



Chidham Parochial Primary School



Guide for Parents

Supporting Reading

Introduction

Reading is one of life's most essential skills. At Chidham Primary we hope that all children will develop a love of books, enthusiasm for promoting their reading skills and grow to be confident, competent readers.

As a parent you play a vital role in supporting your child's reading development, our partnership between home and school is essential. This booklet is written in 2 parts. Part 1 explains how we teach reading in school, while part 2 suggests what you can do to help your child at home.

Foundation Stage and Key Stage 1

The children in Reception and Year 1 are exposed to a 'print-rich' environment of signs, labels, books, key words, display and role play that all give opportunities for reading. There are also book areas where the children can enjoy sharing books, listening to stories and reading.

Daily Phonics Teaching

Through the structured 'Letters and Sounds' programme children are taught 15-30 minutes of dedicated phonics teaching a day and this is further applied at opportunities throughout the day. Classroom resources such as flash cards, magnetic letters, games and computer programmes are used to help children link letters (graphemes) to sounds (phonemes) and groups of letters (digraphs and trigraphs). They learn to hear the sounds they say in words like c-a-t by pulling them apart (segmenting) and putting them back together (blending). In school we sometimes use the words 'sound talk' or 'sound buttons' to help with segmenting. These vital skills help with reading and spelling alike, though there are some words that are not decoded so easily, these are called 'tricky words'.

High Frequency Tricky Words

Words like 'come', 'the' and 'was' cannot be decoded so easily. We call these our tricky words, these words have to be learnt as sight words. Some children need a little extra support and practice to learn these words; they may bring them home to practice or have a little extra support in school.

Small Group Reading Activities

During English lessons children will work with an adult on a directed reading or writing task. The tasks will centre on our topics and link to key texts or stimuli.

Work on reading will include looking at authors, illustrators, discussing sequences of events, learning conventions of non-fiction text and practising reading skills.

Individual Reading

Children will have an individual reading book from our colour coded boxes. This is picked to match the child's individual reading ability. Children will also have an individual reading record where reading at home or school to another adult (not the teacher or teaching assistant) must be recorded. Individual reading with the teacher allows an opportunity to monitor children's independent reading skills, suitability of the book or readiness to move forwards. Revisiting books with the teacher or another adult allows for repetition. Research demonstrates that repetition leads to greater learning of new vocabulary because children pick up new information with each read.

Discovery Time

Discovery Time enriches the children's opportunities to use and apply their phonic and reading skills. A highly stimulating, word rich environment allows for phonic discovery and reading through storytelling, puppet shows, interactive computer programmes, key texts and factual books, letter games appearing in sand and water and 'big write' resources. Children then develop their speaking and listening skills at the end of a discovery session as the feedback to the other children encourages them to use a clear and audible voice.

Story Time

This is a daily time for sustained listening and enjoyment of a book that may be chosen by an adult or child. The text is usually beyond the reading capability of the children but may have phrases for joining in and will enrich their imagination supplying them with ideas that they will use in play or writing.

Key Stage 2

During their time in Key Stage 2 the children's reading develops, allowing them to move off the reading scheme and become free readers. Less time is spent hearing the children read individually and more time is spent on sustained silent reading and group reading activities where the focus lies on comprehension.

Children select reading material from the school library and this is monitored during silent reading times. Children's reading is still recorded in a reading record, but they are expected to manage and record this themselves.

Some children requiring extra support are still using the core coloured books and are heard to read regularly by teaching assistants or volunteers.

Throughout KeyStage 2 children are still expected to read nightly at home, whether they are heard to read by an adult or read independently. If your child is a confident independent reader you can still help by discussing with them the books they are reading or perhaps things you like to read.

Reading Books

Children start reading on our book band colour cores. There are 15 colour cores that will help the children become independent readers. The books are colour coded progressively helping the children to read a growing number of words and stories. It is essential though that children do not solely read core colour books and that we remember that reading can take many different forms! Parents are welcomed to change their children's reading books before school between 8.45 and 9am. Children move from core to core under the teacher's discretion, although this is quite commonly in conjunction with the parents. As the children move through the cores they are formally assessed by the teaching assistant before they move onto a new colour using bench mark materials.

