Reading for Parents

Learning to read…

The more children read, the quicker they learn. The key to learning to read is practice, practice, practice.

Reading together

Practice reading regularly with your child is the key to make outstanding progress. It doesn't need to always be their reading book. Any text will do. As long as you are reading together, working out the text and discussing what it is telling you. It is obviously important that your child does read their reading book regularly too, but reading other things will help them stay motivated. Try visiting the library and encouraging your child to not only read fiction books, but maybe take out a few books related to other topics they are covering in school.

Here are some suggestions of activities and questions you might ask that will ensure your reading time together is a rich and beneficial experience.

- Talk about the book. Discuss the cover, title, author, and layout.
- If they have read the story before, what can they remember?
- Read the story aloud.
- Stop and talk about the pictures.
- At certain points in the story stop and ask your child 'What do you think will happen next?'
- As you read, point to the words with your finger.
- Stop at different or unusual words and explain meaning
- Focus on letters. Ask your child what letter certain words begin with.
- Talk about characters: 'Who are they?' 'What are they like?' 'Where do they live?'
- Once you have read the story together, ask your child 'Which was your favourite part and did you like the story?'

Reading new or unfamiliar words

- Have you seen it before?
- Is it a word you already know or have seen before?
- Can you sound it out?
- Does it look like other words you know?
- Can you use clues like the first sound, picture or rest of sentence to take a clever guess?

Blending to Read

Words are made up of sounds. Sometimes single letter (graphemes) make a sound (phoneme), sometimes more than one letter/grapheme joins together to make the sound, this can be two or three letters (diagraph/trigraph). Children need to be able to chunk these letters together to make the sound. Here are some examples:

Sh	i	p

ch	ai	n

Most words can be spelt out in this way. However, there are some words you simply have to remember, they can't be broken down, chunked or blended together. These are the words you may want to tell your child and then return to them, after reading, in order to help them remember them.

Phonics Schemes

As a school we do not follow one specific scheme for phonics. The teachers use LCP Phonics for their planning and preparations and they also use Jolly Phonics to teach children the actions for each letter sound. If, as a parent, you have any questions about phonics please speak to the class teacher. However, in the autumn term, both reception and Year 1 staff offer a parents' phonic workshop where any questions can be answered. Please ask the headteacher for more details or look out for the note home with details of the workshop on.

Reading Books

In each classroom there are a number of book boxes. Each book box corresponds to a book band colour, see below. Your child will be assessed by the class teacher and assigned a book band colour to choose their books from. As your child progresses they will be moved along the bands and you will be informed of the changes in their reading records. You are welcome to choose and changes books with your child as often as you like, but please stick within the appropriate colour band. The books in each of these boxes has been banded to fit your child's level, as well as offer a challenge for them to move to the next level. The books come from a range of different schemes so that your child has the opportunity to read lots of different types of books.

Phonic Books

In reception your child will also bring home a phonics reading book. We ask that you do not change this book, but leave it to the teacher to do when they read with them. This book is closely matched to your child's phonic development and is supported by their phonic teaching in class.

Getting your child to read

This is always difficult and often turns into a battle. It is not uncommon, as most children feel it is something that should be done at school they don't want to do it at home. Reading books are only texts at your child's level, Any text can be read. If your child is happy to read magazines, TV based book, books with their favourite characters in then do it, and they are still reading.

Sharing books, magazines, comics etc will give your child a chance to become comfortable with reading. It does not matter whom they read to as long as the person is listening, helping and talking about what is happening.

Here are some other tips, which may help – no promises!

- Try reading to other family members or friends to show off and celebrate new skills
- Read to a toy, teddy, puppet, action figure
- Model reading for a purpose – What is on the TV, how to make something, cooking, reading the paper, shop labels, bus timetables (Children need to know reading is a skill used all the time)
- Reading for a reward – not immediate, but if we read you book 4 times this week then you can……
- Brothers and sisters are always useful for reading to
- Read together books that may be difficult – allowing the child to pick out words they know or can work out and you read the rest.
- Play games where you write the jobs and they follow e.g. fetch the bread, jam, butter, knife, and plate. Spread the butter on the bread. Now put on the jam etc (children love any job which ends in food!)

<u>Book Bands – NC Reading Levels</u>

Reading is not just about working out what the words say, it is also about understanding what is being said. This involves thinking about the words and interacting with the text.

