

Reading at Redwell Primary School

At Redwell, we want our children to leave us as confident readers. We want children to develop a critical reading mind where they can hold in-depth conversations around challenging themes and ideas, and evaluate texts critically. We also expect them to make connections between different texts and their own understanding of the world.

Timetable expectations:

EYFS

- 1:1 reading with a staff member every week
- A Minimum of 3 sessions to read stories aloud which includes Book Talk
- Daily rhymes or poems to be told
- Common Exception word cards will be sent home with children to encourage reading on sight

KS1

- 1:1 reading with a staff member once every 2 weeks as a minimum
- RWI to be taught in class daily from September (due to COVID19); this may be reviewed in the year to move the children into sets across EYFS-KS1
- When children are ready, they will move into Reciprocal Reading groups
- 1 x 45minutes/1 hour comprehension lesson to deepen understanding

KS2

- 4 x 30 minute reading sessions (this will mostly be using a Reciprocal Reading approach).
- 1 x 45 minute-1 hour comprehension lesson to deepen understanding of texts or explicitly develop key reading skills

Independent Reading:

- Every child will have a reading band book and a library book (currently, these will not be able to go home during the time of COVID).
- Once children have completed their banded books, children move on to STAR BAR - these are vocabulary rich texts and the children do find them challenging.
- The expectation is that children should be reading four times a week outside of school and recorded in their reading diaries or journals.
- If you find it difficult to support your child with their reading at home, please do not hesitate to speak to your child's class teacher.
- Children are encouraged to also read their own books as this still develops their fluency and enjoyment of reading; these can also be recorded in their reading diaries.

We know that for children to flourish they need both support in school and at home. In order to ensure this, we know how important the school and home relationship is and know that by working together we will ensure all children become better at their reading. In the rest of this document, you will find ways to help your child develop their reading at home.

Reading books:

What reading book should my child be bringing home?

Each child will bring home a home reader book (book band) and a school library book. The home reader books are colour coded to match the National book banding system and the phonics Read Write Inc. programme.

What do book band levels mean?

Reading books are graded by difficulty by reading levels known as book bands. Each book band has its own colour. The chart below gives an indication of the range of book band levels at which most children will be reading as they progress through primary school. Children tend to learn in fits and starts – periods of growth followed by periods of consolidation when their progress seems to halt for a while. The periods where you don't see rapid progress may be worrying, especially after a 'growth spurt', but they are important as your child develops confidence in using and applying their newly acquired skills. If you are ever worried about your child's progress, talk to their teacher.

A copy of the book band chart can be seen at the back of this booklet.

Reading at home

When reading at home with your child, remember:

- Practise reading as much as possible
- Do not panic about unfamiliar words
- Reading should be enjoyable

DO

- Keep reading time relaxed, comfortable and fun.
- Find a quiet place, with the television turned off.
- Make it a special time together.
- Establish a routine in the day and read for 10-20 minutes
- Reward any reading with small treats e.g stickers
- Talk about books, covers, stories, any written words around the house.
- Encourage use of 'Fred talk' to work out unfamiliar words
- Join your local library together and use it regularly.
- Use the questions in your child's planner to probe and check for understanding.

