

Reading at St Katharine's Primary School

A Guide for Parents

'Children are made readers on the laps of their parents.'



Over the next few afternoons Mrs Phelps could hardly take her eyes from the small girl sitting for hour after hour in the big armchair at the far end of the room with a book on her lap...

... and a strange sight it was , this tiny dark haired person sitting there with her feet nowhere near touching the floor, totally absorbed in the wonderful adventures of Pip and Mrs Haversham and her cobwebbed house and by the spell of magic that Dickens the great story teller had woven in his words.

From 'Matilda' by Roahl Dahl

Introduction

At St Katharine's we believe that fluent, expressive reading is the cornerstone of learning; across the whole curriculum. Even in these increasingly technological days fluent reading will support and underpin your child's learning throughout their time at school and on into adulthood.

In this booklet we aim to explain:

- how reading is organised at St. Katharine's
- how reading is taught at school
- what our expectations of home school reading are
- how you can support your child when they are reading at home

How can I help at home?

Emergent Early Readers:

Choose a time to suit you both. Just before a favourite TV programme is never ideal!

Try to read with your child regularly, be realistic! Three times a week can be enough to make a difference.

Share the reading with your child. You could start off, and then take it in turns reading a page each.

Try not to be critical. No child makes mistakes on purpose. PRAISE encourages your child to try their best.

Allow your child to read to the end of a sentence without interrupting. You can then return to any words if needed.

If there is enough time, let the child re-read the book. This second reading gives them a chance to read more confidently and develop a greater understanding of the story line.

Remember that not all words can be sounded out phonetically. Talk with your child about the difference between 'soundable' and 'unsoundable' words.

Strategies and reading behaviours Early Readers:

In school early readers are taught a range of strategies that they can use to work out unknown words.

Phonics – use the sounds they know to work it out

Use the pictures to support you (this is not cheating).

Use initial letters along with the picture

Predict what a word could be from the context it is in.

Tricky words – some words cannot be sounded out. Children are taught words like this as 'sight vocabulary'.

Remember a good 10 minutes is much better than a difficult half an hour.

Developing Readers:

Much of what is good practice for an emergent early reader is still applicable to the developing reader. Children still need to be heard read and need to do this frequently.

Model fluent, expressive reading for your child so that they know what they are aiming for.

Encourage them to use the punctuation on the page to support fluency and expression.

Children need to begin following the print with their eyes rather than a finger.

Encourage children to make meaningful guesses at unknown words using the full range of strategies.

After a chunk of reading ask your child a few questions to check that they understand what they have read. As children become more confident encourage them to locate the piece of text that holds the answer.

Strategies and reading behaviours Developing Readers:

In school developing readers are taught a range of strategies that they can use to work out unknown words.

Phonics – use the sounds and clusters of sounds that they know to work it out

Predict what a word could be from the context it is in.

Re-read to correct mistakes- especially when what you have just read doesn't make sense.

Recognise their own errors and attempt to correct them.

Fluent Readers:

As children develop fluency and begin to engage with more complex texts they do not always need to be heard read. Instead they will want to read silently to themselves.

Children still need to practice as often as they can. **At St Katharine's we aim for a minimum of 4 times a week.**

Introduce your child to the idea that you will be asking them questions about their reading. Find an appropriate time to question your child and try out a variety of the suggestions below. This shouldn't feel like a quiz but more like a book club conversation. Share your thoughts about a shared story. Express opinions about characters and plot lines. This provides a good model of 'book talk' for your child to follow.

Suggested Questions for Fluent Readers

What kind of book is it: Fiction, nonfiction?

Would you like to read a book by this author again? Why, why not?

What are the main events so far?

Who are /is the main character/s: what are they like? Do you like them?

Do you know where the story is going? What do you think will happen next?

Where is the story set?

Who is telling the story?

Do you think there is going to be a twist? What could it be?

Would you recommend this story to a friend? Why?

*Ask children to explain fully. Always expect a **because...***

Readers at all stages enjoy being read to - purely for the joy of hearing a good story. Try to include reading to your child as a continuing part of the reading that you do at home.

What does reading look like at St. Katharine's?

Book Bands

You will have noticed the coloured bands on your children's book.

We have book banded the reading materials at St. Katharine's to provide structured support for children's reading choices. It is not intended to be a ladder that children have to climb. Avoid comparing your child's reading with that of others as children make progress at different rates.

This is a brief guide to what each colour means:

Approximate Year Group	Book Band Colour
Reception/Y1	Pink and Red
Reception/Y1	Yellow
Year 1	Blue
Year 1	Green
Year 1/2	Orange / Turquoise
Year 1/2	Purple
Year 1/2/3	Gold
Year 2/3	White
Years 3 - 6	Grey
Years 5 and 6	Black

Enjoyment and engagement in reading is the bedrock to success.

Guided Reading

Whilst children will be heard read on a 1-1 basis from time to time by a range of staff and volunteer adults, our main vehicle for teaching and assessing reading at St. Katharine's is through 'Guided Reading'. Guided reading takes place every day. Children read in small groups of similar ability to the class teacher, from a shared text. This text is pitched at a level that will stretch the children in the group and enable them to explore reading, in a supported setting, that they might not otherwise access entirely independently. Teaching is focussed on the different aspects of reading that are summarised as follows:

Key Stage One: teaching foci							
1a draw on knowledge of vocabulary to understand texts	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c identify and explain the sequence of events in texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far			
Key Stage Two: teaching foci							
2a give / explain the meaning of words in context	2b retrieve and record information / identify key details from fiction and non-fiction	2c summarise main ideas from more than one paragraph	2d make inferences from the text / explain and justify inferences with evidence from the text	2e predict what might happen from details stated and implied	2f identify / explain how information / narrative content is related and contributes to meaning as a whole	2g identify / explain how meaning is enhanced through choice of words and phrases	2h make comparisons within the text

This approach ensures that we not only hear the children read in school every week but that children can engage in lots of meaningful discussion around a shared text, developing comprehension and building understanding. When children are not reading with the class teacher, during guided reading sessions, they will be taking part in other book related tasks that support their comprehension of the text and develop the range of skills needed to become a fully fluent and capable reader

Reading as Homework

Reading is part of regular, **weekly** homework from Reception through to Year 6.

Reception – Year 3 (up to white book band)

Children have a *Book Banded* text in their reading folder that they read at home **at least 4 times during the week**. Parents are asked to comment briefly in the '*Reading Record*' to show that they have listened to their child read or, with increasingly fluent readers, have engaged in some talk around the book that their child has chosen to read. Teachers use this record as evidence of children reading for 10 minutes a day. As with older readers those children that sustain this level of reading across the year are rewarded with a reading badge.

Year 3 – Year 6 (white, grey and black book band)

As children's maturity develops and the texts that they chose become more complex they will progress from the '*Reading Record*' to a '*Reading Bookmark*'. The reading bookmark is a record of your child's reading. Teachers will check these at regular intervals and at the end of each term make a note of those children who have sustained reading 4 times per week across the term.

The children who have achieved this are rewarded at the end of an academic year with a reading badge.



'...the books transported Matilda into new worlds and introduced her to amazing people who lived exciting lives. She went on olden day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village'

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'

Dr Seuss