

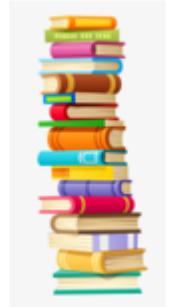


17 November 2021

Dear Parents/Carers,

*“The journey of a lifetime starts with the turning of a page”*

We have launched our ‘Reading Tree’ incentive to help encourage a love of reading and each class has their own reading tree display (please see image below).

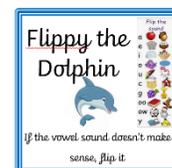
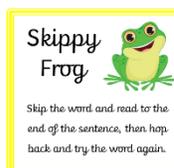


Children move their name up the tree every time they read at home and, if they read 3 times in a week, they have the opportunity to receive a small reward. Please acknowledge that your child has read at home by writing a short comment in their reading record. Our teaching staff will check these daily.

Please find below a link to a ‘Benefits of Reading’ You Tube clip. We have also attached a Pioneer leaflet containing information about how you can support your child with their reading progress.

<https://www.youtube.com/watch?v=luCwIN7Clwo>

Below, you will find images of our **5 reading strategies**, which the children use at school regularly.



## Frequently Asked Questions:

### My child reads independently, do I have to comment and sign their reading diary?

Children who are confident readers and able to read independently are fine to do so. However, a short comment is still required for them to move up the tree.

### What sort of comment do I need to write?

Please include the book title, the page they read up to and include any next steps they need to address. This could be a word they found tricky.

Asking your child questions about the story is a great way to check their comprehension of what they have read.

### Can my child read 3 times at the weekend? Or 3 times in one day?

The idea is for children to read 3 times during the week. If they read at the weekend that is great, but this will only account for one reading session.

### How will teachers know they have read at home?

Our staff will check reading records daily.

### Will my child be able to change their reading book at school?

Absolutely! All pupils will have the opportunity to change their books when they need to.

### Can my child read their own book from home?

Yes please! They can read their own books or books you have borrowed from your local library.

Kind regards,



Mrs H West  
Head of School



A Parents' Guide to Supporting Reading at Home  
from Nursery, to Year 6 and beyond.



## **Reading at Home**

Strong home-school partnerships are highly beneficial to reading development throughout a child's time at primary school. This document offers ideas and suggestions to help you and your child gain the most from your reading experiences.

## **Reading material**

At school, pupils are given access to a wide range of reading material and books are regularly taken home. Pupils will read a mixture of 'real' books and those from our reading schemes. Sometimes a book will be chosen by the class teacher and at other times children will make their own selections.

Children may sometimes choose a book that they have read before or that you may consider too easy for them, but it is important that they are given these opportunities to build confidence and allow them to show off what they can do!

It is also important to remember that reading opportunities are all around us, everywhere. Children should be encouraged to engage in these as fully as possible in everyday life. These include choosing from a menu, choosing and checking times from a TV or cinema guide, reading advertisements, looking at sign posts and directions, reading emails and letters, sport reports, reading instructions from a recipe, making a model or rules for a game ... the list is endless!

## **Supporting your child at home**

In the early years, children learn a vast amount through play. At school, learning areas are equipped with resources for reading and writing, which means that literacy is readily available to pupils. At home, play with your child and encourage them to make use of the literacy materials that you have (calendars, diaries, telephone directories, recipe books, newspapers, magazines, cards, postcards, letters, bills).

Choose a time and a place that is comfortable for you and your child. All readers make mistakes and it is sometimes necessary to prompt if the child is losing the flow of a story. However, it is not always advantageous to provide words too quickly as this prevents the child re-reading and correcting the mistake spontaneously. It is also sometimes more useful to encourage young readers to guess at the meaning by using the context of the passage or pictures. This helps the child to develop useful strategies, which will lead to greater fluency and independence with reading.

Above all, reading should be an enjoyable experience. It is important that children are encouraged to regularly read at home and that this parent-child interaction continues throughout their primary years and beyond.

**We request that children read at home a minimum of three times a week.**

## **Ways to support reading:**

### **HELPING YOUR CHILD READ A WORD:**

- Which letter phonemes do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?

- Are there any bits of the word you recognise?
- Miss out the word, say 'mmmm', finish the sentence. Then go back and work out what the word was.
- In a rhyming book, think of a word that rhymes.
- Use the first 1 or 2 sounds with another strategy - Always go back and read the sentence again!

### **SUPPORTING THE CONFIDENT READER:**

Confident readers have reached the stage where they no longer wish to read to an adult and want to read silently to themselves. The interaction between the parent and child changes at this stage. To ensure that the child's reading development continues to move forward, we would encourage parents to **question** the child about what they are reading, at an appropriate time, to extend their reading and share their enjoyment of the book.

