



# Reading at New Town



# The Power of Reading!

- ▶ Creating a love of reading in children is potentially one of the most powerful ways of impacting on academic standards in school.
- ▶ There can be few better ways to improve pupils chances in school, or beyond in the wider world, than to enable them to become truly independent readers.
- ▶ Reading is all about acquiring meaning; for enjoyment, information and understanding.



# Reading in School

## The Teaching of Reading



### English programmes of study: key stages 1 and 2

National curriculum in England

### The National Curriculum

“A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.”

# Reading at New Town

- ▶ Reading is one of the most important skills your child will ever learn.
- ▶ At New Town, reading is a fundamental part of our curriculum and children are required to practice their reading at home **at least four times per week.**
- ▶ You should sign your child's reading record after each read

Date, book and page number	Comments
Fill in the book title, date and page number your child has read until	Write a comment on how they read
A squash and a squeeze 25.3.22 Page 1-7	Good use of Fred talk to sound out unfamiliar words. Was able to talk about what he had read so far in the story.

All children in years two to six should have two books:

- ▶ one Accelerated reader book and one sharing book.

# Accelerated Reader

- ▶ Levels are generated based on a termly assessment of comprehension
- ▶ Children should be able to fairly confidently read their AR book - support them by encouraging them to apply their phonics when they come across unfamiliar words.
- ▶ They should read their AR book to you and you should engage in discussion to support their understanding of what they are reading.
- ▶ These books should be read at home at least twice (if level 0.1-3.0) before bringing it into school and completing a quiz. Once they have completed their quiz, their book will be changed.

# Sharing Books

- ▶ You should read sharing books for your child as they will be unable to access this level of reading independently.
- ▶ When reading, you should engage in conversation with your child by asking some questions about what you are reading.
- ▶ Some of our KS2 children are still learning to read with Read Write Inc. phonics. If this is the case, pupils take part in a daily speed sounds lesson, word time, reading and writing session. (Please follow advice on how to read with them given in last week's phonics meeting)

# Different types of reading

All are beneficial to supporting your child in becoming a more fluent and confident reader and developing a love of reading

# 1. Hear your child read

- ▶ Your child will always have a reading book from school which will be selected to meet their needs.
- ▶ He/she will be able to read the majority of this book without any help with the words, but they will need you to help clarify their understanding.
- ▶ Being able to understand what is written is just as important as being able to read each word. These books are extremely important as they help to build up confidence and give a clear purpose for reading.
- ▶ Listen to your child read the book and help them to make it sound more interesting by using expression or different voices for characters.

Ask questions about the story such as:

- ▶ *‘Why do you think he did that?’*
- ▶ *‘What do you think that means?’*
- ▶ *‘What do you think is going to happen now?’*
- ▶ Your child should be able to ***predict, clarify, summarise*** and make up their own ***questions*** about the book as if they were the teacher.



## 2. Read with your child

- ▶ Some books that come home will have tricky words.
- ▶ Talk to your child about what the words might be. If they become stuck on a word, wait, and then ask them to try using “Fred Talk, say the word”, this will encourage them to sound it out using their phonics knowledge in line with their RWI sessions. See if the word might make sense by encouraging them to read to the end of the sentence.
- ▶ Remember that if they really cannot read the word then it is fine to tell them the word, as we do not want them to lose confidence.

# Read to your child

- ▶ Reading children a book that they cannot yet read by themselves has been shown to help children develop their understanding of spoken language and the more formal language of books.
- ▶ Use this an opportunity to model alternating characters, expression and varying tone.

# Re-reading favourite books

- ▶ Hearing a good book again and again is one of the best ways to learn about story language and it is a great opportunity to talk about favourite texts together.
- ▶ By reading and re-reading a tricky book together with you, your child will gain the confidence to read the book alone.

# Model how to be a reader

Children learn from watching us...

- ▶ Show that you enjoy reading books too and that you also read for information such as reading the newspaper or reading a recipe book.
- ▶ Your child will benefit greatly from you being a positive reading role model.

# Some questions to ask your child while reading together

- ▶ Look at the front cover. What could the book be about?
- ▶ Who is the author?
- ▶ What is an illustrator? What do they do?
- ▶ What does that word mean? Read the words around it to help you figure it out (context)
- ▶ How can you read an unfamiliar word? Can you use your Fred talk and then blend?
- ▶ Who are the main characters in the story?
- ▶ What do you think will happen next?
- ▶ How do you think that character feels? Why? How would you feel in that situation?
- ▶ Can you predict how the book will end?
- ▶ Who is your favourite character? Why?
- ▶ Is there a hidden message in the story? What is it?
- ▶ Can you retell the story in your own words?
- ▶ Do you like how the story ended? Can you think of another way the book could have ended?



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# Thank you

- ▶ We hope you found this session beneficial as a means to better support your child with their reading
- ▶ We have an open door policy and are always open to feedback. Please come and find one of us afterwards should you wish to talk.
- ▶ Questions?