



# Rayne Primary and Nursery School



## READING IN OUR SCHOOL AND HOW TO HELP YOUR CHILD AT HOME

This Booklet provides information about our approaches to teaching reading and how parents can help their children with reading at home. It was produced in response to feedback from parents after our evening Reading Workshops in 2014.

# Reading at Home

## Parent Partnership

- Our school never underestimates the value of reading at home and the impact it has on children's well-being, development and progress.
- If both school and home don't work in partnership with reading as a focus, then a child's passion and progress may be limited.
- At school we teach the skills needed to read and at home these skills are practised, reinforced and strengthened.

## What can we read?

- **Anything, anywhere, anytime**
- The key is reading can take place anywhere, anytime not just in the allocated five minutes of school reading at night.
- There is a wealth of reading material in the world. At home it can be anything from cookery books, magazines, catalogues, atlases, tube maps etc, and that in the world can be at a bus stop, in Tesco, signs at the park etc. Children can be encouraged to spot certain sounds, letters and words and read for purpose and meaning.
- Make up your own stories, sing, share poetry - both written and created - all of this is building a wealth of vocabulary.
- Learning to read can involve more than simply a book.
- You know your child so when reading a school book, if they are tired or unengaged, leave it and return to it another night. Try something new, share a book from home, read a cereal packet...

## Where can we read?

- It is important that reading is a natural part of everyday life.
- If your child wants to read or share a book in the middle of the bathroom floor, great read it there!
- For other times, create a space where they want to share reading experiences with you, a quiet comfy space, with adequate lighting away from distractions such as the TV.
- Limit children's television and computer and use this time for other activities, such as reading. Try not to use television and computers as rewards for reading (or denying them as punishment for not).
- Create a special place for your own family Library at home, a book case, a shelf, a corner. Instead of focusing on the number of books, keep in mind the interests of each family member. A small collection of books thoughtfully gathered over time is better than a large collection that

goes unread. Ensure children can access this at all times and it has something for everyone at every level in your house.

- Create a special place for reading in your home for your child to keep things they like reading, a bookcase or a cardboard box maybe in their bedroom. Let them choose books which are special to them, interest them, they may love a catalogue, so keep it in their special reading place.
- The key is making it relevant to them. If a child is interested in trains then read a train timetable, a Thomas story, a train information book etc. This may change quickly over time whereas some books may stay in the special place for longer. Older children may want to keep favourite books from when they were younger.

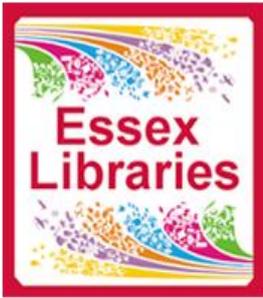
### **Role-models**

- Children need to know that reading is important to us if we want them to value reading themselves.
- We are the role models for children; let them see us reading both for function and pleasure.
- Let them see how we value books e.g. giving them as presents, lending and borrowing books from friends.
- Talk to them about what we enjoy reading now and when we were younger.
- The wider family can share in this, they can talk to children about what they enjoy reading and share books with them.

### **The pleasure of reading**

- Pleasure is the key. We don't want children who can parrot read a book, plodding all the way through; we want children who are enthused about reading because they enjoy it and because they can learn things from it.
- All children learn to read at different paces. For those who reading may not come so readily, make it more accessible for them e.g. I read a page, you read a page, I read the sentence and you read a certain word . They could read something they can confidently read (they aren't reading something too easy; they are reading to build their self-esteem).
- Reading is to practise both the skill of reading and comprehension. Comprehension often can lag behind children's skill of reading. Talk about what is happening in a text, why it is happening, how do they know this, the discussion about what we have read is just as valuable as the skill of reading it. What is the point of being able to read something if we don't understand it?

## Library



The Library is a great way to enrich the reading material at home. It is free and easy to sign up and there are a wide range of resources and information available.

- Braintree Library: details of opening hours and special events and sessions for children can be found on:  
<http://webapps1.essexcc.gov.uk/findalibrary/libdetail.asp?LibID=9>
- The Library bus visits our school every other week at 3p.m. onwards. The dates can be found on:  
<https://www.essex.gov.uk/Libraries-Archives/Libraries/mobile-home-library/Documents/WTM-Wk2-2013-14.pdf>
- Hard copies of the Library opening times, the Library Bus dates and Library registration forms can be found in our School Reception.

