

Helping your child with reading

Over the past 10 years there have been significant changes in the way reading is taught in school. Since you learned to read there have been even more changes in the way reading is taught and in the variety of strategies used. It is important that children learn a variety of skills to help them on their reading journey. Please contact your child's teacher if you have any concerns about your child's reading. The school have produced a booklet of good questions to ask your child about books they read. Please download from this web site or request a copy from your child's teacher. On the class web pages you will find a document detailing the reading expectations for that year group. (Year 1-6)

Enjoying and sharing books at home

Experience shows that children benefit hugely by exposure to books from an early age. Right from the start, lots of opportunities should be provided for children to engage with books that fire their imagination and interest. They should be encouraged to choose and peruse books freely as well as sharing them when read by an adult. In this age of technology, there are also many e-books and opportunities to read from electronic devices. Children use Book Creator in school to produce their own book to share with their peers.



Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading.

Most important for all of us, parents/carers and teachers, is that children enjoy reading for a variety of purposes and in a variety of situations. We encourage parents/carers to support their children's reading by reading at home with them, which models reading for enjoyment, pleasure and wider learning.



In school we use a variety of ways to teach reading:

Guided Reading

Pupils read the same book in a small group with an adult, initially practising reading the words, developing pace, tone and inflection, leading to a more complex analysis and comprehension of the reading matter. Pupils read fiction, non-fiction, poetry, leaflets etc. to ensure a wide variety of reading styles are mastered suitable for different purposes.

Literacy lessons

Pupils learn about reading as a class group using a range of literature, both fiction, non-fiction and poetry. This learning also supports pupils' writing and encourages them to develop different styles and voices. This class learning is reinforced by finely differentiated group activities during the lesson. This may also be supported by homework and other reinforcement activities. Pupils are informed about their progress, given individual guidance and targets to make further progress and are assessed regularly by the class teacher. These strategies have been recognised as essential for pupil learning. Older children look at their LEARNING LADDERS with adults to see their next steps of learning. These are shared with parent/carer at Parent/teacher meetings. This is very different from teaching 10 – 20 years ago.

Phonics Teaching

Planning and Progression - Teachers provide daily speaking and listening activities that are well matched to children's developing abilities and interests, drawing upon observations and assessments to plan for progression and to identify children who need additional support. For example to discriminate and produce the sounds of speech.

A rich and varied environment supports children's language learning in the EYFS. Indoor and outdoor spaces are planned so that they can be used flexibly. The learning environment is designed to encourage children to explore and apply the knowledge and skills to which they have been introduced through the activities in their phonics teaching.

Breaking down sounds or joining them together is an integral part of the later stages of phonics teaching. Recognising alliteration (words that begin with the same sound) is important as children develop their ability to tune into speech sounds. The main objective should be segmenting words into their component sounds and especially blending the component sound all through a word.

Exploring the sounds in words occurs as opportunities arise throughout the course of the day's activities, as well as in planned adult led sessions with groups and individual children. Children's curiosity in letter shapes and written words is fostered throughout their transition in phonics teaching.

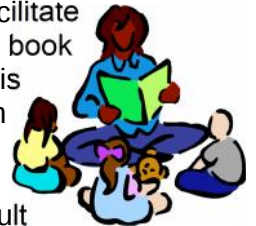
The school uses a variety of schemes to teach letter/sound relationship and the breaking up or blending of sounds to make up words. In school we use the correct grammatical terms when teaching phonics. Pupils will recognise these schemes as Jolly Phonics or Letters and Sounds. Pupils are grouped by readiness/ability for this specific teaching, they are assessed regularly and may move between groups as they make progress. This phonics teaching helps considerably in progress with reading and spelling. Pupils will move through the six phases in Letters and Sounds at their own rate of progress. When necessary, a phase may be repeated to consolidate pupils' learning. Not all pupils, however, learn to read solely by a phonics approach and these pupils are supported in other ways.