**The following questions will provide ideas that you can extend to suit individual needs.**

Questions to ask...

- What is the title of the book?
- What kind of book is it? (Fiction, non-fiction, poetry, short story etc.)
- Who is the author/illustrator?
- Have you read any other books by the same author?
- What made you choose this book? (Author, cover, illustration, recommendation etc.)
- Did you read the blurb before selecting the book?
- Could you tell anything about the book before you started reading it? What were the clues?
- Have you read this book before? Why have you chosen it again?

**Questions to ask before your child begins or resumes their book...**

- What has happened so far?
- What do you think will happen next?
- What are the clues that make you think this?
- How would you like the story to end?
- Are you involved in the story? Why?
- Where is the story set? Is there a description?
- When is the story set? (Past, present, future)
- Who are the characters in the story? Who do you like/dislike? Why?
- Do you feel similar to any of the characters? Tell me what is similar?

**Questions to ask when your child has finished their book...**

- Was the book as you expected?
- Was there anything you disliked about the story?
- At what point did you decide you liked/disliked the story?
- If you have read this book before, did you enjoy it more this time?
- Did you notice anything special about the way language is used in this book? (dialect, descriptive writing etc)
- If you had written this book, how would you have made it better?
- Has anything that happens in this book ever happened to you?
- Can you describe an exciting moment or favourite part of the story?
- Is the story straightforward? Is there more than one story happening at the same time?

- Who was telling the story?
  - Was this the most important character in the story?
  - Do we get to know the characters quickly or do they build up slowly through the book?
  - Was the ending as you expected? Did you like the way the story ended?
  - Do you like the illustrations? Do you have a favourite?
  - Would you recommend this book to your friends? Tell me what you would say to a friend?
- Did you come across any new words/vocabulary that you weren't sure about?

### **ADVICE IF READING BECOMES A CHALLENGE AT HOME**

We would like all children to enjoy reading rather than see it as an effort/hard work/something they don't enjoy.

- Try to avoid confrontation
- Offer alternative reading material, e.g. internet access, magazines, non – fiction etc...
- Encourage reading at different times of the day or week
- Buy/borrow books on tapes from the local library and then you can listen whilst in the car or before bed
- Share reading activities and interact with the text together
- Share the problem with your child's teacher, we are here to help!

### **WHAT DO I WRITE IN THE READING RECORD?**

It is important that the Reading Record reflects the child's reading patterns. Regular comments from the parent, linked to the questions below, are also needed to show that the child is extending his/her reading through questioning and interaction with an adult.

The following list is not an exhaustive list but offers suggestions that may be appropriate. It is very important to remember that the enjoyment factor is always worth commenting on. Parents are not expected to comment on each of the following areas after each reading session!

- How enthusiastic is the child about the choice of book?
- Can the child remember the story so far?
- Is the child reading using only the pictures for clues?
- Does your child understand that the words they are reading mean something?
- Can the child read words out of context e.g. when you point to a word without reading the whole sentence?
- Is the child confident to attempt new words?
- What reading strategies is your child using e.g. sounds, use of the picture, use of the context?
- Can the child follow the text without using a finger or marker?
- Is there a pattern to the mistakes your child is making e.g. words ending in "ed" or starting in "sh"?
- Does the child recognise mistakes and self-correct?
- Is the child recognising many key words?
- Is the child aware of punctuation?
- Is the child reading with expression?
- How long is the child able to sustain reading?

**REMEMBER TO SIGN THE RECORD 3 TIMES PER WEEK.**

## Reading to your child

Remember that it is also important for children to be read to. There is almost universal agreement that listening to stories is 'good' for children who are learning to read. You can motivate your child to read by regularly sharing a book with them. Your child will sense your love of books, your enjoyment of a good story and your appreciation of good illustrations.

With younger children it can be fun to read familiar stories together, pointing at the words and allowing children to enjoy the stories, join in with well-known stories and develop ideas of the relationship between sound and print. With children of any age it will help to develop imagination and enrich vocabulary development.

## Some useful websites for you:

[www.jollylearning.co.uk](http://www.jollylearning.co.uk) - Jolly Phonics

[www.parentlink.co.uk](http://www.parentlink.co.uk) - contains ideas to help at home

[www.bbc.co.uk](http://www.bbc.co.uk) - school section (words and pictures for phonic activities)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.literacytrust.org.uk](http://www.literacytrust.org.uk)

[www.crickweb.co.uk/assets/resources/flash.php?&file=ww](http://www.crickweb.co.uk/assets/resources/flash.php?&file=ww)

[www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm](http://www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm)

[www.snaithprimary.eril.net/rindex.htm](http://www.snaithprimary.eril.net/rindex.htm)—nursery rhymes