### All ages

- The reading process begins from birth not just when children are learning the physical processes of reading. Before children can talk they are exposed to sounds, words and songs. We need to ensure this process is rich; sing songs, rhymes, play CDs in the car, share picture books, books in the bath, story and CD sets, show them how we love reading while at the same time, showing them how to handle and care for books.
- Reading to children, even for a few minutes each day, prepares them to read and encourages a positive attitude toward reading. **Children who are read to at home learn to read more easily, have a higher vocabulary, and are more likely to develop a love for reading than those who are not read to on a regular basis. Simply put, this cannot be done too early or too often.**
- As children get older and they become more fluent in the skill of reading, continue to read to them and share picture books with them, as what we enjoy reading shouldn't be limited to age.
- **Reading isn't a tick box exercise.** Once we can read, we aren't ever going to not be able to read but the world reading opens up is endless.

## Oral Story-telling

All children love to tell stories! It is our role as adults to help our children to build up their knowledge of stories by reading aloud and telling them stories. To help children learn stories you should tell a story they enjoy over and over, encouraging them to join in, until they know the story off by heart! Actions help with oral storytelling as they make the story more memorable and help them to remember what is happening. In school, we use 'Talk for Writing' to teach reading and writing skills. Many of our Literacy lessons involve oral retelling of stories, as well as oral rehearsal of non-fiction texts. Attached are the actions we use with the children when learning a text orally.

Here are some story-telling techniques to use with your child:

- Exaggerate facial expressions.
- Give the characters different voices.
- Make your voice loud or soft, high or low.
- Use actions and gestures.
- Add dramatic sounds.
- Pause for effect.
- Be enthusiastic.
- Encourage child to join in and repeat lines back to you.
- Make the story about familiar people and places. 'Family' stories about trips, relatives and things that happen in everyday life... *"Tell us the story about when we..."*
- Stories recorded orally onto tapes or CDs either by an adult or your child. These are handy for car journeys or last thing at night.
- Tell short, simple stories, poems and nursery rhymes with a repetitive element which make them memorable to children.
- Use props, storyboxes (using an old shoebox with items from the story inside) and dressing up to act out the story! This makes it fun and visual and helps the child to get to know the story really well.

**Action Bank** – some actions to use for connectives when reading or re-telling a story

<p><b>Once upon a time</b></p> 	<p><b>Early one morning</b></p> 	<p><b>Who</b></p> 
<p>Open hands like a book</p>	<p>Hands to one side of head and pretend to wake up</p>	<p>Circle index finger in the air</p>
<p><b>First</b></p> 	<p><b>Next</b></p> 	<p><b>But</b></p> 
<p>One finger pointing up</p>	<p>Two fingers pointing to the side</p>	<p>Fingers pointing down</p>
<p><b>Because</b></p> 	<p><b>Suddenly</b></p> 	<p><b>Before that</b></p> 
<p>Hands out, open palmed</p>	<p>Hands expressively open as if in surprise</p>	<p>Thumbs pointing backwards over your shoulder</p>
<p><b>Later</b></p> 	<p><b>Finally</b></p> 	<p><b>In the end / Eventually</b></p> 
<p>Finger pointing to wrist (as if looking at watch)</p>	<p>Palm facing audience like a policeman stopping traffic</p>	<p>Bring hands together as if closing a book</p>

# “Letters and Sounds” Phonics Programme

Letters and Sounds is a phonics programme we use to teach decoding for reading and spelling for writing.

The programme is organised into phases and it is intended that each child will work through all of these phases during their time in Foundation and Key

Stage 1. However the programme may continue into Key Stage 2 for those children for whom it is felt appropriate. In the context of reading, children are taught to blend phonemes (units of sound) to decode (read) words and to identify and read 100 high frequency words.



## Blending

For example, children are shown the word 'chairman' and are asked to say each sound in the word (ch - air - m - a - n) before blending them together to say the whole word (chairman). We often call this 'sounding out'. The aim is for the children to use blending as a stepping stone to reading whole words fluently.

## High frequency words

These words are taught as it is believed that children will come across these words most frequently in their reading. They are split into 2 groups called **decodable** and **tricky** words.

