



Great Horwood Church of England Combined School

Our Christian School values: Love, Perseverance and Respect

READING AT GREAT HORWOOD CE PRIMARY SCHOOL

As a school we strive to enable all children to develop a love and appreciation of reading, and to become fluent and confident readers. We want to help them recognise that reading is a lifelong skill and one that is essential to access learning throughout their lives. 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.

To develop children's reading skills we use popular and well established reading scheme books such as 'Oxford Reading Tree', 'Alphablocks', 'Bug Club', 'Banana Readers' to name a few, which provide the children with reading material that is pitched at exactly the right level. We also add to these boxes a variety of library books that staff and parents have helped to level. This ensures the children are provided with an extensive selection of books at every stage, to support a broad and rich reading experience.

In addition to their individual reading, your child will take part in a guided reading session each week, where they read and discuss a text in a small group, led by their class teacher. These sessions allow for directed time to focus on specific skills, such as word reading, phonic use and basic comprehension skills in Key Stage 1, and more sophisticated comprehension and higher order reading skills (such as inference and deduction) in Key Stage 2. On other days, children will take part in independent or adult-directed tasks that link with a text through comprehension or build on vocabulary and sentence structure.

This system of structured teaching and regular practise provides children with the tools they need to become confident, motivated and fluent readers. We hope you will be able to support your child's reading development and help foster a love of books by regularly reading with your child at home.

WHAT ARE WE DOING IN SCHOOL?

At Great Horwood Church of England Combined School we believe that getting children off to an early start in reading helps to quickly build up the skills that they need to expand their knowledge and vocabulary. The two areas that are essential for this are:

1. **Word Reading:** Good early phonics-based teaching of word-decoding skills. This helps children to recognise and understand the sounds that letter combinations make and to recognise and decode words. This is learned through the 'Letters and Sounds' and 'Jolly Phonics' schemes.
2. **Comprehension:** Supporting and encouraging children to engage with reading through book talk and discussion about text.

Competence in both areas is essential for children to read fluently and confidently. However the balance between word recognition and language comprehension shifts as children acquire and secure decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. Being able to decode is not enough on its own, unless children get regular practice and experience of reading, they will not build on their decoding skills.

EARLY YEARS FOUNDATION STAGE & KEY STAGE ONE

Throughout the EYFS and KS1 children are read to regularly as this helps them learn how books 'work' and develops familiarity with written forms of language. In the early stages of learning to read, children are exposed to printed words and begin to develop word-recognition, and start to see links between letters and sounds. This ability which is known as phonological awareness is a vital foundation for building fluency of reading. Teachers focus on helping children to develop their word recognition skills so that they develop a bank of familiar words. As this bank of words expands, the emphasis on comprehension and response grows, helping the focus to move from learning to read, to reading to learn, and engaging and interacting with a wide range of texts for purpose and pleasure.

Alongside the teaching of phonics, guided reading sessions take place daily. Children read in small groups according to their ability and need, and talk about the text to assess their understanding.

To read texts with greater accuracy and understanding, pupils are taught to use a range of strategies which include:

- Segmenting and blending phonemes in words
- Identifying syllables in words
- Recognising words with common spelling patterns
- Recognising key words and other familiar words
- Using picture clues
- Using punctuation to help them make sense of the text
- Re-reading a word or sentence and drawing on contextual clues to support their understanding
- Using their knowledge of word conventions, structure, sequence and presentation
- Encouraging book talk, expressing their opinion and preference with reasons, and predicting what might happen.

KEY STAGE 2

In KS2 children are taught reading through whole class shared reading and small group reading, where children are supported to answer more complex higher-order questions about a text, for example inference and deduction. As part of our curriculum, texts are often linked to other areas of the curriculum and feed into writing tasks. To further encourage reading for pleasure, children also have daily opportunities to read independently and engage in informal 'book talk' with their peers, discussing and expressing views about what they are reading. In-line with the new National Curriculum, each class also shares a class book (chosen collaboratively by the children and teacher) which is read by the class teacher daily so that children experience authors and books that they might not choose to read themselves.

WHAT CAN YOU DO AT HOME?

At Great Horwood CE Primary School, we value parents as partners in the process of learning to read. Sharing books with your child helps open their eyes, minds and hearts to different people and situations, and stretches their horizons. Research proves that children who enjoy reading do better at school in all subjects and life-long readers have richer, more empathetic lives. Reading together increases literacy skills and does so much more - it helps to build a strong and special relationship with your child.

