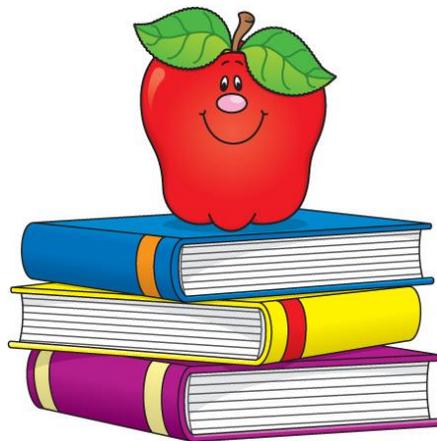




# Warley Primary School

Reading Guidance 2018



## **Why is reading important?**

- **Reading can open up new worlds and enrich children's lives.**

Reading opens doors - doors to factual information, real and fantasy worlds.

- **Reading can develop children's social skills.**

Reading a book together can be a great opportunity for you to share some quiet, relaxed quality time. At school, books can bring children together and be part of a positive shared experience.

- **Reading can improve hand-eye coordination.**

It may sound strange, but eBooks can be a way for children to improve their fine motor skills and their hand-eye coordination, as they click around a child friendly website or click the backward and forward buttons of online story pages.

- **Reading can provide children with plenty of good, clean fun!**

We've saved the most important point for last. Reading can provide children with endless hours of fun and entertainment. Stories can free up imaginations and open up exciting new worlds of fantasy or reality. They allow children to dream and may give them a good start on the road to viewing reading as a lifelong source of pleasure.

### **So reading really does matter after all!**

There are so many ways in which reading continues to be both a vital skill for children to master, and an important source of knowledge and pleasure that can last a lifetime.

## How we teach reading in the Foundation Stage and Key Stage 1

### Phonics

We use Letters and Sounds, supported by Phonics Play, to teach Phonics in EYFS, KS1 and KS2 where necessary. When children first start learning their sounds we use the 'Jolly Phonics' scheme.

### Phonics teaching

In the Foundation Stage and Key Stage 1 classes the children have a daily phonics session. Learning 'phonics' means that the children learn the sounds that letters make, for example, the letter 's' makes a long 'sssss' sound; the letter 'r' makes a long 'rrrrr' sound. To teach these letter sounds, or phonemes, we use 'Jolly Phonics', which is an interactive method where each sound is accompanied by its own song and action. It is very important that the children learn to say letter sounds when reading, rather than the letter names as you would hear in the alphabet, for example, 'ay', 'bee', 'see'.

Once the children have learnt the sounds for the letters 's', 'a', 't', 'i', 'p', 'n', we teach them to blend the sounds together to make a word. For example, 's'-'a'-'t' = sat; 't'-'i'-'n' = tin; 'p'-'i'-'n' = pin.

There are some words in the English language that we are unable to sound out. These are called 'tricky words', for example, 'the', 'said' and 'here'. We teach these words to the children as 'words that they will just have to know', giving them strategies to help to remember them.

Once the children have learnt some letter sounds and tricky words, they will begin to read short captions and sentences e.g., 'The cat is in a hat'. They will recognise and know the word 'the' as a tricky word and then sound out the rest of the sentence.

Sometimes, a sound is made by two or three letters (digraphs and trigraphs), for example, 'ai' as in rain; 'ow' as in cow; 'igh' as in high. We teach these using Jolly Phonics, so once again, the sounds have a song and an action to accompany them.

As the children move in to Year 1, they continue to learn more new sounds. They will also learn alternative pronunciations for sounds. For example, 'ea' can be pronounced as a long sound as in 'sea' but it can also be a short sound as in 'head.' They will learn more 'tricky words' such as 'asked', 'could' and 'people'.

Children are encouraged to develop a love of reading and books, and have free choice of books from the school library areas once per week. This may be a book that they can read themselves or one that they need read to them. When children are learning to read, we use the Oxford Reading Tree series featuring characters such as Biff, Chip, Kipper and Floppy.

These books will be changed regularly and we endeavour to hear children read as frequently as possible.

## **Year 1 Phonics Assessment**

At the end of Year 1, the children will complete a statutory phonic screening test. This takes place in June and is carried out in a relaxed, non-threatening environment with the class teacher. The test checks the children's decoding skills i.e. whether they can sound out words and blend the sounds together in order to be able to read.

## **Guided Reading**

Guided reading sessions take place in each class, every day. The children work in a small group with the teacher or teaching assistant, focusing on a short text which could be fiction or non-fiction. During the session the children have an opportunity to read independently, to read aloud and to answer basic comprehension questions about the text. Each child will work with an adult in a guided session at least once a week.

## **Individual Reading**

In the Foundation stage and Key Stage 1, when children are normally still on the reading scheme books, we aim to hear them reading individually as often as possible. They may read to the teacher, teaching assistant or parent helpers several times a week.

## **How we teach reading in Key Stage 2**

### **Phonics**

In Key Stage 2 (Years 3-6), some children may still need to consolidate their learning of the letter sounds and will continue to take part in regular phonics activities until they have mastered these skills.

### **Comprehension**

Once children are able to decode a text confidently we focus on teaching more advanced reading comprehension skills.

There are six main types of questions that we focus on teaching: Retrieval, Literal, Language, Inference, Deduction and Structure. Below is a table which details the definitions of these question types and also provides examples for each.

Please note Inference, Deduction and Structure questions are suited best to confident readers.