Children move levels as and when the teacher feels they are ready for the next challenge. Below is a rough guide to which colour band a child may be on and where they may be working within the reading curriculum. There is also a basic guide to phonic phases related to these book bands.

<u>Phonic Screening Check – At the end of Year 1</u>

The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help. The Department for Education defines the checks as "short, light-touch assessments" that take about four to nine minutes to complete. It is undertaken in June of your child's Year 1. The staff in school will share more information about the check nearer the time.

Book Bands – NC Reading Levels

<table>
<tr><th>Colour</th><th>EYFS</th><th>Year 1</th><th>Year 2</th><th>Phonic Phases</th></tr>
<tr><td>Pink</td><td rowspan="2">30-50 months
Or below</td><td rowspan="3">Emerging into expectation for Year 1</td><td rowspan="5">Emerging into expectation for Year 2</td><td rowspan="3">Phase 2
Phase 3/4
Phase 4</td></tr>
<tr><td>Red</td></tr>
<tr><td rowspan="3">Yellow</td><td>40-60months</td></tr>
<tr><td>ELG-
Expected level for Reception at end of year</td><td rowspan="4">Expected level for Year 1 at end of year</td><td rowspan="2">Phase 4/ 5</td></tr>
<tr><td>Blue</td><td rowspan="7">Exceeding expectation for EYFS</td><td rowspan="6">Exceeding expectation for Year 1</td></tr>
<tr><td>Green</td><td rowspan="5">Phase 6 and beyond</td></tr>
<tr><td>Orange</td></tr>
<tr><td>Turquoise</td><td rowspan="2">Expected level for Year 2 at end of year</td></tr>
<tr><td>Purple</td></tr>
<tr><td>Gold</td><td rowspan="2">Exceeding expectation for Year 2</td></tr>
<tr><td>White</td></tr>
<tr><td>Lime / Free Readers</td></tr>
</table>

Comprehension Guidance for Parents

Independent Readers

Once your child is now selecting books from the library, they are able to read more confidently and independently. However, even though your children may spend more time reading quietly to themselves, parents still have an important role in helping them to continue developing their reading skills.

You can help your child by

- Encouraging your child to read at home.
- Listening whilst your child reads.
- Keeping reading sessions short and light-hearted.
- Sharing a book and reading it aloud with your child, modelling expression and fluency.
- Sharing books, reading sections each, especially if your child wants to tackle a more difficult text.
- Recapping any words that your child found difficult.
- Giving your child lots of praise.
- Discussing what has been read. You may find the questions in this leaflet useful.

Reading Aloud to Your Child

Research has shown that reading aloud to children of all ages helps them to develop their writing skills. This is because it helps pupils to develop their knowledge of language and story structure. It also provides them with a greater range of ideas which they can use in their own writing, and gives them access to texts that may be too complex for them to read alone. At school, we regularly read books aloud to pupils from YR to Y2, and we would encourage parents to continue enjoying the pleasure of sharing bedtime stories (or at any other time!), even after their child has become an independent reader.

Using the questions provided

As your child becomes more confident with reading, they should be encouraged to spend time reading quietly and independently. However, it is also important that your child has the opportunity to discuss what they have read to demonstrate their understanding and to enable them to think more carefully about the text.

In this leaflet we have included a range of questions which can be used and adapted when discussing texts with your child. Please use your own judgement when choosing questions, bearing in mind the comments about keeping reading sessions light and enjoyable, and the age/ reading ability of your child.

Fiction Books

Questions about characters

What does …… look like? Use parts of the story to explain how you know this.
What sort of things does …… get up to?
Why do you think that …… behaves in the way that he/she does?
What have you learned about ……? Where did you get this from?
Would you like to have …… as a friend? Why/why not?
How did …… feel at the beginning/middle/end of the story? How do you know this?
Do you feel that you are in any way similar to ……? In what way?
Do you think that …… changed in any way during the story? How and why did these changes happen?
Why do you think …… said "……."?

Questions about settings

Where do the main events take place?
What effect does the setting have on the story?
When do the main events take place?
Does the timing of these events have an effect on the story?
Why do you think the author chose the settings that he/she has?
Do you think that the settings are well described? Why?
Can you select some good description and say why you think it is so effective?

General questions

Does what you have read in your book today make you want to carry on reading? Why/why not?
What main events have taken place in your book?

