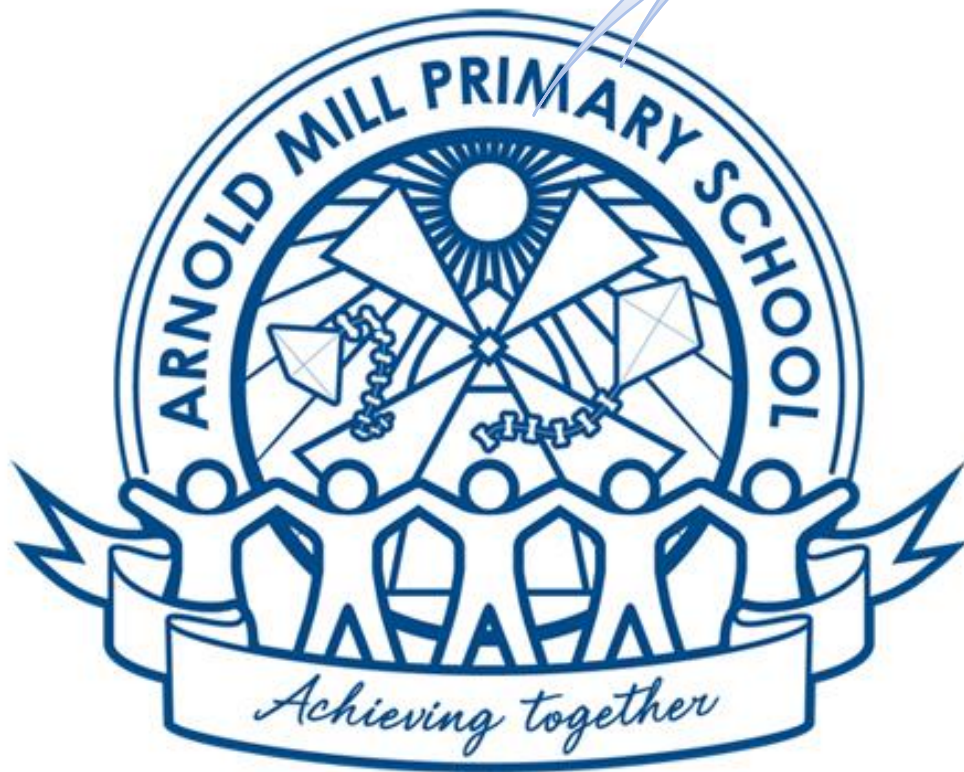


A Guide to Reading at Arnold Mill Primary School



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Reading at School

We aim to provide a rich reading environment – from displays around school to a wide range of quality fiction and non-fiction books and reading materials. Children are regularly timetabled to use the library, plus each classroom has its own book area from which books from a range of ability levels and genres can be selected.



Children will read in different ways:

- In F1, children are provided with enjoyable reading experiences using a wide range of quality picture /story books, nursery rhymes, poems and songs. They are read stories every day (when 'book handling' skills are demonstrated). They can listen to stories on CDs and act them out in role play.
- From F2 onwards, children have a reading book to take home and a personal reading record book to record the books they have read, plus comments by the children and adults.
- Reading takes part throughout the school day and in all areas of the curriculum (eg. phonics teaching, carrying out research in topic work, reading information on the interactive whiteboard, reading back written work, reading notices and displays.)

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The Value of Reading

The importance of laying firm foundations in this crucial area of the curriculum cannot be underestimated. Reading should be a valuable and rewarding aspect of a child's learning and consequently, should open the door to a world of knowledge and pleasure. A child's ability to read has an impact on all other areas of the curriculum and learning. We really do appreciate the vital role that you play in the development of reading. Staff will always be available to discuss reading strategies or any concerns that you may have. If you could spare any time to be a Parent Volunteer to hear readers in school, we would be extremely grateful.

What is Guided Reading?

Guided Reading Groups:

- The materials are matched carefully to the group's reading ability, with each child having a copy of the text.
- Each pupil in the group is given individual time.
- Questions are asked about character/story/events and pupils are encouraged to relate these to personal experience.
- Familiar/key words are revisited.
- New reading vocabulary is introduced and meanings of words defined.
- Pupils sometimes read aloud in the group.
- Children are encouraged to give opinions, make predictions and infer meaning.