<p><b>Literal</b></p> <p>The information can be found in the text.</p>	<ol style="list-style-type: none"> <li>1. Where does this story take place?</li> <li>2. What happened in the story?</li> <li>3. How would you describe the main character?</li> </ol>
<p><b>Retrieval</b></p> <p>This requires skimming and scanning the text to find certain information.</p>	<ol style="list-style-type: none"> <li>1. Which part of the story best describes the setting?</li> <li>2. Can you find examples of different features of this text type?</li> <li>3. What word describes how this character is feeling?</li> </ol>
<p><b>Language</b></p> <p>Discussing why an author has made a certain language choice.</p>	<ol style="list-style-type: none"> <li>1. Why did the author use this title?</li> <li>2. Can you find examples of powerful adjectives?</li> <li>3. What does the language choice suggest about the character?</li> </ol>
<p><b>Inference</b></p> <p>Questions that require you think outside the text i.e. the answer cannot be found in the text, but clues can.</p>	<ol style="list-style-type: none"> <li>1. How is the main character feeling and why are they feeling this way?</li> <li>2. When would you use the contents page in the book?</li> <li>3. What do you think is going to happen next?</li> </ol>
<p><b>Deduction</b></p> <p>Drawing conclusions about a text.</p>	<ol style="list-style-type: none"> <li>1. Who was the storyteller?</li> <li>2. If you were going to interview this character what questions would you ask?</li> <li>3. What have you learnt from reading this text?</li> </ol>
<p><b>Structure</b></p> <p>Discussing why a particular layout and features were chosen (particularly for non-fiction texts).</p>	<ol style="list-style-type: none"> <li>1. How has the text been organised?</li> <li>2. Why has the author used short sentences?</li> <li>3. Why has the author put certain words in <b>bold</b> or <i>italic</i>?</li> </ol>

When reading with your child at home, please try to ask a few of these questions to ensure that they are both engaging with, and understanding the text. This will benefit them greatly when they tackle such questions in comprehension activities at school.

## **Reading practise in Key Stage 2**

The children have many opportunities for reading both independently and with an adult over the course of the week at school. Some of these are listed below:

- Guided reading sessions in a small group with the teacher - at least once a week;
- Individual reading with the teacher/teaching assistant/parent helper;
- Reading aloud and independently across the range of curriculum subjects;
- Weekly comprehension lessons;
- Independent reading time e.g. at the end of the day;
- Paired reading with children from another class;
- Library time;
- Reading words in the school environment.

## **Assessment in Key Stage 1 and Key Stage 2**

In Year 2, all children sit two statutory reading papers in May. The children are expected to read a booklet containing a number of short texts (both fiction and non-fiction) and then to answer questions related to these texts. There is no set time limit for these papers, however children are typically allowed 1 hour. These papers are internally marked by the class teacher.

In Year 6, all children sit a statutory reading test in May. This involves reading a booklet containing three lengthy texts (both fiction and non-fiction) and then answering questions about what they have read. The questions are a combination of the six different question types mentioned on the previous page. The children will be given 1 hour to sit this paper and will be required to read all texts and answer all questions in this time. These papers are externally marked.

## **End of Year Assessments**

In the Summer Term, Years 1, 3, 4 and 5 will also complete a reading test in order to assess each child's comprehension of a range of text types and vocabulary. As in Years 2 and 6, the tests will have a reading booklet containing a number of short texts (both fiction and non-fiction) and then the children will need to answer questions related to these texts. These papers will be internally marked by another class teacher and results will inform the class teacher's end of year judgements for reading.

## **What can you do to help at home?**

The more enjoyable the things they read are, the more they'll stick with them and develop the reading skills that they'll need in their adult lives. Reading should be viewed as a pleasurable activity, not a battle!

It also goes without saying that the more young children are read to, the greater their interest in mastering reading. Reading out loud to your child exposes them to proper grammar and phrasing. It also helps to develop their spoken language. If your child wants to listen to, or read, the same story over and over again, don't worry about it. Children take comfort from the familiarity and predictability of a loved story that they know by heart.

At Warley, we expect children to bring home their reading book every day, and read to/with an adult for at least 10 minutes each evening. If your child struggles with sounding out a particular word, please encourage them to use the methods explained earlier in this booklet. Segment the word (break down the sounds) and then blend it (put the sounds together again).

Children who are confident at decoding the text and have come off the reading scheme books should bring home their library book to read each evening. These children may prefer to read their book independently but it is still important for them to discuss the text they are reading with an adult, focusing on some of the types of questions discussed earlier in this booklet.

## **New KS2 Reading Scheme for 2018!**

We are excited to announce that we have been able to purchase a brand new reading scheme for Key Stage 2. We hope that this new scheme will encourage children to continue reading on a regular basis and to encourage parents to hear their children read on a regular basis throughout KS2. The books are carefully selected to cover a range of topics and genres, which is particularly important when considering the challenging content of the new style Year 6 SATs reading tests. This test is now harder to pass than ever before and relies on children having a wide reading background and general knowledge. Hopefully this scheme will aid children's preparation for the demands of the SATs whilst also encouraging a love of reading and improving children's general knowledge.

## **Reading Records**

Please use your child's reading record to note down any reading they have done at home. The record should be sent back into school each day.

If you have any further questions about reading that haven't been answered in this booklet, please speak to your child's class teacher who will be happy to answer them for you.

### **Useful websites**

You may find some of the listed websites useful for resources and encouraging reading at home.

<http://www.bbc.co.uk/cbeebies/stories/>

<http://www.scholastic.com/parents>

<http://www.puffin.co.uk/index.html>

<http://www.phonicsplay.co.uk/>

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

If you know of any other useful websites, please let us know and we will add them to the list.