Speaking and Listening

In school we plan a progression of speaking and listening skills from environmental sounds in the EYFS, role play, drama, show and tell at KS1 to more sophisticated presentation at KS2. Good speaking skills are essential to success in reading and writing and we will take steps to seek additional support if there is a concern about a child's speaking and listening skills. Parents are valuable in providing role models of good and correct speaking and vocabulary. By the time a child enters school they should be discouraged from using "baby words" or a "baby voice".

Reading Scheme

Although current thinking does not always recommend this, the school continues to use a reading scheme largely to encourage parent partnership in the teaching of reading. In Reception, Key Stage 1 and early Key Stage 2, we use the Oxford Reading Tree supplemented by other reading schemes to broaden the range of books. At Key Stage 2, a much wider variety of Reading Scheme books are used. A variety of fiction and non-fiction books is used from different reading schemes. We encourage and facilitate pupils taking books home to read with an adult. They are not expected to read a whole book every night or race through the reading scheme. We encourage parents to support this reading at home, with a clear focus on developing enjoyment in reading and working in partnership with your child's teacher. (We encourage you to record this reading in your child's Reading Record Book, along with any observations you may have.) Adults may also hear pupils read in school – this may be the class teacher, teaching assistant or an adult volunteer. If a child is racing through books, but shows little understanding or recall of content, the class teacher will move the child sideways to broaden their reading range, whilst maintaining their interest and enthusiasm. Please be aware that these reading scheme books comprise stories, poetry, play scripts and other styles of reading. Not all of these appeal to all children (or even parents). Please be patient but note your observations in the Reading Record Book. This provides valuable practise, increases levels of reading confidence and inspires children to read more independently as they become proficient readers. The Reading Book records the books shared with parents/carers which supports the teacher's teaching of reading.



Over a half term or longer holiday two Reading Scheme books may be sent home if required but additional Reading Scheme books are not normally sent home, for example at weekends.

Our pupils work very hard during the week and it is important that they have time at home enjoying the company of their family and friends.

We aim to ensure that pupils have mastered early reading skills by the end of Key Stage 1. We also work to provide opportunities for pupils to consolidate and extend their skills in a variety of cross-curricular contexts.

School Library

Pupils regularly visit the school library to choose and change library books. A free choice of books is given and pupils are encouraged to recommend books to be added to the library stock. As well as fiction books, there is a wide range of non-fiction books which are used to support topic study in class or support the individual interests of pupils. Library books are not sent home but adequate time is given to reading them at school. We also operate a lunchtime library Club for KS2 pupils.

Reading Interventions

Where teacher assessments indicate that a child is not making sufficient progress with their reading, different interventions may be used. The main ones are:

Early Literacy Support (ELS) - group activities led by a trained teaching assistant to support reading and writing, generally in Year 1.

Intervention Letters and Sounds and comprehension - group activities led by a trained teaching assistant to support reading, writing and comprehension.

Other interventions may be used for specific pupil groups e.g. to support dyslexic pupils.

Catch Up Reading – Pupils who require additional support benefit from the Catch Up programme. This consists of individual twice weekly reading activities for 10 – 15 minutes with a trained teaching assistant. Pupil progress is carefully assessed and recorded and monitored by the school Assessment Coordinators. Pupils make rapid progress and may be on Catch Up for 1 term or longer. They may also be put back onto this programme if their reading falls behind again.

Individual Pupil Learning – Where pupils are absent from school due to illness, holidays, persistent absence or lateness, they may miss key blocks of teaching and there will be significant gaps in their learning. Please consider whether your child falls into this group and speak to the class teacher. Similarly if the school has concerns, the class teacher or Head Teacher may speak to you to remedy this. The class teacher will make provision to fill gaps in the child's learning.

Many young children experience hearing problems which may be of a temporary or changing nature, due to glue ear etc. Please ensure that your child's hearing is regularly tested and inform the class teacher if there is a difficulty with hearing so we can take appropriate action. Young children quickly recognise that there may be benefits to "selective hearing" and quickly perfect this skill to suit themselves.

