



Reading Information for Parents

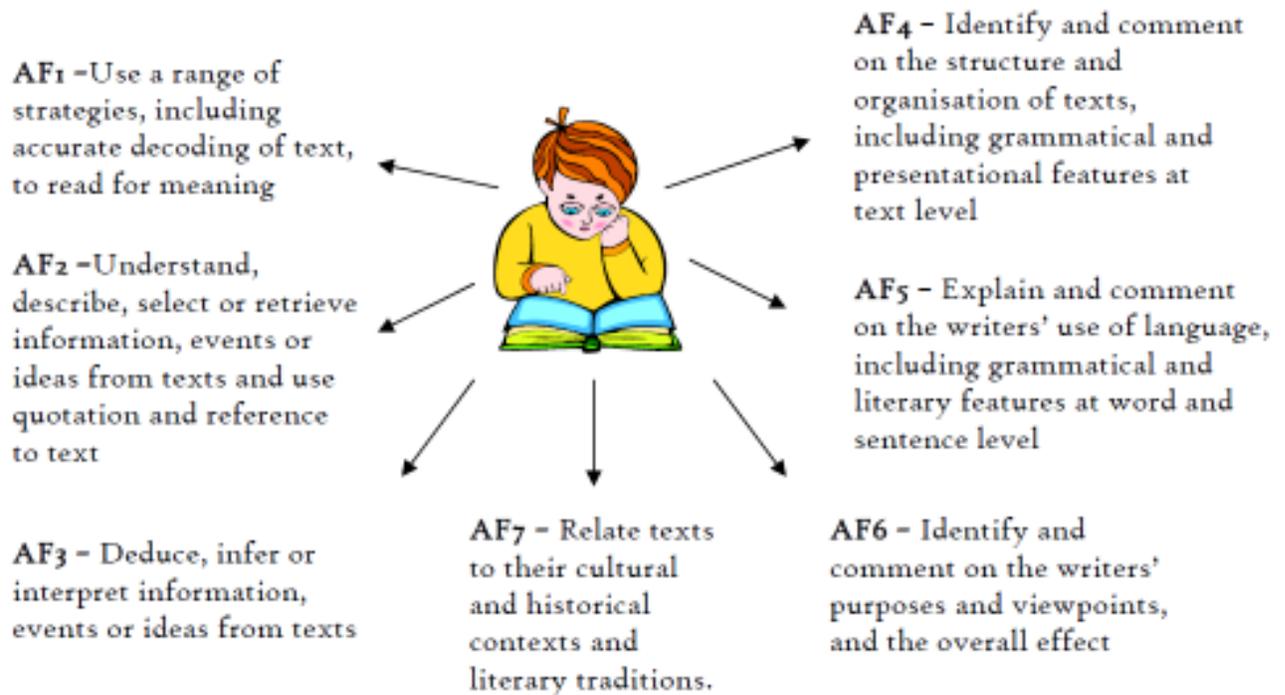


Barrow Hedges Primary
School

Children learn to read by reading.

Reading involves two main elements - word recognition and language comprehension. Beginner readers are taught to use their phonic knowledge to recognise phonemes and blend them together to read words. As this becomes automatic, readers are then able to focus more upon comprehension. Beginner readers are taught how to decode by blending phonemes together to 'sound out' words. When reading becomes automatic, the emphasis shifts to understanding, interpreting and responding.

There are seven Assessment Focuses (AFs) for reading which are taught and assessed in school:



Children have to be taught how to decode, retrieve information and ideas and make inferences (find clues) from clues in the text. They need to be taught how to identify and comment upon the ways in which authors organise their writing and the language that they use.

READING AT SCHOOL

The children are given opportunities to develop and apply their reading skills across the curriculum through a variety of teaching methods:

Shared Reading

Shared Reading is an interactive reading experience that occurs when children join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Children observe an expert reading the text with fluency and expression. In Shared Reading, children participate in reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers.

Guided Reading

Whereas Shared Reading focuses upon teaching children how to read and respond at a level appropriate to their age, Guided Reading focuses upon teaching children how to progress from their current reading level to the next, whether this is below, at, or above a level appropriate to their age. How it works:

- A group of about six children, who are reading at about the same level, are grouped together.
- The teacher chooses a book or text that the children are able to read without too much difficulty.
- There is a clear teaching focus for the session based upon the AFs and the children's next steps.
- This focus is shared with the children so that they know what they are learning.
- The children read independently and individually - not in turn.
- Beginner readers may read in a quiet voice and the teacher tunes in to listen for reading behaviours and areas for development.
- Confident readers may read in silence with a focus set by the teacher. They might read in advance of the session which is then devoted to a focused discussion about aspects of the text.
- There is a balance of teacher and child talk - with the teacher prompting rather than dominating.
- The other children in the class are occupied in meaningful and engaging tasks.

