



Bournebrook

Church of England Primary School

Parents and Carers Guide to reading at Bournebrook C of E Primary School



Why is reading so important?

Studies show that reading for pleasure makes a big difference to children's educational performance. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

In fact, reading for pleasure is a lifelong learning skill that will help all children thrive in the future, whatever they decide to do.

What difference can I make as a parent?

You can make a huge difference. Parents are the most important educators in a child's life, it's never too early or late to start reading together.

Reading with your child

Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.

Top Tips for reading with your child

Read with your child no matter how old they are.

Read at different times of the day- when you have time in your family

Embrace reading the same books over again

Choose a range of texts- it can be anything!

Little and often is key to keeping children engaged

Ask questions about the characters, different parts of the story and particular aspects they have enjoyed

Read in different locations around the house or even outside!

Use your finger, ruler or a piece of paper to track the words if it helps

If the amount of text is distressing your child- use a piece of paper to cover the text they have yet to read.

Little Wandle Reading

At Bournebrook, we use the Little Wandle synthetic phonics scheme. Phonics is taught on a daily basis which is also embedded during daily reading practice. Children in EYFS and Year 1 use the Little Wandle scheme, cross phase monitoring ensures fidelity to the scheme. Some children require daily keep up, this completed by the class teacher, using Little Wandle flash cards.

In school, children read their Little Wandle reading books three times a week, Monday- Wednesday, with an adult. Each day has a different focus, the reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody - reading with meaning, stress and intonation
- comprehension - understanding the text

Children are assessed half termly by their class teacher and results are sent to the subject leader to monitor progress and ensure high expectations are maintained by all staff. Assessments are completed every half term to provide a picture of children's needs.

Children requiring further support after the lesson will receive keep up from an adult. Children that need additional phonics support are part of the rapid keep up lessons in Year 2.

Reading Scheme

Once children can read fluently and have been assessed in lower school, they move from the Little Wandle reading scheme onto the reading scheme. Our Reading Scheme is banded using guidance from the Institute of Education. The books are grouped in colour bands based on difficulty of words, the length of the book and the appropriateness of the content. The books in each band have been carefully selected in order to provide a wide range of opportunities to practise and develop different reading skills and stamina. The books in the band differ in difficulty. Each book band contains a large variety of fiction and non-fiction books from different authors. We also encourage children to change their own books as this promotes the skills of choice and develops a love of reading. As well as their banded reading book, children can also take home library books to further enhance their interest in reading. Children can become a 'free reader' where they choose their own book. It is still important that children read out loud and discuss books with an adult even as a free reader.

Own choice and Library books

Children are given the opportunity to choose their own book from the library, this may be a fiction or non-fiction book. The library book chosen may not match the reading ability of the child- it may be a book for you to read together, rather than them reading out loud. The aim of the library session is to develop a lifelong joy in reading and making a personal reading choice.

Your child's reading record

Reading Expectations

Reading at home improves fluency, expression, intonation as well as confidence. As a school we recommend reading with your child little and often. Book discussions are really important.

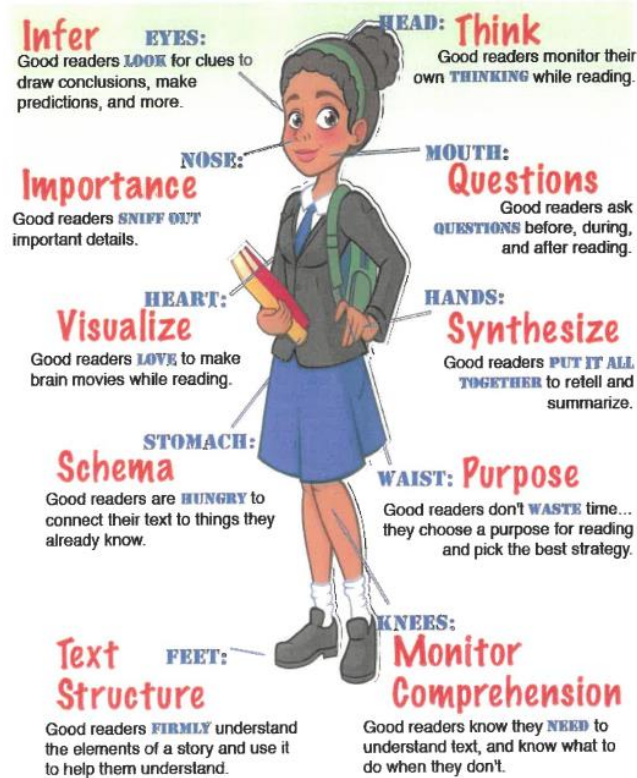
All children should aim to read out loud to an adult 3 times a week (even if they can read fluently) and have their reading record signed. Records need to be in school everyday.

Children may read other reading materials than school books, these can be added to the reading record too.

Reading books are changed on a Wednesday in Cherry and Elm

Children in Willow, Beech and Ash can change their book when needed. Please send in your child's reading book and record in every day, as individual readers may be heard read on any day.

Good Readers



Information about good readers, and how you can support your child when reading.

Supporting reading in Lower school

At the front of each Little Wandle book, there are key words and vocabulary to share together; key questions can be found at the back of the book, these can be used to help start discussions.

Types of questions you may ask in Upper School

As children become older different types of questions are used to assess their understanding of the text. The different styles of questions are called content domains. Below are the different types of questions you could ask your child to support their reading at home.

2a Give / explain the meaning of words in context
<ul style="list-style-type: none"> • What does this ... word / phrase / sentence... tell you about the... character / setting / mood? • Highlight a key phrase or line. By writing the line in this way, what effect has the author created • The writer uses words like... to describe... what does this tell you about the character or setting? • What other words / phrases could the author have used? • How has the writer made you feel? Which words have they used in order to make you feel this way?
2b Retrieve and record information / identify key details from fiction and non-fiction
<ul style="list-style-type: none"> • Where does the story take place? How do you know? • When did the story take place? How do you know? • What did he / she / it look like? How do you know? • Who are the main characters in the book? How do you know?
2c Summarise the main ideas from more than one paragraph
<ul style="list-style-type: none"> • What is the main point from this paragraph? • Can you sum up what has happened in these 2/3/4 paragraphs? • You've only got 20 words. Sum up the whole story / poem
2d Make inferences from the text / explain and justify inferences with evidence from the text

- Which words give you that impression?
- Can you explain why...?
- Why did the author decide to...?
- Why has the author chosen these words?

2e Predict what might happen from details stated and implied

- Looking at the front cover, what do you think the story is about?
- What will happen next/ Why do you think that?
- How will the story end?

2f Identify / explain how information / narrative content is related and contributes to meaning as a whole

- Explain a character's different / changing feeling throughout a story
- What clues are there that a character is liked / disliked / feared / envied?
- What is similar / different about two characters

2g Identify / explain how meaning is enhanced through choice of words and phrases

Question Stems

- What other words or phrases could the author have used?
- What do you think the author meant by X?
- Which words are the most important? Why do you think this?

2h Make comparisons within the text

- Describe different character's reactions to the same event in a story
- How is it similar to...?
- How is it different to...?
- Which is better and why?

Reading Behaviours

Question stems

- Can you read for a sustained period of time?
- Choose your own book, why have you chosen that book/ text/story

Most importantly spend time enjoying sharing books together, the world of books is truly magical and amazing.