

The school approach

In order to help you understand how we will be addressing child's personal reading ability I have created this small information booklet which includes:

A brief introduction to how reading will be developed.

Your Child's Reading Targets for the current year they are in.

How you can help your child with achieving their targets – a resource bank of ideas.

High Frequency and Medium frequency words

Guide to supporting your child with spelling.

How will we be addressing reading with in the classroom situation?

In an ideal world it would be wonderful as a teacher to sit and listen to every child read individually at least once a week. Unfortunately there are not enough hours in the day for this to occur. To help get round this every class has a designated guided reading time, in which the class teacher will incorporate into their weekly timetable.

To make the most out of this time the teacher will work with a different group each session. The children will be organised into small groups that are working towards the same targets. The group will have a Learning Objective which will be related to their Reading Targets. In this time the teacher will deliver a short enjoyable reading lessons to meet the Learning Objective.

The rest of the class during this time will be given a reading focused task. This may vary from spelling strategies, independent reading skills, to sound games. Whenever possible the class teacher will try to include a topic based activity to give the pupils opportunity for reading for reason.

How will the Class Teacher know when a target has been achieved?

Each child will be given a book mark which has their current targets on. Every child will be encouraged to become familiar with their targets when completing a reading activity to help them move on to the next level.

When the class teacher is working with a pupil and they have achieved a target the teacher shall initial the box (See your child's targets to see how the box system works). A child can achieve more than one target in a session.

When another adult (for example TA, Reading scheme support staff) listen to a child read they will also be able to use the book mark to ask the child questions about their targets and initial them if they are achieved.

The Target book marks are just a guidance on the development of the child's reading and will be kept in school at all time for the class teacher to assess pupils individually and to plan the lesson objectives.

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A resource bank of ideas.

Below is just a brief outline of different activities you can do with your child when reading a book, remember all these things will make the reading more enjoyable for child and yourself:

Predict what will happen at the end of the story

Discuss who your favourite character is and why

Pretend to be the different characters and talk about the characters thoughts and feelings

Encourage child to identify speech marks and use change in voice to show this when reading aloud

Compare story to another story they have read – how is the setting different etc

Ask questions about the characters and different parts that have been read

Design posters or dust jackets for the book

Write your own blurb for the book

Draw a picture of your favourite character or of the setting

Identify the theme of the story and discuss if it is a good theme or not

Encourage child to use the four different strategies of reading

Will there still be a reading scheme?

Pupils will still be encouraged to follow the 'Oxford Reading Tree Scheme' until they are achieving at least a level 3. This reading scheme uses appropriate words and language to help pupils develop their reading at a steady pace.

When a child is achieving at least level three they will be encouraged to make their own choice in independent reading books. This is to allow the child the option of reading for enjoyment- If a pupil is enthusiastic about the book they have chosen then they will probably want to read more.

By allowing pupils the freedom of choice in their reading should help to encourage more pupils to read. This does include any suitable books from home.

Class Teachers will not be changing books on a regularly basis as some pupils may not require this, however pupils who are on the reading scheme will be encouraged to develop their abilities by a breadth of reading.

If you have reason to think that your child is not making a sensible selection in their reading book, or is not reading a book then please inform the class teacher so that this can be addressed.

What are the key principles in helping a child learn to read?

There are 4 aspects you need to consider to help support your child reading:

Phonics- These are the sounds and spellings of words – you can support your child with this by breaking complicated words up into its different sounds.

Grammatical knowledge – if your child reads a word incorrectly – ask them to think about what they just said – does it make sense?

Word recognition and graphic knowledge – these are the words that we see every day and should start to recognise straight away (see high frequency and medium frequency words).

Knowledge of context – Knowing the structure of the sentence and what might words should be expected – for example descriptive words etc.