Reading-Aloud

Reading aloud to children is one of the most painless, powerful and pleasurable ways to develop a love of reading. It enriches their language, develops their comprehension and provides a model for their own writing. Did you know that the skills we use to understand what we hear are the same as those we use to understand what we read? The more stories that children hear, the better their comprehension will become.

At school, the children may also; choose to visit the library, use their class reading area, take part in Reading Buddies (sharing a text with a partner from another year group) or read to an additional adult.

We make the most of all reading opportunities at Barrow Hedges!

Choosing books

At Barrow Hedges Primary School we use several reading schemes. These fiction and non fiction books follow a coloured book band system. The children work their way through the book bands until they become a 'Free Reader'. As well as their reading scheme book, from Year 2, the children are encouraged to choose from our library, they may bring home books which they cannot read alone and favourite books which they have read repeatedly (you may find that a very well loved story like this is the first one that your child learns to read independently).

READING AT HOME

Working together

We know that parents/carers play a vital role in helping their child learn to read. School and home working in partnership together create the perfect setting for encouraging a love of reading. We appreciate the commitment parents/carers give in helping their children to become confident readers.

You will be updated on your child's current reading target regularly via their reading diary. You can find an additional resource with key questions and prompts to develop specific assessment focuses on our website.

What do I write in the Reading Record?

It is important that the Reading Record reflects the child's reading patterns. There should be regular record made about your child's reading at this stage in their reading development. Regular comments from the parent/carer, linked to the questions below, are also needed to show that the child is extending his/her reading through questioning and interaction with an adult.

The following list offers suggestions that may be appropriate. It is very important to remember that the enjoyment factor is always worth commenting on. Parents are not expected to comment on each of the following areas after each reading session!

- How enthusiastic is the child about the choice of book?
- Can the child remember the story so far?
- Is the child reading using only the pictures for clues?
- Does your child understand that the words they are reading mean something?
- Can the child read words out of context e.g. when you point to a word without reading the whole sentence?
- Is the child confident to attempt new words?
- What reading strategies is your child using e.g. sounds, use of the picture, use of the context?
- Can the child follow the text without using a finger or marker?
- Is there a pattern to the mistakes your child is making e.g. words ending in "ed" or starting in "sh"?
- Does the child recognise mistakes and self correct?
- Is the child recognising many key words?
- Is the child aware of punctuation?
- Is the child reading with expression?
- How long is the child able to sustain reading?

SUPPORTING THE INITIAL STAGES OF READING DEVELOPMENT

What can I do to help at home?

- Try to choose a quiet time every night with your child, and make yourselves comfortable
- Let your child hold the book
- Point to the words as you read them
- Use the pictures as well; there is often an additional story in them
- Allow plenty of time for discussion before you turn over a page. A valuable question is: "What do you think will happen next?"
- Let your child read the story to you afterwards, even if this is reciting by heart, or making the story up from the pictures. This is a very important stage.
- Memorising is not cheating. Make reading fun!
- Children learn to behave like readers by these activities. Praise all their attempts
- If your child is too tired or reluctant to join in, just make it an opportunity for you to read in a relaxed and enjoyable way.

Take every opportunity to read with your child. Print is all around us. Even when time is scarce, you can read with your child e.g. signs in the street, labels in the supermarket, the TV page in the newspaper.

ENCOURAGE YOUR CHILD TO READ EVERYTHING!

Helping your child to read a word

- Which sounds do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmm', finish the sentence. Then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes.
- Use the first 1 or 2 sounds with another strategy
- Always go back and read the sentence again!

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.

More confident readers

It is still important to read with your child even when they have become a more 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 encourage parents/carers to question the child about what they are reading, at an appropriate time, to extend their reading 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?

Have you read this book before? Why have you chosen it again?

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?

What can I do to help my child at Reception, Year 1 and 2?

- As well as reading aloud to someone who is listening carefully and giving help where needed, children need to talk about the book and be read to themselves. Try to take a regular time as often as you can to read and enjoy books. You could read a book to your child and get him/ her to join in when he/she can. Children can do this best with rhymes and repeating patterns of words and at the end of sentences.
- Re-read books that are familiar to your child:
 - i) they enjoy and get satisfaction from re-reading good books. This helps to turn them on to reading and gives them confidence.
 - ii) When they know most of the words, they can then turn their attention to reading fluently and with expression
 - iii) Children can read on their own without having to wait for someone to help them. This means they can do more reading which helps them to become better readers.
 - iv) When children know most of the words, they can learn about common letter strings, about forming new words from the ones they already know and about similarities and differences between words.
 - Recorded books are excellent, as they can let your child experience book that he/she couldn't manage on his/her own.
 - Check your child really understands the book by asking them to relate the story to you.
 - When your child reads and gets a word wrong, allow them to complete the sentence before correcting them. Children can often work out the 'difficult' word by understanding the rest of the sentence. You can also help your child to break down 'difficult' words into parts that they recognise.