- **Comprehension work** This involves reading, talking, discussing and answering questions - both orally and in written exercises.
- **Individually to an adult** This may be a teacher, teaching assistant or parent volunteer. Individual reading is targeted more at younger children or those children who are still acquiring the skill of decoding words. Individual reading will not occur at the same frequency for all children and is unlikely to occur more than once a week. As children become fluent in decoding texts, they will be expected to read independently and demonstrate that they have understood what they have read by answering questions/ discussing the text with others.
- **Guided reading** This is introduced in Year 1 and continues throughout the school. In guided reading, a group of children share a text with a teacher. This involves reading aloud and discussing what has been read and answering question about the text. If your child has been in a guided reading group, their diary





➤ **Independent/silent reading**

We aim to encourage children to be able to read to themselves for lengthening periods of time- particularly as they get older.

- Phonics assessments (F1/2), reading tests/ literacy skills assessments (Years 1-6) are used at intervals during the school year. Results from these will bring to the teacher's awareness those children who are in need of extra support. Information will be shared with parents/ guardians at parents' evenings and in the child's written report.
- Younger children change their reading books once a week, under supervision. Older children may change their books without always referring to the teacher. Some children who need extra support to develop their reading skills will need a more structured approach and placed on a reading scheme.

Reading At Home

We see reading as a partnership between parents, children and teachers. We rely on parents to support the school in helping their child to learn to read. This is the main 'homework' that we ask of children throughout the school. Children get a green card/ stamp for reading three times a week at home - so please remember to sign your child's diary after they have read. Just 10 minutes a day reading with your child will make a huge impact on all areas of their learning. This is something that at school we cannot do, as much as we'd like to - 10 minutes per child in a class of 30 would amount to 5 hours a day! Your child could read their school reading book, a magazine, comic or a book from home. Two of the most powerful things that you can do are read books to your children and read yourself. Children model their behaviour on adults around them. (This is the perfect excuse to sit down and have 10 minutes with a newspaper!)



Ideas for reading with your child

When a child starts to read, focus on:

- Talking about the book.
- Holding the book the right way up.
- Turning the pages individually.
- Starting at the front.
- Retelling the story from memory and pictures.
- Distinguishing between print and pictures.
- Relating personal experience to the story.

The child will then move on to early reading skills which include:

- Following the text with their finger-not necessarily accurately at first!
- Showing an awareness of the directionality of the print-knowing that reading starts on the left and goes to the right.
- Recognising a word as a unit of meaning.
- Answering questions about the book (eg. What do you think will happen next? What did you like/dislike about the story? Which is your favourite picture?)
- If your child is unsure, they can listen to the book read by you and then re-read it back.
- Sometimes a child will choose a book to 'read' which they know very well and will be 'reciting' rather than reading. In the early stages, this doesn't matter as long as the child is enjoying the 'reading' experience.

Once your child starts to become familiar with letters and sounds they begin to point more accurately to the text. They will start to use segmenting (breaking words up into phonic sounds) and blending (putting the sounds back together to make the word). They will slowly build up a sight vocabulary (words they recognise on sight). Once this is established the whole process becomes a lot easier! At this point, you can focus on:

- Working out unknown words using different strategies (eg reading around a word and working out which word would make sense in that spot, looking for clues in the pictures, using segmenting and blending.)
- Answering questions about the book (eg. How do you think she is feeling? Why did he do that? What would you do, if you were him?)
- Discussing the meanings of new vocabulary.

Once your child can read texts fluently, you can encourage your child:

- To focus less on reading aloud and more on understanding what they've read. At this stage, you could ask your child to read specified pages independently and then come back to you for questions (eg How do you know she felt that way?)
- To talk about the layout of different texts (eg newspapers have headlines, captions under photographs, columns etc).
- To discuss authors- who do they like/ dislike?
- To discuss what kind of books they prefer- horror, comedy, non-fiction?