DON'T

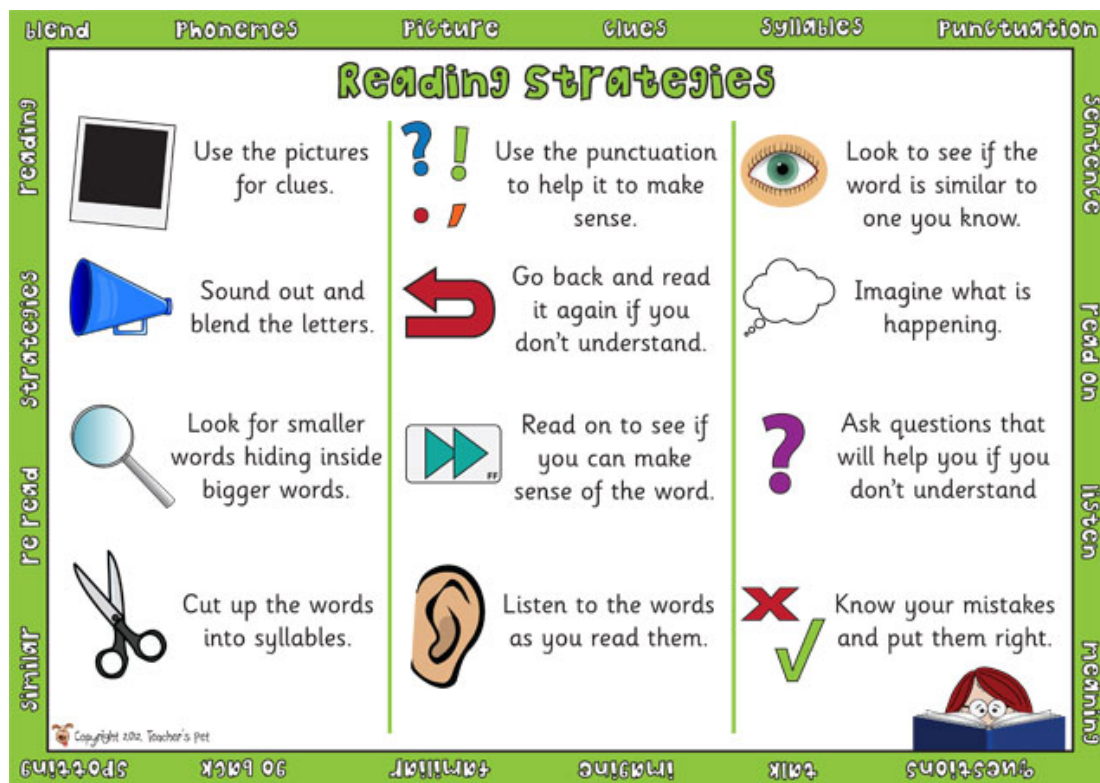
- Don't correct too often or too quickly
- Make reading negative and pressured
- Ignore requests to read any written words
- Get worried or frustrated with slow progress
- Let young children deface or mistreat books.

Key strategies:

- Encourage your child to always 'have a go' first
 - Ask your child to 'sound out' unfamiliar words
 - Blend the sounds back together
- Talk about challenging words and discuss what they mean.

A variety of games and strategies will help to keep both children and parents interested and motivated in reading. The games in this booklet are ideal for home learning. See which ones you might like to do!

Strategies to help your child to grow in confidence.



Keep a balance between encouraging your child with learning to read and having fun reading together. Do not give up on telling stories and reading of all kinds to your child to help them to develop an understanding and love of reading.



Key questions to ask your child when reading:

| | |
|---|---|
| <u>Book Introduction</u> <ul style="list-style-type: none">• Who is the author?• What can you see on the front cover?• What do you think the book is going to be about?• Does the blurb give us any more clues?• Who do you think the characters are going to be?• What kind of book is this and how do you know? (poetry, fiction, non-fiction)• Have you read any other books by the same author? | <u>Phonics / decoding</u> <ul style="list-style-type: none">• Can you use your phonics to sound out the word?• Can you see any familiar digraphs or trigraphs in the word?• Can you see a smaller word within the word that you know?• Can you break the word down into syllables (chunks) to help you?• Does it look like a word you already know?• Can you re-read the sentence for meaning?• What punctuation can you see?• Can you use the picture to help you? |
| <u>Looking questions</u> <i>Summarising</i> <ul style="list-style-type: none">• What has happened so far in the story?• What are the main events in the story?• Which event comes after/before _____? <i>Predicting</i> <ul style="list-style-type: none">• How would you like the story to end?• What do you think will happen next?<ul style="list-style-type: none">○ What are the clues that make you think this? <i>Questioning (looking)</i> <ul style="list-style-type: none">• Where are they? What can they see or hear?• Who are the characters?• What does ____ look like? | <u>Clue questions</u> <ul style="list-style-type: none">• How is _____ feeling?<ul style="list-style-type: none">○ How do you know?• How does _____ feel about _____?• What sort of person is _____? How do you know?• What do we know about _____?<ul style="list-style-type: none">○ Can you prove it to me using evidence from the text?• Which words has the author used to show that this character is mean / kind / funny / caring etc?• How did the character change during the story? |
| <u>Thinking questions</u> <ul style="list-style-type: none">• Why did _____ act the way they did?• Can you explain why _____?• I wonder why the author _____?• Why is _____ feeling _____?• Did the character get what they deserved? Why / why not?• Is there a moral to learn from this story?• Does this book make you link of any others? | <u>Non-fiction texts</u> <ul style="list-style-type: none">• What is the purpose of non-fiction texts?• What information will you find in this text?• Why is there a contents page?• Can you find a heading?• Why are there headings on the pages?• Can you find a label/caption?• Why are there real photos? |

