



# READING AT ST. MARY'S



# Importance of reading

- Reading with your child is **vital**. Research shows that it's the **single most important thing you can do to help your child's education**. It's best to read little and often, so try to put aside some time for it every day.
- Think of ways to make reading fun - you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.
- Reading underpins and unlocks **all learning**. Proficient readers are able to access and show a greater understanding of all areas of the curriculum
- **Regular** reading develops and builds children's **vocabulary** which positively impacts on their writing and speaking in all areas
- Children and adults who **read for pleasure** have been shown to have healthier lives with better outcomes in later life.



# How reading is taught in school

- All pupils read 1:1 with a member of staff, their class teacher or TA, at least once a week
- All literacy learning is based around an engaging text – this opportunity for reading in every lesson and immersion in these texts helps to encourage an enjoyment of reading and teaches skills to be able to infer meaning from a text, explore characters, understand author's choices and is used as inspiration for writing.



# How reading is taught in school

## Think Alouds

Throughout the school children are given regular 'Think Alouds' which are an opportunity to read and explore short engaging texts that children answer different types of questions on - short 1 mark, longer 2 mark and in-depth 3 mark responses. This gives regular opportunities to practise demonstrating their comprehension of what has been read and developing skills like inference, deduction and justification.

<b>VOCABULARY</b> Provincial Minnesota Acre Aurora borealis Lasso Contented reverie
1. Why could you go days without seeing another soul at <u>Quetico</u> ? _____
2. What animals might you see at <u>Quetico</u> ? _____
3. "Francis was 17 at the time, black haired and with a reckless nature." What does the author mean when they describe Francis as reckless? _____
4. Find and copy a word which shows Francis and her family were in an isolated part of the camp _____
5. Why did Francis sneak out after her family went to bed? _____
6. When did Francis stop the boat? _____
7. Why was she unsure that the knocks had come from an animal? _____
<b>2 MARKS – INFER AND JUSTIFY</b> How did Francis feel when she heard the knock for the first time? _____ _____ _____
<b>3 MARKS – IDENTIFY AND EXPLAIN NARRATIVE CONTENT</b> How does the author create a tense atmosphere after Francis hears the knock a second time? _____ _____ _____ _____ _____

L.I. Think Aloud Comprehension.

**Molly and the Giant**



Agg back came the giant.  
"I couldn't find the fat children," he  
Grumbled. Then he saw the empty room  
and – through the open window – the  
girls running through the woods.

1. How many characters can you see in the picture?  
\_\_\_\_\_

2. What else can you see in the picture?  
\_\_\_\_\_

3. What is the giant doing?  
\_\_\_\_\_

How do you know the girls are frightened?  
\_\_\_\_\_

How the girls are frightened because in the picture....  
\_\_\_\_\_

Why do you think the giant is cross?  
Why the giant is cross because...  
\_\_\_\_\_



# Enjoyment of Reading

At St. Mary's we involve children in lots of other activities to encourage enjoyment and interest in reading such as:

- 'The Masked Reader' challenge during lockdown
- Summer Reading Challenge
- National Poetry Day
- Greenwich Poetry Competition
- Book Week
- Book Club with Miss Collins



# Ways to encourage enjoyment of reading at home

- Encourage your child to pretend to 'read' a book before he or she can read words using picture clues.
- Visit the library as often as possible
- Schedule a regular time for reading - perhaps when you get home from school or just before bed. Make sure you record a comment in their reading record.
- Buy dual-language books if English isn't your family's first language - you can talk about books and stories, and develop a love for them, in any language.
- Look for books on topics that you know your child is interested in - maybe dragons, insects, cookery or a certain sport.
- Make sure that children's books are easily accessible in different rooms around your house.



# Book levels (EYFS and Key Stage 1)

- Throughout EYFS and Key Stage 1 children are given Oxford Reading tree books to read at home.
- These begin with wordless books in the Nursery, working their way up through the bands to finishing the scheme and becoming a 'free reader' in Year 2.
- These books adopt a combination of phonetically decodable as well as sight read words to ensure children are able to practice both types of skill when reading.
- Children spend time on each level before moving up to ensure that although they may be able to fluently read that level they are being challenged in their comprehension and understanding of the text.
- Your child's teacher will decide when your child is ready to move up to the next level.