What can I do to help my child at Years 3 and 4?

- If your child has not yet joined the local library and you can get to it, now is the time to join. Children need to widen their reading and to use and browse through non-fiction. They need to be encouraged to read stories, poetry, plays and all kinds of information texts. They also need to be able to choose the kinds of books that they enjoy. It is at around this age that children can get hooked on to a particular writer or type of book. Some children, especially boys, are more tuned into magazines, information texts of all kinds and comics. They need opportunities for this kind of reading at home.
- Libraries do an excellent job, but there is nothing like owning your own books. Having books of your own that you can go back to, talk about and swap with a friend, collect and treasure is really important. It can make a big difference to reading progress.
- Your child will be bringing books home from school regularly. He/she may not need to read aloud so that your job in helping him/her will change. Even as adults, we like being read to, so don't give up on this.
- Audio books are excellent, as they can let your child experience books that he/she couldn't manage on his/her own.
- Your child might benefit from reading to younger children. This gives him/her the chance to read fluently with expression in order to keep the listener's attention. Fond grandparents are good listeners and readers too.
- Check your child really understands the book by asking them to relate the story to you.
- Allow your child to reread favourite stories. This will encourage them to recognise patterns in the story and new words.
- When your child reads and gets a word wrong, allow them to complete the sentence before correcting them. Children can often work out the 'difficult word by understanding the rest of the sentence. You can also help your child to break down 'difficult' words into parts that they recognise.

What can I do to help my child at Years 5 and 6?

- Through Years 5 and 6, children will still benefit from your help and interest. Carry on helping with learning rules and patterns in spelling. Apart from being a checker and making sure that your child uses appropriate strategies.
- Word games, crosswords, word searches, Scrabble and other word puzzles are good at this stage. For reading, you might think about an encyclopaedia, book of records etc.
- Many children of this age like collecting facts and they are improving their reading at the same time. Joke books, verses and poetry books may also be appreciated - they can be dipped into at odd moments.
- A good dictionary and thesaurus are useful to have to hand for doing homework or for browsing through. You might give your child a subscription to a magazine that reflects his/her interests (e.g. fanzine ones). There are also junior supplements in many newspapers.
- The other side of reading is getting into and enjoying a good children's novel. Children's libraries, book shops and the school can help you with selection, but at this stage it is mainly your child who will choose. Try to guarantee a quiet time and space for regular reading and homework. Take an interest in whatever your child has been set to do and have an agreed time slot for doing it in. The best place to read at this age is in bed!
- Keep up with buying/downloading books (and books on CD).
- This stage is important for your child as a life-long reader. If he/she is interested now, it is likely that he/she will continue to enjoy reading, with all the benefits that it brings.

Advice if reading is becoming a challenge at home

We would like all of our children to enjoy reading rather than see it as an effort/hard work/something they don't enjoy.

- Try to avoid confrontation
- Offer alternative reading material, e.g. internet access, magazines, non - fiction etc...
- Encourage reading at different times of the day or week
- Buy/borrow books on CD from the local library and then you can listen whilst in the car or before bed
- Download texts to a e-reader
- Share reading activities and interact with the text together
- Share the problem with your child's teacher, we are here to help!

Book recommendations:

You will find a list of recommended books for your child/ren on our website in the 'Curriculum At Home' section. There is a list for Nursery/Reception, Year 1/2, Year 3/4 and Year 5/6.

Useful websites:

<http://www.barrowhedges.com>

Website about supporting reading at home:

www.jollylearning.co.uk - Jolly Phonics

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

www.phonicsplay.co.uk

www.literacytrust.org.uk

www.crickweb.co.uk/assets/resources/flash.php?&file=ww

www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm

www.snaithprimary.eril.net/rindex.htm—nursery rhymes

www.bookstart.co.uk

www.booktrusted.co.uk

www.cornertolearn.co.uk

<http://www.oxfordowl.co.uk/Reading/>

<http://learnenglishkids.britishcouncil.org/en/parents/helping-your-child> (useful for children with English as an Additional Language)

<http://school.familyeducation.com/reading-tips/parents-and-school/33582.html>

<http://www.topmarks.co.uk/parents/readingtips.aspx>

http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/HelpingYourChildToLearn/DG_4016579

<http://www.readingrockets.org/audience/parents/>

http://www.bbc.co.uk/schools/parents/primary_support/

We hope this leaflet has helped you to understand how your child learns reading at Barrow Hedges and that it will enable you to help your child to really enjoy reading even more.

Jen Lovelock

September 2013