Children move from the book band colour cores onto free reading books in the library, once again these books are colour coded from red to orange, with increasing difficulty and broadening subject nature. Children 'Free Reading' on library books are expected to have developed sufficient skills to select their own books from the library for home and school reading. The library also contains a section of high quality picture texts suitable for all readers to enjoy and reflect on.

Paired Reading

Once a week the children enjoy a 15 minute reading time with their Reading Partner. Children from Year 4-6 are paired with the younger children and enjoy the opportunity to read or share a book with them. The children change reading partners and reading place termly, helping their confidence and social skills grow in conjunction with their reading.

Our School Library

Twice a week our school library opens for business, it is run by children under the supervision of Miss Mac. Children from Reception to Year 6 are welcome to use the library, borrow books to read for pleasure. Books are borrowed through our computer system and we ask that they are exchanged regularly.

What can you do to help?

Daily reading with your child is the most important activity you can undertake. This may involve reading their core book, but can also involve home books, library books, comics, traffic signs and cereal packets! Reading for pleasure is the most important skill to learn.

10 top tips for reading together:

1. Let the **reading time** be short (10minutes), enjoyable and stress free for both you and your child.
2. Choose a time when your **child is willing** and not tired - children can be tired after school and some families find that breakfast is the best reading time. Just make sure it is a regular, special time for undivided attention
3. **Talk and model reading yourself** - express and show an enjoyment of reading, talk about the books, take turns to read. Reading more challenging books to children models story language.
4. Encourage your child to use **pictures and phonics** to help with their reading, later on encourage them to use the **context** of the story.
5. **Point to each word** as it is read and encourage children to use their phonics to read each word (remember to watch out for the tricky words that can't be sounded out)
6. **Discuss** the characters, plot or setting - What are they like? How are they feeling?
7. **Make your own book** - use the theme, character or information to make your own version.
8. **Read to your child or let them read to younger members of the family** - make it a cosy time, use voices for the different characters and give them a love of reading.
9. **Record your reading** in the Reading Record - we really value your comments and feedback. It's great to know if children have tackled a new word or read with more expression.
10. Always use plenty of **praise and encouragement!** Let them read their favourite books time and time again.

Website with helpful hints for parents

- <http://www.bbc.co.uk/parenting/>
- <http://www.booktrust.org.uk/>
- <http://www.education.gov.uk/>
- <http://www.oxfordowl.co.uk/GetReading/Index/2>
- <http://www.guardian.co.uk/childrens-books-site>

Website with great activities for children

- <http://www.astorybeforebed.com/>
- <http://www.phonicsplay.co.uk/>
- <http://www.bbc.co.uk/schools/wordsandpictures/index.shtml>
- <http://www.letters-and-sounds.com/>

Other activities for helping with reading

- Playing reading and spelling games (visit your local toy shop for a great Christmas or birthday present)
- Complete word puzzle books - word searches, crosswords
- Use books with problem solving challenges - rolling dice and making decisions to decide which page to read next

Great Authors

There are many fantastic books available and lots of great authors, below is a list of authors we would recommend for children in each Key Stage. This is by no means exhaustive and new publications are made each day - so keep trying new reads! A good way to keep in touch with this is through a couple of websites: The Carnegie Medal or The Kate Greenaway Medal Websites provide great pictures and synopses of books past and present.

Authors we would recommend for Key Stage 1

Roald Dahl, Francesca Simon, Julia Donaldson, Alan Ahlberg, Eric Carle, Lauren Child, Jill Murphy, Michael Rosen, Anthony Brown, Jon Oke, Alexis Deacon, Mini Grey, Oliver Jefers, Emily Gravett, Dick King Smith,

Authors we would recommend for Key Stage 2

Michael Foreman, Michael Morpurgo, Philip Pullman, Anne Fine, Cathy Cassidy, Jacqueline Wilson, Jan Oke, Mini Grey, Dick King Smith, Berlie Doherty, Helen Ward, Philip Reeve and for most able Year 6 readers David Almond.

You will notice some authors appear in more than one list, this reflects the range of books they have written and the different ways their books can be used. Remember to help your children consider if books are both suitable and enjoyable for them to read.