Parental Queries and Concerns

If you have a concern about your child's reading, please raise this with their teacher. Please try and avoid comparing your child with other children – they all learn to read at different rates and in different ways. If you feel that your concern is not addressed, please make an appointment to speak to the Literacy Coordinator or the Head Teacher.

We hope that this has answered parental questions about the teaching of reading in school. The following section explains more specifically what happens in each class. Lots of visits to the local public library and bookshop support your child's reading enjoyment, where they can begin to make choices about their reading material. Information books which support class topics can also be shared at home. It is vital that parents recognise that it is essential to foster a love of reading a range of reading material, rather than just race through the reading scheme. Comprehension of a text is also key to improving your child's reading. In some school holidays, the Norfolk Library Service provides a reading quest or challenge with certificates and prizes. Please use this opportunity with your children- a cheap and productive outing!

Reading round the classes

The Trackers (Nursery)

Pupils in the Trackers' class have many opportunities to enjoy and learn about how books work, modelled by their teachers and pupils in the class. Pupils are taught Phase 1 of the Letters and Sounds scheme. They may also begin the Letters and Sounds phonics scheme Phase 2 once they are ready and can link letters to sounds. Jolly Phonics resources are used. Picture Flats are taken home to share with parents. Pupils take reading books home when they blend some cvc words and reading records are kept. Many inside and outside reading opportunities are given often using games and can be accessed through child initiated and adult led activities.

The Explorers (Reception)

Many opportunities are given in the Explorers to explore, listen to and appreciate books. Letters and Sounds teaching takes place daily, led by an adult. Pupils will begin the Oxford Reading Tree books once they know the majority of their Phase 2 initial letter sounds and can blend cvc words. They will start with picture books and are encouraged to talk about and make up the story with a parent or adult. These will be changed regularly. Each child will be heard reading the book before it is changed at school. Group reading will begin in late spring/early summer depending on the readiness of each child. The teacher will assess reading progress against the reading profile points on the Early Years Foundation Stage (EYFS) profile. Adults read stories, poems etc. to pupils throughout the week. Pupils also have opportunity to use their literacy skills during child initiated, adult led and role play activities.

The Adventurers (Year 1)

The Adventurers have a book corner with a variety of texts which the children are encouraged to share. Reading Scheme books are sent home, checked and changed daily. Records are kept and comments are welcomed in the Home/School book.

Children are regularly heard read by adults. In the Autumn term, parents are invited to a 'stay and read' session on Fridays.

Guided reading groups take place each week where small groups share a variety of texts and discuss new words, comprehension questions and have a linked activity.

Daily Letters and Sounds differentiated groups take place to practise high frequency words and new phonemes.

Regular assessment identifies children needing more frequent reading opportunities or extra phonic help. ELS groups start in the Spring term and Catch-Up Intervention in the last few weeks of the Summer term. Stories are shared with the children, library visits and reading opportunities with other classes are experienced.

The Investigators (Year 2)

Reading books are checked, recorded and changed every day and children heard read three times a week by an adult. One of these sessions is in a guided reading group. Reading record books are kept. Regular assessment identifies weaker readers and extra session are provided or activities are set to challenge higher ability readers. Opportunities are given for paired reading of books or children's own writing. There are also reading opportunities with other classes. Reading comprehension bookmarks are sent home to help parents develop their child's comprehension skills.

Guided Reading groups include opportunities to read aloud, investigate new vocabulary, discuss a variety of texts and complete a linked activity or comprehension task.

Letters and Sounds is taught daily in differentiated groups. Daily practise is given in segmenting/blending and reading high frequency words.

Many story books are used in Literacy lessons and at other times during the school day to develop a love of books. Opportunities to visit the school library are given every week.

The Navigators (Year 3)

Navigators have access to a wide range of books as their class reader. This is in addition to reading books that are sent home. This encourages children to explore a range of literature. Trips to the school library also take place. Books are changed as soon as they have been read and records kept. Infrequent readers are encouraged and reminded about the importance of reading. Sometimes extra comprehension questions are sent home. Adults hear the children read regularly in class and support weaker readers. Some children practise high frequency words during a daily phonic sessions.