**Decodable** high frequency words can be taught in the same way as other words that we can blend (see above) but, in this case, the goal is for the children to recognise these words instantly without having to sound them out.

**Tricky** high frequency words are words that cannot be sounded out using the phonics system and so cannot be blended in the same way. To teach these words to the children we tell them what the word says before highlighting the irregularities of it compared to the phonics system. For example, we would read the word 'you' to the children and be clear about what it says, before highlighting that, according to the phonics they have learnt, the 'ou' spelling would say /ow/ as in 'cow'.

Each child participates in a daily session of fifteen minutes, taught in groups led by an adult. Each of these sessions follows the same format below:

1. Revisit - to revisit skills and knowledge they have already been taught.
2. Teach - children are taught something new.
3. Practise - to practise using the new skill or piece of knowledge from today's session.
4. Apply - to apply their new learning to a broader context.

## Independent Reading

As well as teaching phonic skills through Letters and Sounds, reading is taught in whole class lessons, within Guided Reading groups and in Individual sessions.

- The amount of one-to-one reading in each class varies by teacher, depending on the age and ability of the children in their class. The aim of one-to-one reading is not just to hear a child read aloud but to teach specific reading skills that an individual needs.
- During individual sessions, the children will practise answering questions to improve their understanding of what they have read (which also helps with answering questions for comprehension tests).
- A range of sample questions are provided in KS2 reading record books so parents can reinforce the questioning techniques used in school.
- The questions used in individual reading sessions help the teacher to assess where children are with their reading, where there are gaps in their learning and what they need to focus on next.
- Examples of questions that we discuss with the children are given later on in this booklet.

## How often will my child read to the teacher?

It is very important that the teacher's time is used to teach the skills involved in reading, not just hear a child read. As mentioned above, Letters and Sounds takes place daily in KS1 and a phonics programme is continued in KS2 if a child needs support with the phonics aspect of reading. Individual or Guided reading will take place throughout the week, resulting in every child having direct focused time with the teacher over the week, as well as the reading involved in the daily literacy lesson. Children will often read with a Teaching Assistant or Parent helper to reinforce these skills but we need your support in reading at home with your child every day, so that they can practise and apply the skills that have been taught.

## The Reading Assessment Focus list

- **AF1** Use a range of strategies, including accurate decoding of text, to read for meaning
- **AF2** Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- **AF3** Deduce, infer or interpret information, events or ideas from texts
- **AF4** Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- **AF5** Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level
- **AF6** Identify and comment on the writers' purposes and viewpoints, and the overall effect
- **AF7** Relate texts to their cultural and historical contexts and literary traditions

AF	Key Phrase	AF	Key Phrase
1	<b>Decode accurately.</b> Read with understanding.	2	<b>Seek, find and understand.</b> Literal responses to text. Text reference.
3	<b>Reading "Between the lines" ...</b> Inference and deduction. Interpretation. Putting yourself in their shoes. Text reference.	4	<b>Structure.</b> Commenting on presentational features. Why is the text presented and organised as it is?
5	<b>Language.</b> Why did the writer use that word / phrase / image / sentence etc. Literary awareness. Impact on reader.	6	<b>The Writer.</b> Writer's purpose. Writer's attitudes and values. Big messages about life.
7	<b>The Text and the World.</b> How the text fits into its social, historical, cultural, literary heritage context.		

## AF2

<b>Fiction</b>
<ul style="list-style-type: none"><li>• Where does the story take place?</li><li>• When did the story take place?</li><li>• What did the character look like?</li><li>• Where did the character live?</li><li>• Who are the key characters in the book?</li><li>• What happened in the story?</li><li>• What kinds of people are in the story?</li><li>• Explain something that happened at a specific point in the story.</li></ul>
<b>Non-Fiction</b>
<ul style="list-style-type: none"><li>• What is the text about? What is the title of the text? Who is the author of the text?</li><li>• What kind of things would you expect to see in this book?</li><li>• Can you find examples of different features of this text type?</li><li>• Find something that interests you from the text. Explain why you chose that particular part.</li><li>• Where would you look to find out what a technical word means?</li><li>• What is on the cover of the book? What does this tell you about the content inside?</li></ul>