Games you might like to try at home to help reading:

Singing Time

Children enjoy exploring and experimenting with language and it helps them to learn new words and their meanings and to listen to the sounds that make those words. So you could sing, rhyme, shout, whisper, rap and dance to the beat!

Memory Games

Memory is helpful for learning to read; remembering letter sounds and tricky words that do not fit a pattern or important bits of a story. Card games such as letter or word flashcards, snap, find the pairs, and remember the objects on a tray are fun ways to get that memory switched on and working quickly!

The Senses

Most children love to touch objects. They also love to see, smell, taste and hear. Get them to discover and explore letters and words by using the five senses; it is not only fun but also very effective.

Chatting Games

Journeys in the car are also an ideal opportunity to chat with your child, make up stories, sing and tell jokes!

Real Life Situations

Practise reading in real life situations such as shopping, reading food labels, lists, instructions, posters and special offers to find information. It's a great idea to make good use of everyday situations.

Top websites/apps:

- www.phonicsplay.co.uk
- Mr Thorne does phonics –www.youtube.co.uk
 - Pocket Phonics
 - Kids ABC Phonic

Read Write Inc. (RWI) phonics programme

RWI is a successful Reading programme that enables every child to become a confident and fluent reader at the first attempt. We use this programme to teach our children phonics which in turn enables them to read. It aims to teach all children to read fluently and confidently.

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending (Fred talk)
- read lively stories featuring words they have learned to sound out

How can I use RWI at home?

1. Help your child to learn the Speed sounds- indicating the special friends (pairs/trios of letters that makes a new sound (Please avoid using letter names with early readers.) The speed sound charts can be found in your child's planner.
2. Help your child learn to read words by sound-blending (FRED TALK).
3. Help your child read short sentences using the above words.

Red words

These words do not fit the sound rules and are called irregular. We call them Red words and children learn to read them on sight.

| | | | | |
|------|-----|------|------|-------|
| what | all | no | we | so |
| to | me | call | her | there |
| want | go | old | some | one |

| | | | | |
|------|-----|----|-----|------|
| I | the | my | you | said |
| your | are | be | he | does |

| | | | | |
|-------|---------|-------|-------|---------|
| who | were | any | where | two |
| love | many | here | once | talk |
| could | thought | great | son | water |
| there | their | come | watch | brought |

RPS Book Band Chart for Home Reading Books

| | |
|----------------------|--|
| LILAC | |
| PINK | |
| RED | |
| YELLOW | |
| LIGHT BLUE | |
| GREEN | |
| ORANGE | |
| TURQUOISE | |
| PURPLE | |
| GOLD | |
| WHITE | |
| LIME | |
| BROWN | |
| GREY | |
| DARK BLUE | |
| DARK RED | |
| STAR BAR 7-8 years |  |
| STAR BAR 8-9 years |  |
| STAR BAR 9-10 years |  |
| STAR BAR 10-11 years |  |