



Reading booklet for parents
Helping your child to read

At Ashbourne Hilltop Primary School, our aim is to support children to become lifelong readers. The purpose of the booklet is to provide you with information which will enable you to support your child's reading at home.

Learning to read takes time. Decoding the text and being able to read the words on the page is only the first step. Children need time to understand what they are reading and to enjoy books. Given the time to learn at their pace, children will develop resilience as readers and develop the lifelong skills they need to make them confident in their reading abilities.

Strategies to try at home

- Talk about the book with your child before reading - you could introduce any words to them that you think they will struggle to read or understand.
- Encourage your child to read a section again to make sure it makes sense and to improve expression.
- If they are finding a book difficult, do not ask your child to sound out every word - focus on words that your child can decode.
- Sometimes read with your child (paired reading) or take it in turns to read a page.
- Draw your child's attention to repeated words - encourage them to read them by sight, instead of sounding out.
- Ask lots of questions about the book before reading, during and afterwards. Questions should range from literal retrieval of information to hypothesising about 'whys', possibilities and opinions.
- Try to hear your child read every day. Little and often is more beneficial than a long session once a week.
- Choose your timing carefully - it is best not to embark on a reading session when your child is tired.
- Mix lots of different types of books - an interest in a certain genre is brilliant but breadth and balance create a stronger reader in the long term.
- A bedtime story read by you or together is still the most valuable reading activity at home. Aim to model expression, voices, responses to word layout or punctuation. Puzzle over events or actions together. Discuss the book together as partner story detectives!

Reading Records

Comments from parents are needed to let the class teacher know how a child is getting on with reading at home. Here are some suggestions of what you could comment on:

- Did the child enjoy the book?
- Is the child reading the text or just using pictures for clues?
- Does the child understand the meaning of the text or are they just decoding the words?
- Is the child confident to attempt new words?
- Did you look any new words up in a dictionary?
- Does the child recognise their mistakes and self-correct?
- Does the child recognise many key words?
- Is the child aware of punctuation?
- Is the child reading with expression?
- How long is the child able to sustain reading?

How we teach reading in the Foundation Stage and Key Stage 1

Phonics

In the Foundation Stage and Key Stage 1 classes have a daily phonics session. Learning 'phonics' means that the children learn the sound that letters make, for example, the letter 's' makes a long 'sssss' sound; the letter 'r' makes a long 'rrrrr' sound. To teach these letter sounds, or phonemes, we use 'Letters and Sounds'. It is very important that the children learn to say letter sounds when reading, rather than the letter names as you would hear in the alphabet.

Once the children have learnt the sounds for the letters 's', 'a', 't', 'p', 'n', we teach them to blend the sounds together to make a word. For example, 's' - 'a' - 't' = sat.

There are some words in the English language that we are unable to sound out. These are either called 'tricky words' or 'common exception words', for example, 'the', 'said' and 'here'. We teach these words to the children as 'words that they will just have to know', giving them strategies to help to remember them.

Once the children have learnt some letter sounds and tricky words, they will begin to read short captions and sentences. Sometimes, a sound is made by two or three letters (digraphs and trigraphs), for example, 'ai', as in rain.

As the children move in to Year 1, they continue to learn more new sounds. They will also learn alternative pronunciations for sounds, for example, 'ea' can be pronounced as a long sound as in 'sea' but it can also be a short sound as in 'head'. At the end of Year 1, the children will complete a statutory phonic screening test. This takes place in June and is carried out in a relaxed, non-threatening environment with the class teacher. The test checks the children's decoding skills.

VIPERS

This is a guided reading system that will be introduced in September 2020 at Ashbourne Hilltop Primary School.

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise

It is a mnemonic to improve comprehension skills using a range of high quality texts, images, picture books and film. The same mnemonic can be used by both KS1 and KS2 with a little adaptation. The main differences being in the S - sequence in KS1 and summarise in KS2 also in the Explain section.

In KS1 'Explain' asks children to explain why they have come to a certain conclusion or to explain their preferences, thoughts and opinions about a text. In KS2 the 'Explain' section covers the additional content domains of 2F, 2G and 2H which are not present in KS1. These are identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons with the text.

Accelerated Reader KS2

Children in KS2 will be continuing with Accelerated Reader. Each child will be given a baseline test at the beginning of the autumn term. This will give them a ZPD number. The ZPD number outlines the book range that they will be reading. The ZPD number will be written at the front of the Reading Diary. Each book will

have a quiz which will be taken as soon as the book has been finished. Further assessments will be taken in autumn 2; spring 2 and summer 2.

KS2 reading prompts

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth.

To become good readers children need to develop skills in seven key areas and it can be useful to think about these when reading with your child.

Decoding: this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Questions for this skill could include:

- Where does this story take place?
- What happened in the story?
- How would you describe the main character?
- Which part of the story best describes the setting?
- Can you find examples of different features of this text type?
- What words describes how this character is feeling?

Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

Questions for this skill could include:

- How is the main character feeling and why are they feeling this way?
- When would you use the contents page in the book?
- What do you think is going to happen next?

Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way,

will support children's development in this area. Making links between the *purpose* of the text and its *organisation* is a useful place to start.

Questions for this skill could include:

- How has the text been organised?
- Why has the author used short sentences?
- Why has the author put certain words in **bold** or *italics*?

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Questions for this skill could include:

- Why did the author use this title?
- Can you find examples of powerful adjectives?
- What does the language choice suggest about the character?

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.

If you have any further questions about reading that have not been answered in this booklet, please speak to your child's class teacher who will be happy to answer them for you.