

Reading



Parent Pocket Guide



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL



**Saint Norbert's Catholic
Primary School**

Telephone 01775 722889

Email: enquiries@st-norberts.lincs.sch.uk



Saint Norbert's Catholic Primary School

Article 28: Every child has the right to an education.



Reading at Saint Norbert's Catholic Primary School

At our school each child is expected to **read at home daily**, whether that is to an adult (for developing readers) or independently (for fluent readers). Each child will also engage in focussed teaching of reading in a small group with their teacher once a week. We call this **guided reading** or **shared reading**. For those children who need extra support with their reading we have allocated Teaching Assistant support, use the valuable support of Parent Readers, and teachers allocate time to hear them read as necessary. Books for home reading are selected and monitored in a range of ways across the school depending on the age and ability of the children. In Reception and KS1, children work progressively through a scheme and are monitored by the class teacher.

Generally, children in KS2 select their own reading material, either from class or home. From Year 2 children are responsible for changing their own reading books, with their reading records being monitored when the child is heard to read individually (not during guided reading). In Reception and Year 1 we aim to monitor reading records daily, and change their books accordingly.

Teachers aim to hear children **read individually in addition to the focussed guided reading session**. In addition to this some classes have parent and/or teaching assistant support for reading. **Each child is heard to read individually, and participates in focussed group teaching once a week as part of guided**

reading. This is not written in their reading records, but is recorded in teacher assessment files. We have a diverse range of books and vibrant reading areas to support your child's reading within the school, and we hope this will enable your child to experience a range of authors and styles of books.

Useful websites for family reading

A Story For Bedtime www.astoryforbedtime.com

BBC Parenting website www.bbc.co.uk/parenting

Booktrust www.booktrust.org.uk

The Child Literacy Centre www.childliteracy.com

DfES Parents Centre www.parentscentre.gov.uk

Help them read www.helpthemread.co.uk

Help your child discover ...

www.dfes.gov.uk/parents/discover/

Parent Link www.parentlink.co.uk

Read Together www.readtogether.co.uk

Silly Books www.sillybooks.net

Finding and choosing books Here are some useful websites and online resources to help you choose books for children, young people and adults. You might also like to ask in your local or school library for recommendations, or check your local library websites -many of them list recommended reads.

Ask Chris <http://askchris.essexcc.gov.uk>

Booktrust <http://www.booktrustchildrensbooks.org.uk/>

Recommended-Books

Bookheads <http://www.bookheads.org.uk/>

Books, Reading and Writing www.braw.org.uk

Cool Reads www.cool-reads.co.uk

First Choice Books www.firstchoicebooks.org.uk

Guys Read www.guysread.com

Mrs Mad www.mrsmad.com

Reading Matters www.readingmatters.co.uk

After Reading

Talking about the book with your child at the end will help your child in their enjoyment and understanding of the book.

- Did you enjoy that book? Why? Why not?
- Who was your favourite character? Why?
- Which part did you like the best? Why?
- Was there any part you didn't like? Why?
- Would you choose this book/story again?
- What do you think will happen next?

My child is a good reader. Can I still help?

YES! Although children will often want to read in their heads when they become fluent readers and you should not insist on too much reading aloud, there are still many things that you can do. Discuss with them what they have read - about the character, about the plot, about the important parts of the story.

What else can your child read?

- Comics
- Magazines.
- Travel brochures
- Instructions or recipes
- What's on television tonight
- Information books

My child won't read, no matter what I do. How can I help?

- Read to your child as much as possible.
- Don't make an issue out of it.
- Talk to your child's class teacher.
- Working together will help

In terms of reading, we want children to be able to:

Enjoy reading and see it as a pleasurable leisure activity, as well as a means of following instructions and finding things out. Have the reading skills necessary to read a range of text types for pleasure and for information. To be confident and competent readers, children need to have access to a range of reading experiences.

Guided Reading

Each class, Reception to Year 6, engages in a Guided Reading session daily. The class teacher focuses with one small group each day, and tailors the teaching to their needs. This is an opportunity for the teacher to hear readers, and teach reading skills (either decoding or comprehension as appropriate). The other children within the class will engage in other independent learning activities, which may be reading based or linked to learning in other areas of the curriculum. Guided reading allows the teacher an opportunity to teach reading skills in a small group situation, allowing greater focus on developing skills, rather than just 'hearing readers'.

Reading at Home

We know how important it is for teachers and parents to work together to give your child the best start. Reading together at home is one of the easiest but most important ways in which you can help your child. As you share books you are helping improve your child's reading skills and also showing them how important and enjoyable reading is. This booklet is a short guide to help you.

Supporting Reading at Home

1. Find a place to sit together that suits you both
2. Try to read for at least 5 to 10 minutes a day and once over the weekend. Encourage it as a pleasurable experience.
3. Find some time to talk about the book as well as reading it. Start with the title, look at the cover and briefly chat about what you might find inside. At the bottom of each page, encourage your child to predict what might happen next.
If your child gets stuck, ask what word would fit best, ask them to sound it out (if appropriate), or simply supply the word yourself. What happened in the story? Does this remind them of anything in their lives or anything they have read before? Did they think the book was funny? Did they spot any interesting words and phrases? Did they enjoy the book?
4. Read to your child. You can help your child to understand the emphasis of particular parts of the story.
5. Encourage your child to retell the story you have just shared. This will give you an idea of how much they have understood.



6. Do not condemn the book as 'too easy' or 'too hard'. Children need a range of reading materials. Any 'easy' book helps them to relax with reading. A difficult book can be read to your child. Both are important.

7. If your child misreads a word without changing the meaning, e.g. 'Dad' for 'Father', accept it. If they hesitate, repeat a word or leave one out, say nothing provided the meaning is not lost. If they say a word which does change the meaning, or they are simply stuck, you can help them by;

- a. Pointing to the picture if it is relevant
- b. Asking a question to remind them of the context ,e.g. 'Where did they say they were going?'
- c. Re-reading the sentence up to the unknown word to remind them of the context
- d. Saying or pointing to the first letter of the word
- e. Telling your child the word to avoid losing momentum
- f. If the word can be read easily by sounding out the letters, encourage them or help them to do this Pause, Prompt and Praise

PAUSE to help them work out the new words

PROMPT by using some of the techniques mentioned

PRAISE them for trying whether they are right or wrong

It is important to use as many clues as possible to help your child when they encounter difficulty.