What caused these events to happen?
What was the result of these events?
What do you think may happen next & why?
What part of the story do you think is the funniest/saddest/most interesting?
How do you think the story will end?
Why do you think the book is called ….?
Did anything in the book make you think about something that once happened to you?
Do you think that the pictures help you to understand the book better?
Do the pictures make the book more enjoyable? How?
What questions would you like to ask the author?
Would you recommend this book to other children?
Would it appeal to all children? What sort of children do you think would like it?

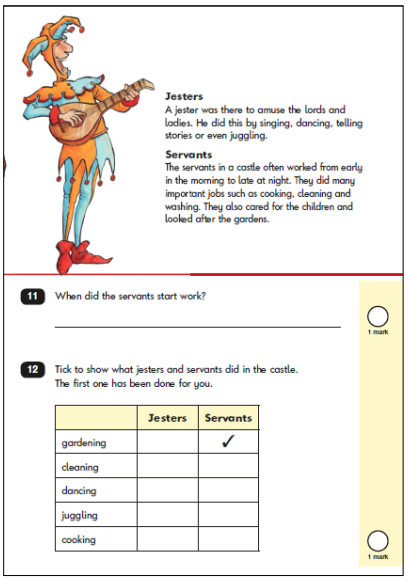
Non-fiction Books	**Poetry**	**SPAG**
What have you learnt from your reading today? Who do you think would find this book most interesting and useful? How is the information arranged on each page? How does the way that the information is set out help you to understand it? Here it says (point to the contents page) …… is on page … What do you think that page will be about? How would you use the index to find something out? Could you suggest any ways in which your book could be improved?	Can you find out who wrote this poem and when it was written? What pictures did it make you think of as you read the poem? What is the poem about? What is the poet trying to do or say? What is it about the poem that you liked? How do you think the poet is feeling about what they are writing about? What 'poetic features' can you identify? (rhyme, rhythm, alliteration etc) Did the poem remind you of anything else that you have read? Does the shape the poem makes on the page, or the sounds it makes when you read it, add to the message	Can you complete the sentence to make it make sense? Can you change the sentence to make it past tense or present tense? What type of sentence is this? - A command, a question, statement or exclamation. Can you add a suffix to these words (a sound added to the end of the word ie run / running) Which is the noun, verb, adjective or adverb in the sentence? Why has the word started with a capital letter? Children will need to use a full stop, question mark, exclamation mark and a comma so it is a good idea to discuss how they have been used in the text. They will also cover commas and apostrophes by Year 2.

Key Stage 1 Reading Test

At the end of Key stage 1, Year 2 children, are required to sit 2 reading comprehension tests, these are used to 'back up' teacher assessments which are on going in the classroom. Staff in school will cover with you and your child, nearer the time, the details of these assessments. However there are a number of ways you can prepare your child in anticipation of these tests. One way is to start to understand what these questions may look when written down. We have included a few below for your reference.

There are a number of different types of question to answer including:

- writing an answer on a line
- putting a tick in a box next to the answer they think is correct
- putting ticks in a table to show if an answer is true or false
- drawing a line to match boxes
- filling in information in a table
- filling in a missing word in a sentence / finishing a sentence.



Jesters
A jester was there to amuse the lords and ladies. He did this by singing, dancing, telling stories or even juggling.

Servants
The servants in a castle often worked from early in the morning to late at night. They did many important jobs such as cooking, cleaning and washing. They also cared for the children and looked after the gardens.

11 When did the servants start work?

_____ 1 mark

12 Tick to show what jesters and servants did in the castle. The first one has been done for you.

	Jesters	Servants
gardening		✓
cleaning		
dancing		
juggling		
cooking		

1 mark

16 What are **three** types of weather in this poem?

1. _____
2. _____
3. _____

1 mark

17 *my neck hides in a scarf*

What does this mean?

Tick **one**.

The child's neck is hurting.	☐	The child's neck is covered.	☐
The child is playing hide and seek.	☐	The child's scarf is lost.	☐

1 mark

18 What **two** animals does the child wear on her hands?

1. _____
2. _____

1 mark

Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.

One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.

1 When Bella was learning to fly, she...

Tick **one**.

was lazy.	☐	did not try hard.	☐
did not give up.	☐	found it easy.	☐

1 mark

2 Why was William cross with Bella?

_____ 1 mark

7 Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.	☐
Fishermen came to rescue William.	☐
The boat hit some rocks.	☐
William went to sea on his boat.	1

1 mark

If you have any questions about phonics or reading, please do not hesitate to speak to your child's class teacher or our headteacher, who will be happy to answer any questions.