## AF3

<b>Fiction</b>
<ul style="list-style-type: none"><li>• If you were going to interview this character/author, which questions would you ask?</li><li>• Which is your favourite part? Why?</li><li>• Who would you like to meet the most in the story? Why?</li><li>• What do you think would happen next if the story carried on past the ending of the book?</li><li>• Who was the storyteller? How do you know?</li><li>• Predict what you think is going to happen next. Why do you think this?</li><li>• Is this a place you could visit? Why/why not?</li><li>• How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?</li></ul>
<b>Non-Fiction</b>
<ul style="list-style-type: none"><li>• Which parts of the book could help you find the information you need?</li><li>• When would you use the contents page in the book?</li><li>• When would you use the index page in the book?</li><li>• What sort of person do you think would use this book?</li><li>• When might someone use this book? Why?</li><li>• Can you suggest ideas for other sections or chapters to go into the book?</li><li>• Do you think the author of the book is an 'expert' about the topic of the book? Give reasons.</li></ul>

## AF4

<b>Fiction</b>
<ul style="list-style-type: none"><li>• Were you surprised by the ending? Is it what you expected? Why/why not?</li><li>• What is the main event of the story? Why do you think this?</li><li>• How has the text been organised?</li><li>• Why do you think the authors used short sentences?</li><li>• How do you think it is going to end/ should end?</li><li>• Has the author used an unusual layout in the text? If so describe it and say why you think they did this?</li><li>• Has the author used a variety of sentence structures?</li><li>• Has the author put certain words in <b>bold</b> or <i>italic</i>? Why have they done this?</li></ul>
<b>Non-Fiction</b>
<ul style="list-style-type: none"><li>• Can you find an example of a page you think that has an interesting layout? Why did you choose it?</li><li>• Why have some of the words been written in <i>italics</i>?</li><li>• What are the subheadings for?</li><li>• Why have some of the words been written in <b>bold</b>?</li><li>• How does the layout help the reader?</li><li>• What is the purpose of the pictures?</li><li>• Can you find examples of words which tell you the order of something?</li><li>• What kind of a text is this? How do you know?</li></ul>

## AF5

<b>Fiction</b>
<ul style="list-style-type: none"><li>• Why did the author choose this title?</li><li>• Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text?</li><li>• Can you find some examples of effective description?</li><li>• What makes them effective?</li><li>• Which part of the story best describes the setting?</li><li>• Can you find examples of powerful adjectives? What do they tell you about a character or setting?</li><li>• Can you find powerful adverbs? What do they tell you about a character, their actions or the setting?</li><li>• Can you find examples of powerful verbs? What do they tell you about a character, their actions or the setting?</li><li>• Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?</li></ul>
<b>Non-Fiction</b>
<ul style="list-style-type: none"><li>• Why does this book contain technical vocabulary?</li><li>• Find an example of a technical word. Read the sentence it's in. What do you think it means based on how it's used in the sentence?</li><li>• Are there any examples of persuasive language?</li><li>• Why do we need a glossary in a text?</li></ul>

## AF6

### Fiction

- Can you think of another story that has a similar theme, e.g. good over evil, weak over strong, wise over foolish?
- Why did the author choose this setting?
- What makes this a successful story? What evidence do you have to justify your opinion?
- How could the story be improved or changed for the better?
- What was the most exciting part of the story? Explain your answer as fully as you can.
- What genre is this story? How do you know?
- What was the least exciting part of the story? Explain your answer as fully as you can.
- When the author writes in short sentences, what does this tell you?

### Non-Fiction

- Why has the writer written this text?
- Have you found any of the illustrations, diagrams or pictures useful? Give reasons.
- Why did the writer choose to present the information in the way they did?
- How could the information be presented better?
- What makes this text successful?
- Are there any features that it hasn't got? Why do you think it doesn't have them?
- Can you think of another text that is similar to this one? What are the similarities and differences between them?

## AF7

### Fiction

- Do you know another story, which deals with the same issues, e.g. social, cultural, moral issues?
- Have you ever been in a similar situation to a character in the book? What happened?
- How would you have felt in the same situation?
- What would you have done differently to the character in a particular situation from the book? What happened?
- How would you feel if you were treated in the same way as the main character?
- What did the story make you think of?
- Have you read any other stories that have similar characters to this one? If so, which story was it and what happened?
- Do you think this book is trying to give the reader a message? If so, what is it?



