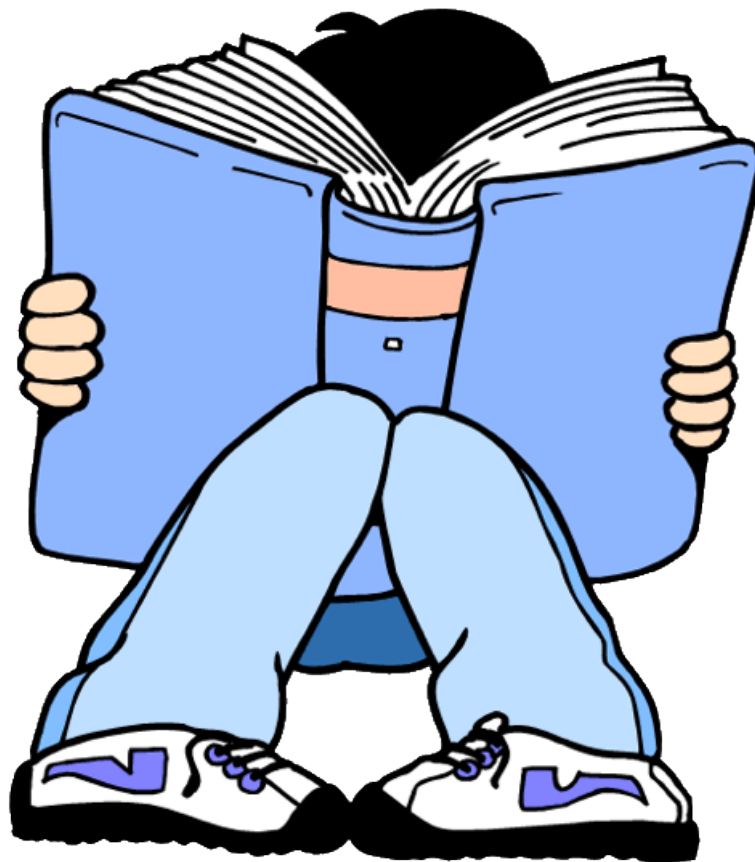


St Bernadette's Catholic Primary School



**St Bernadette's**

**Parents' Reading Guide**



Loving, serving and growing together with Jesus

## Reading

### Introduction:

At St Bernadette's, in terms of reading, we want our 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; and

To be confident *curious* and competent readers, who have access to a range of reading experiences.

For this reason our aim is to promote reading in school and at home.

### Reading in School

#### General Aim:

Teachers generally aim to hear children read individually each week as part of the focussed guided reading session. Teachers and teaching assistants listen to less able readers more frequently, but make time to hear more able readers across the year. In addition to this, most classes have some parent 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 session is noted in their reading records.

Books are selected and monitored in a range of ways across the school depending on the age and ability of the children. At the beginning of each child's school career, all children work progressively through a reading scheme and are monitored by the class teacher. The reading scheme books are kept in the corridor in the KS1 entrance. Children follow a reading scheme until they have reached Level 3. The aim is for children to change their books daily.

**Parents are encouraged to help their children to change their reading scheme books. Access to the KS1 corridor is available to parents after school at 3 pm. This allows parents the opportunity to assist their child or children to choose a new reading scheme book each day.**

Generally children in KS2 select their own reading material, either from the school library, class or home. From an early age children are encouraged to take responsible for changing their own reading books, with their reading records being monitored when the child is heard to read individually.

## St Bernadette's Catholic Primary School

For children in Foundation Stage and Key Stage One this shared reading mainly takes place in their daily phonics session. In Key Stage Two shared reading will take place in their daily English lesson.

### School Library:

Each class has **one** allocated library slot each week. In this session, the children will have the opportunity to select a reading book for use within class and home. Where possible, children are encouraged to select reading texts which are appropriate to their reading ability and challenged to engage with a diverse range of literacy genre.

### Home Reading:

Children are encouraged to **read at home daily**, whether that is to an adult (for developing readers) or independently (for fluent readers).

When helping emerging and developing readers - you might wish to consider:

If a 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:

- pointing to the picture if it is relevant;
- asking a question to remind them of the context, e.g. 'Where did they say they were going?'
- re-reading the sentence up to the unknown word to remind them of the context;
- saying or pointing to the first letter of the word;
- telling the child the word to avoid losing momentum; and
- if the word can be read easily by sounding out the letters, encouraging them or help them to do this; and
- use as many clues as possible to help the child when they encounter difficulty.

**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

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# St Bernadette's Catholic Primary School

## Other Techniques:

Start with the title, look at the cover and briefly chat about what they might find inside;

At the bottom of each page, encourage your children 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 themselves;

Discuss what happened in the story and try to apply the book to their own experiences;

Discuss whether the book was funny - interesting words and phrases - whether they enjoyed the book;

Model reading since it can help to understand the emphasis of particular parts of the story;

Encourage your children to retell the story they have shared because this will give you an idea of how much your child has understood; and

Do not condemn the book as 'too easy' or 'too hard'. Children need a range of reading materials.

## After Reading:

Talk about the book with your child to help them with their enjoyment and understanding of the book. Try and discuss:

- 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?

**Useful websites**

<http://www.booktrust.org.uk/>

<http://www.booktrust.org.uk/books-and-reading/children/>

<http://www.childrens-books-and-reading.com/top-childrens-books.html>

<http://www.oxfordowl.co.uk/Reading/>

<http://childrensbooksguide.com/top-100>

<http://www.juniormagazine.co.uk/books/the-top-100-childrens-books/60.html>

<http://harpercollinschildrens.com/Kids/>

<http://www.magickeys.com/books/>