# Accelerated Reader (Key Stage 2)

- In Key Stage 2 children begin on the Accelerated Reader scheme.
- At the beginning of each half term children take a 'STAR Reader' test on the software which sets them to choose books within a band that is suitably challenging for their level. When they finish each book they come in to school and take a comprehension test on the book they have read and this will give them a score and recommend which books to read next.



# Reading at home

- At St. Mary's the expectation is that all pupils read at home EVERY DAY
- This constant and consistent practice will ensure that they make rapid progress in their ability to read and understand a text
- It will widen their spoken and written vocabulary and help their spelling as well as broadening their understanding of experiences from different places, cultures and perspectives.



# How to read with younger pupils (EYFS and Key Stage 1)

- Begin with looking at the pictures and encourage children to talk through what is happening asking questions like 'Why do you think that is happening?' 'What do you think might happen next?' 'How do you think (character) is feeling?' 'How do you know?'
- As children begin to build up their knowledge of sounds you could prompt by making the first sound of the word and pointing to the picture for children to put clues together to make sense of the word and story.
- In Reception children are given flash cards for words that do not sound out 'red words' that they will come across when reading. Children progress through these in sets of 5 words. Please practise these daily with your child also.
- As children continue to build up their knowledge of sounds you could assist with some words by sounding them out for children to blend together e.g. adult points to sound saying 'm-u-m' child blends this together saying 'mum!'
- Continue to use the earlier questioning and picture clues to support alongside children's knowledge of red words and their sounds. Always referring to them as sounds rather than by their letter name. Please see phonics video for clarification on each sound.



# How to read with older pupils (Key Stage 2)

- As pupils move into Key Stage 2 they should be more proficient in their ability to read fluently. The focus should then be on expression, flow and pausing for effect. Pupil's should read aloud to interest the listener and this is something you can talk about when listening to your child at home.
- Encourage to collect and explore new vocabulary, having a dictionary nearby so that children can look up any new words they come across and add these to their word bank for use in their speaking and writing.
- The biggest shift in Key Stage 2 is that the focus is heavily on the children's comprehension of the text. This will be built upon in the Accelerated Reader tests but is something you can question them and talk about at home – can they retell the story, talk about their favourite parts, are they enjoying it? What would they change if they were the author? Describe the characters etc.



# Contact books

- Contact books should aim to have a comment in every day when your child reads at home but we expect to see at least 3 comments each week.
- The member of staff that has read with your child in school will write in your child's contact book every week.
- This book is an opportunity for you to write what your child is getting better at, struggling with or just to document that they have read. These comments don't need to be long but are useful for your child's teacher to understand how they are reading at home, how often and how we can support them in school.



# Wider reading

- We do not want children's reading to be limited to only books from the reading scheme/Accelerated Reader.
- Teacher's will also be sending home books from their book corner's to enrich children's reading experiences at home.
- Please expose your child to a wide range of reading materials including newspapers, magazines as well as reading ebooks online or on devices like a kindle.
- Reading is everywhere and this daily practice will help to broaden their experience as well as helping their proficiency as a reader.



# Book shop

In Reception and Key Stage 1 children have an opportunity to take part in 'Book Shop'

This is a scheme in which children come and browse books to buy. Bring in money towards this each week to save up for the book that they want and when they have enough money buy their book to keep.

We find this is an excellent scheme to encourage children's independence, financial literacy and enjoyment in reading and books.



THE MORE THAT YOU READ, THE  
MORE THINGS YOU WILL KNOW.  
THE MORE THAT YOU LEARN, THE  
MORE PLACES YOU'LL GO.

- DR. SEUSS

THERE ARE MANY LITTLE WAYS TO  
ENLARGE YOUR CHILD'S WORLD.

LOVE OF BOOKS  
IS THE BEST OF ALL.

- JACQUELINE KENNEDY

READING SHOULD NOT BE  
PRESENTED TO CHILDREN AS A  
CHORE, OR A DUTY.  
IT SHOULD BE OFFERED  
AS A GIFT.

- KATE DICAMILLO