CHILDREN IN THE FOUNDATION STAGE

Children take home books to share at the level that they can access independently. Children will be at different stages in their reading and for some, the books that they bring home may contain just pictures. The children choose an individual reading book from the appropriate stage box and a class library book to take home and share with an adult.

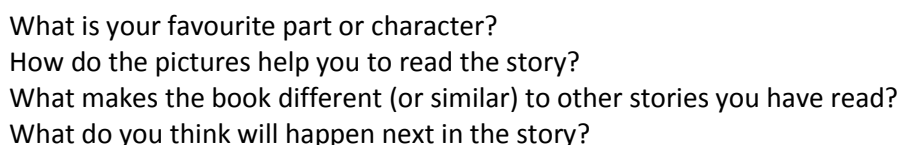
Children's book choices are monitored by the class teacher and they are encouraged to choose a selection of different types of book from the boxes. The staged reader boxes are regularly refreshed to ensure that children have a range of reading material to choose from and also that each child has a reading book suited to their reading ability.

CHILDREN IN KS1

On entry into Key Stage 1, children's reading ability is assessed by their class teacher and they are assigned a reading stage. Children are encouraged to choose one reading book from the appropriate stage box to take home each night to share with an adult. Children should return the book the following day, or when they have read it with an adult and choose another from the appropriate box. Children's book choices are monitored each week by the class teacher, who will use their professional judgement to move children on to the next reading level. If you feel that your child's reading books are too easy or too challenging, please make a note of this in her/his Reading Record or speak to the class teacher who will be happy to review his/her level as appropriate.

WHAT TO DO AT HOME:

- Make a regular time each day when you turn off the TV and sit down with your child. It doesn't have to be very long – 5 minutes of your full attention is better than a 15-minute session with lots of interruptions.
- Make it a relaxed and enjoyable time. Find a place where you both feel comfortable and make sure that you give your child lots of praise.
- Start by looking at the cover together. Ask your child to predict what the book might be about. For children reading longer books, ask them to summarise the story so far.
- Talk about the book they are reading:



What is your favourite part or character?
How do the pictures help you to read the story?
What makes the book different (or similar) to other stories you have read?
What do you think will happen next in the story?

- If your child gets stuck, give him/her some thinking time. Then you could suggest that she/he sounds out the word or looks at the picture or reads on to the end of the sentence. Give praise when she/he works it out.
- If your child is still stuck, say the word and encourage him/her to repeat it. S/he may want to re-read from the beginning of the sentence so that he/she don't lose track of the meaning.
- If your child is getting frustrated because the book is too difficult, offer to share the reading. Let your child's teacher know.
- Ensure your child sees you read for pleasure in a quiet, relaxed environment – reading novels, the newspaper, a kindle or tablet etc.

CHILDREN IN KS2

By the time they reach the beginning of Year three, many children will be fluent readers, whilst some may still require the structured support of the reading scheme. This is completely normal as every child learns to read at his or her own rate. Those children who have completed all the stages of the reading scheme will choose their own individual reading books from the class library, whilst those still working on the reading scheme will continue to choose books from the appropriate stage box. All children will then record the title of this book, along with the date, in their reading Record Book. This book can be read both at home and in class, but needs to be in school each day.

There are regular opportunities for silent reading during the course of the week. Parents and Carers should sign the Reading Record Book regularly but we also encourage the children to take some responsibility for the recording of any reading, by writing the date and page numbers in their own Reading Record Book. When a child has completed their current reading book, they choose a new book which is then recorded in their reading Record Book. Individual reading is monitored by the class teacher who checks Reading Record Books for any relevant messages each week, as well as ensuring that each individual child is reading regularly at home, and that children are recording this themselves. Books in the class library are changed and refreshed termly by the children and class teacher.

THE SCHOOL LIBRARY

We have a well-stocked library which is a quiet, comfortable space for all the children to use. The library is open at lunchtimes for children to spend time browsing the books and share ideas and opinions about the books they have read. All children have the opportunity to borrow a book each week and have library skills sessions run by their class teacher, every term.

BEYOND THE SCHOOL READING BOOK

The school reading book is only one part of reading at home. There is so much more that you can do to help your child enjoy reading and grow in confidence.

Things to remember whatever the age of your children:

1. **Read every day:** read aloud to your children and encourage them to read to you.
2. **Have all sorts of books and reading material at home:** borrow books from the library, give them as gifts and help your child to build up a collection of their own favourites.
3. **Read yourself:** make sure your child sees you reading for pleasure and for different purposes.

Please help us to monitor your child's reading by writing what they have read each day at home in their Reading Record or by encouraging your Key Stage 2 child to do this for him/herself.