your child how they think the story will end, about whether they liked the story or particular characters.

As your child becomes a more confident reader

It is still important to read with your child even when they have become a more confident reader.

Continuing to support and guide your child

Do not worry if your child's reading is not word perfect. If they are making sense of the text, this does not matter e.g. "house" instead of "home", "Good dog, Spot" instead of "Good boy, Spot". It would matter, however, if they read: "He got on his house and rode away", as this would have changed the meaning. Always be ready to take over if your child is struggling. With your help they will succeed and will want to read more and more as a result.

Supporting the confident reader

Confident readers have reached the stage where they no longer wish to read to an adult and want to read silently to themselves. The interaction between the parent and child changes at this stage. To ensure that the child's reading development continues to move forward, we would strongly encourage parents to question the child about what they are reading, at an appropriate, time, to extend their reading comprehension and share their enjoyment of the book. The following questions will provide ideas that you can extend to suit individual needs.

Questions to ask...

What is the title of the book?

What kind of book is it? (Fiction, non fiction, poetry, short story etc)

Who is the author/illustrator?

Have you read any other books by the same author?

What made you choose this book? (Author, cover, illustration, recommendation etc)

Did you read the blurb before selecting the book?

Could you tell anything about the book before you started reading it? What were the clues?

Questions to ask before your child begins or resumes their book...

What has happened so far?

What do you think will happen next?

What are the clues that make you think this?

How would you like the story to end?

Are you involved in the story? Why?

Where is the story set? Is there a description?

When is the story set? (Past, present, future)

Who are the characters in the story? Who do you like/dislike? Why?

Do you feel similar to any of the characters? Tell me what is similar?

Questions to ask when your child has finished their book...

Was the book as you expected?

Was there anything you disliked about the story?

At what point did you decide you liked/disliked the story?

If you have read this book before, did you enjoy it more this time?

Did you notice anything special about the way language is used in this book? (dialect, descriptive writing etc)

If you had written this book, how would you have made it better?

Has anything that happens in this book ever happened to you?

Can you describe an exciting moment or favourite part of the story?

Is the story straightforward? Is there more than one story happening at the same time?

Who was telling the story?

Was this the most important character in the story?

Do we get to know the characters quickly or do they build up slowly through the book?

Was the ending as you expected? Did you like the way the story ended?

Do you like the illustrations? Do you have a favourite?

Would you recommend this book to your friends? Tell me what you would say to a friend?

By joining the library your child can enjoy reading and choosing their own books, CDs, DVDs and use the internet and there are often activities run in the holidays. Charity shops and car boot sales are another source of inexpensive books or maybe your child could swap favourite books with a friend.

Reading in real-life contexts

Let your child see you read, and share it with them, for example reading a recipe, reading the newspaper headlines, reading the destination on the bus, reading shop signs and labels on items in the shop. Choose a word that they may have been learning in their book, or from their high frequency words, to notice. Some children may prefer to read a comic, non-fiction book or use an internet game. Variety is very important.

Use the internet

There are many sites available where children can play phonic games, such as <http://www.bbc.co.uk/cbeebies/alphablocks/> and read audio books.

There are also useful sites for parents with advice for helping your child with reading.

http://rwp.excellencegateway.org.uk/readwriteplus/family_reading_campaign campaign to encourage reading at home with advice for parents

<http://www.readingforlife.org.uk/reading-can-be-fun> family-friendly website that includes a guide that has 'big ideas, top tips and pearls of wisdom' from children's author Michael Rosen and activities based on popular books.

http://www.literacytrust.org.uk/resources/information_pages/families information about projects with families and research into early literacy

Play games

Children love to learn new skills through a game. Here are some suggestions:

- I-Spy: for early readers use the letter sound but once the children are confident with the sounds use the letter names.
- Make up silly rhymes and phrases using alliteration.
- Choose a category and think of items for each letter of the alphabet, for example: apple, banana, cherry and so on.
- Put the high frequency or tricky words on cards and play bingo, lotto and memory games with them.
- Use 'Fred-talk' to talk to each other, for example 'T-i-me f-or b-e-d!'

We hope that you will find this booklet useful in understanding how you can be a partner in helping your child to learn to read. Please always feel free to talk to your child's class teacher if you have any concerns or questions.