Extra support is recognised by regular assessments so 1:1 or group sessions can boost reading or comprehension skills.

Guided reading sessions are held weekly where children are heard read and comprehension activities take place.

The children often enjoy a book being read to the whole class which is related to the current topic. Literacy lessons include a wide range of texts.

The Discoverers (Year 4)

Reading records/ PSHE books are checked every day by a Teaching Assistant and completed books are changed. Many children choose books from a range of many genres in class and some are completing the School Reading Scheme. Merit stickers are awarded for recording home reading at least three times each week. Reading aloud is encouraged whenever possible. Individual readers are heard every half term by the teacher and adult helpers or Teaching Assistants hear some children every day and others weekly. Extra support is given in small groups to improve reading and comprehension skills if it is necessary. Regular assessment quickly identifies children needing extra support.

Guided Reading sessions are held weekly in small groups where children are heard read and then comprehension questions are answered, marked and discussed. Specific comprehension skills (deducing, inferring, predicting, summarising, understanding words, finding information, identifying main ideas, sequencing, similarities and differences, concluding, cause and effect, fact or opinion, point of view and purpose) are also practised and differentiated activities completed.

There is a weekly differentiated homework activity to complete a comprehension activity. This ensures that a wide variety of texts are read. Scores are recorded and opportunities are given in class to address any problem questions.

Children are encouraged to use LEARNING LADDERS to see the next steps in their learning journey.

The Discoverers have a weekly opportunity to choose school library books and opportunity is given to enjoy these in school. Many children also enjoy the FIRST NEWS newspapers which are written for children and are delivered weekly.

The Voyagers (Year 5)

Children choose books from a range of many genres in class. Reading is recorded in their PSHE/Home books and they are encouraged to change books when they are completed. Reading aloud is encouraged whenever possible. Individual readers may be heard by teacher, adult helpers or Teaching Assistants. Extra support will be given to improve reading and comprehension skills if it is necessary. Regular assessment quickly identifies children needing extra support.

Guided Reading sessions are held weekly in small groups where children are heard read and then comprehension questions are answered. Specific comprehension skills are also practised. There is also a weekly homework activity to consolidate comprehension skills. Children are encouraged to use LEARNING LADDERS to see the next steps in their learning journey.

The Researchers (Year 6)

Books are chosen from class book shelves which contained easier (orange stickers) and more challenging books (white stickers). On completion, children complete a book review which is marked by the teacher. Home reading is encouraged and any reading to an adult in school is recorded in home/school diary/PSHE book. Fluency and suitable wide ranging book choices are checked. Both parents and pupils, are asked to record and comment on reading that is carried out at home in their Home/School PSHE book. This should include all reading genres. Opportunities are given at school to read aloud whenever possible, either in small groups or in whole class situations.

Guided Reading- During the Autumn term, an adult leads a weekly guided reading group. Each book is divided into three sections and comprehension questions are answered at the end of each section and discussed at the following session after marking by the teacher. Pupils have reading sessions to complete this work but usually they need to work on this as two books are expected to be completed during the first half term. The second half will give different tasks to complete as they progress through their guided reading books. In the Spring term, specific comprehension skills are studied and differentiated tasks based on these skills are completed. Finally, during the Summer term old SATS papers are used to practise skills in differentiated groups. After marking, tricky questions are discussed during guided reading sessions.

There may be weekly comprehension focus groups for pupils to reinforce their learning and understanding of texts if it is needed.

Assessment and Recording - The teacher carries out a Reading Test Assessment of comprehension each half term. Children are encouraged to use LEARNING LADDERS to see the next steps in their learning journey.

And a reminder just to finish

'The active encouragement of reading for pleasure should be a core part of every child's curriculum entitlement because extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement.' All Party Parliamentary Group of Education 2011

THANK YOU FOR TAKING AN ACTIVE PART IN YOUR CHILD'S READING JOURNEY!