## Guided Reading

Guided reading involves the teacher or an adult working with a group of children, developing specific reading skills. We aim to work with a guided group each day, so that every child has received some focused teaching of reading over the week.



We use the following key skills in a guided reading session:

**Summarising**

**Clarifying**

**Questioning**

**Predicting**

**Summarising** Choose a child to explain what has happened already

(While reading, children should note down any words that need clarifying)

**Clarifying** Choose a child to suggest meaning and check in dictionary.

**Questioning** ask or answer questions.

**Grammar police** - look for examples of bad grammar or specific punctuation relating to class work

**Summarising** - Choose a child to sum up what has just happened in the book.

**Predicting** - Choose a child to predict what will happen next

## Guided Reading Questions

(examples based on pages 14-17 from "Billionaire Boy" by David Walliams)



**Looking (literal) questions:**  
How did Joe open the wrapper of his Mars Bar?



**Clue (deduction) questions:**  
Give 3 examples from the text that show that Joe is a spoilt child.



**Thinking (Inference) questions:**  
How do you think Joe felt about telling his dad he had crashed the car?

# Comprehension

**What is 'Comprehension'?** .....

The understanding and interpretation of what is read:

- Oral; discussion, chat, opinion, predictions, summary
- Written; question and answer, character description, retelling, book review

It is any activity where children can demonstrate their thinking, reasoning and understanding of a text.

## Assessment

When reading, children should be able to demonstrate that they can:

1. Decode, 'read' the words on the page
2. Understand, retrieve information, use quotes, references to text
3. Deduce & infer or interpret
4. Understand the structure & organisation of text; grammatical & presentation features
5. Understand writer's use of language; grammatical & literary features
6. Identify writer's purpose & viewpoint; overall effect on the reader
7. Understand the social, cultural & historical contexts; literary traditions

## Text Types

Children should be reading a range of both fiction and non-fiction texts. Packaging, leaflets, newspapers, recipes, instructions or magazines can be valuable reading material. Children can demonstrate their understanding of these types of texts.

**What can parents do at home to help with comprehension?**

- Always discuss unfamiliar vocabulary
- Ask children questions about texts around them; posters, adverts, packaging, recipes, newspapers
- Make sure your child understands what they are reading, not just 'decoding'
- Use the questions in their reading journals (KS2)
- Read books together and discuss what you both think

## Reading Comprehension - Questioning

'Voices in the Park', a picture book by Anthony Browne, is a seemingly simple picture book at first glance but is actually quite a complex text. Four different voices tell the story of a walk in the park. It shows how life differs from different people's perspectives and is excellent for discussing character and opinions. Two of the voices are adults living very different lives and two of the voices are their children. The images in the story are incredibly powerful and are an important part of the story telling.

### Examples of questions linked to Voices in the Park

- Who is the voice of this part? (thinking question)
- What are they like? How do you know? (thinking/ clue question)
- Why has the author chosen to use the word pedigree? What does it mean? (thinking question)
- What clues can we get from the picture? (clue question)
- What is important about the child's and dog's names? (thinking question)
- Why has Anthony Browne chosen to do put the dog's name first? (thinking question)
- How do you think Charles is feeling as he walks along? (thinking question)
- How is it written like a diary?
- What is the tone of the voice? (thinking question)
- What do we picture from the words scruffy mongrel'? Why has Anthony Browne chosen to use this?
- Are the pictures telling the same story? (thinking question)
- Why might Anthony Browne have chosen to draw the characters in this way? (thinking question)
- Who else might have a voice? (thinking question)
- How is the mother being judgemental? (clue question)



## Using Technology with Reading

Using PCs and tablets is a great way to encourage children to read.

There are lots of web sites and Apps dedicated to reading, but the choice is sometimes overwhelming.

The list below will save you the time of wading through thousands of options. They offer a great way to inspire your children to read and enjoy the world of books.

- Oxford Owl. - [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

A website from the people who brought us Biff, Chip and Kipper. There is lots of advice on how to help children with their reading and e-books to download for children from early years to year 6.

- Me Books - available to download from App stores.

Not only is this a vast library of children's books. Many include narration from some familiar voices and also gives you the option of recording yourself reading the story.

- Audio books - [www.audible.co.uk](http://www.audible.co.uk)

This is a very reliable audio book service from Amazon with a lot of choice.

